

Assessment Policy & Procedures

RATIONALE

Central to the mission of Trinity College ('the College'), a Catholic school in the Edmund Rice tradition, is an unequivocal commitment to fostering the dignity, self-esteem and integrity of each person present within our community.

This Policy outlines the Principles and Procedures for the assessment of student learning at the College ensuring consistency, fairness, transparency and alignment with the Western Australian Certificate of Education (WACE) and School Curriculum and Standards Authority (SCSA) Guidelines.

SCOPE AND APPLICATION

This Policy applies to all students and staff involved in teaching and assessment from Years 7-12, and is applicable across all learning areas.

PRINCIPLES

Assessment at the College will foster the following principles:

- Align with the WACE and SCSA Guidelines
- Be valid, reliable, fair and educative
- Support teaching and learning by providing timely, constructive feedback
- Cater to the needs of all students, including those with special learning requirements; and
- Be transparent and clearly communicated to students and parents.

RESPONSIBILITIES – TEACHERS AND STUDENTS

Both teaching staff and students are required to familiarise themselves with this Policy document and respective Course and Assessment outlines.

Teacher Responsibilities

It is the responsibility of the teacher to:

- Develop a teaching and learning programme that appropriately delivers the current SCSA syllabus
- Provide students with access to a Course and Assessment Outline
- Ensure all assessment tasks are fair, valid and reliable
- Provide students with timely and constructive assessment feedback
- Maintain accurate records of student achievement
- Meet College and external timelines for assessment and reporting; and
- Inform students and parents of academic progress, as appropriate via SEQTA.

Student Responsibilities

It is the responsibility of the student to:

- Complete all assessment tasks with integrity and follow assessment guidelines
- Complete and submit all assessments required in each subject/course by the due date
- Attempt all in-class assessments on the scheduled date
- Complete all work requirements in each subject/course
- Inform the College before anticipated and/or unforeseen absences, extension requests or any other issues relating to assessments
- Maintain a folio of achievement evidence throughout the year for all subjects/units
- Retain a second copy of all major out-of-class assessments submitted
- Negotiate changes in music lessons when they clash with in-class assessments (students are required to provide music tutors with one week's notice of cancellations/changes to music lessons due to assessment clashes); and
- Allow parents to view and, if required, to sign and return marked assessment tasks.

ASSESSMENT PLANNING AND DESIGN

Teachers will provide students with an *Assessment Outline* at the start of each course or semester. This includes:

- Assessment types
- Weightings
- Due dates
- Outcomes being assessed

A range of assessment tasks may be offered and include, but not limited to:

- Tests and exams
- Projects and research tasks
- Oral presentations
- Practical or performance-based assessments
- Portfolios or journals

ABSENCES, MISSED WORK AND LATE SUBMISSION

Absences – In-class Assessments

Where a student **is absent without prior knowledge** for a scheduled assessment task such as a test or examination, the College should be called (Students Services – 9219 1186) or emailed (absentee@trinity.wa.edu.au) on the day of absence and students should acknowledge that a particular assessment has been missed, and request that the relevant class teachers be informed. This will be recorded on the student's absentee record.

Students in Years 11 and 12 (ATAR Subjects only)

For students in Years 11 and 12, the subject teacher will acknowledge and notify the parent via SEQTA of the student's absence and that an assessment has been missed. If a student misses an assessment for a valid reason (e.g sickness, state representation, bereavement, school activity), they must complete a catch-up assessment within 2 school days of their return (unless there are extenuating circumstances). For example, if a student was ill and returned to school on a Friday, Monday is the last day the student must complete the missed assessment. The catch-up assessment will be marked and will count towards the student's overall mark and grade, unless it is deemed that too much time has passed and then a standardised score will be used.

The assessment times to complete missed assessments will be as follows:

- Monday: 7.30am to 8.20am
- Tuesday: 7.30am to 8.20am
- Wednesday: 3.10pm to 4.00pm
- Thursday: 3.10pm to 4.00pm
- Friday: 7.30am to 8.20am

These assessments will take place in the Library Study Room.

If a student fails to complete the catch-up assessment within the agreed time limit, they may receive a mark of zero.

If more than three assessments are missed by a student due to valid/approved absence, the student is asked to liaise with the Deputy Principal (Learning & Innovation) to organise alternative arrangements to complete all the missed assessments.

If a trend of missed assessments is established without a justifiable reason, the affected student may be awarded a mark of zero for the missed assessments, instead of standardised marks.

Students in Years 7-10, as well as Years 11 and 12 General Subjects

Where the student provides a reason which is acceptable to the College for the non-submission or non-completion of an assessment task, the teacher will:

- Negotiate an adjusted due date for an out-of-class assessment or an adjusted date for an in-class assessment task (within two days of the student's return)
- Decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential, or
- Statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks, and the difficulty of the assessment using a standardised score.

Students that deliberately avoid assessments or truant on the day of an assessment task will be given a mark of zero.

FAILURE TO SUBMIT WORK

Where a student has a valid reason for not being able to meet the scheduled due date for an out-of-class assessment task they must discuss the matter with the teacher at the earliest opportunity prior to the allocated due date.

For any missed in-class assessment task where the student **does not** provide a valid reason which is acceptable to the College, the student will receive a mark of zero.

If a student **does not** submit an assessment task the teacher will contact the parent/guardian to discuss the impact on the student's overall course score.

LATE SUBMISSION OF WORK

Students are made aware of due dates for assessment tasks well in advance of the due date, and as such they are expected to complete and submit all assessment tasks on time.

Late submissions – without a valid reason – may incur a penalty:

- The student will be penalised 10% of the mark gained for being a day late and 10% per day thereafter until the assessment is submitted, or until the cumulative result is a zero. Weekends will constitute a 2-day deduction worth 20%. The Head of Learning Area will be informed in such circumstances.

Extensions may be granted for valid reasons such as illness, family emergency, College-based activities such as overnight excursions, or other special circumstances. Consultation with parents/guardians will occur with some extension requests in order to consider the context.

Note:

In normal circumstances technical failures related to computing equipment will not constitute sufficient grounds for an extension.

CATASTROPHIC EVENT

A catastrophic event (e.g pandemic) will likely affect assessment task requirements. In these events, assessment requirements will be reviewed on a case-by-case basis. With regards to the completion or submission of the respective assessment tasks and/or completion of the examination timetable, students will be advised by the College regarding adjustments to the task requirements and/or the Assessment Outline.

CHEATING, COLLUSION AND PLAGIARISM

Cheating is where a student has engaged in a dishonest act to increase their mark. This typically occurs in tests and examinations.

Collusion is where a student submits work that is not their own for assessment and which

may be similar or identical to that of other students.

Plagiarism is where a student copies sections or all of another person's work, ideas etc without acknowledgement. In most assessments, teachers will discourage more than a minimum level of other people's work, even if acknowledged.

Students found guilty of **cheating, colluding, or plagiarising** in school assessments will either have their entire assessment disqualified or, if the teacher is able to isolate that part which has been advantaged through these acts, only that part which can be clearly and solely related to the act will be disqualified.

With regards to in-class assessments, **mobile phones and smart watches** must always be placed at the front of the room. Pencil cases and files should always be placed on the ground.

Cheating, collusion or plagiarism may result in:

- An investigation by the teacher (in conjunction with Deputy Principal – Learning & Innovation)
- A mark of zero for the task (or section affected); and
- Parents/guardians notified.

EXAMINATIONS

Students will be provided with clear rules and instructions regarding examinations, which will be issued with the examination timetable (see Attachment 1). As such, students must read, understand and adhere to these.

Absence from Examination

For students in Years 7-9, the procedure is the same as for '*Absences – In-Class Assessments*'.

Students in Years 10, 11 and 12, who are ill on the day of the examination, should ask their parents/guardians to contact the College as soon as possible. This information should be passed on to the Deputy Principal (Learning & Innovation) immediately and a subsequent valid medical certificate provided.

In exceptional circumstances, the College may allow a student to sit an examination at a time other than that scheduled. Please note that the College will determine what constitutes an exceptional circumstance. Should an exceptional circumstance result in the student being unable to complete their exam, the College may allow a standardised score to be used which will consider the difficulty of the assessment and the student's current placing in the class.

Note:

Participating in family holidays will NOT be accepted as an exceptional circumstance.

APPEALS AGAINST ASSESSMENT PROCEDURES

If a student considers that there is an issue about delivery of a WACE unit, the marking of an assessment task or about the grade assigned for a course unit they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student or parent/guardian should approach the Head of Learning Area. The student or parent/guardian can request, in writing, that the College conduct a formal assessment review if they consider they has been disadvantaged by any of the following:

- The Assessment Outline for the course unit does not meet SCSA requirements
- The assessment procedures used in the class do not conform with the College's Assessment Policy; or
- Procedural or computational errors have occurred in the determination of the mark and/or grade.

The Deputy Principal (Learning & Innovation), or nominated representative, will conduct the review. The reviewer will meet the student and the teacher independently and prepare a written report. The report will be provided to the student and parent/guardian. If a review does not resolve the matter, the student or parent/guardian may appeal to SCSA.

CONCURRENT ASSESSMENT TASKS

Where there is more than one class studying the same pair of units at the College, all the assessment tasks will be the same to ensure student marks are valid and on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes.

In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the College works with other schools and uses the same assessment task or examination, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

RETENTION AND DISPOSAL OF STUDENT WORK

Once marked, assessed work will either be:

- Retained by the student on the understanding that they need to make this work available to the College if requested, or
- Retained by the class teacher in an individual assessment file for each student, which can be accessed by the student as appropriate and particularly for revision purposes.

SCSA personnel may request access to these assessment files for moderation purposes. Therefore, students must retain their files until the College's grades are finalised – that is, by the conclusion of the student appeals period at the end of Term 4.

All materials not collected by the end of the year are securely disposed of by the College. The College will not use the materials for any other purposes without the written permission of the student.

EQUITABLE ACCESS FOR ASSESSMENTS

The College recognises that for some students the impact of a diagnosed disability, impairment or medical condition may be a barrier to accessing an assessment task. As such, adjustments may need to be made for these students to access the assessment task equitably. Evidence is required for approval of adjustments for students with a disability and/or impairment. The appropriate classroom teacher, in consultation with the Head of Learning Area and Deputy Principal (Learning & Innovation) will help ensure the proper adjustments are implemented. Adjustments, depending on the individual student's educational needs and the nature of the assessment, may include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

Note:

For Year 12 students with a diagnosed disability, which has a functional impact on their performance, the College will help facilitate an application to SCSA for consideration of Equitable Access Adjustments (EAA) via their [Application Form](#). The granting of EAA by SCSA is not automatic.

Comprehensive Guidelines and Information is provided on the [SCSA website](#).

ASSESSMENTS AND ARTIFICIAL INTELLIGENCE (AI)

Artificial Intelligence (AI) tools, such as ChatGPT, are large language models trained on a dataset of conversational text. They can generate responses that are akin to human responses and can be used for a variety of natural language processing tasks, including text completion, conversation simulation and language translation.

In order to provide clarity of understanding, the College has implemented a [traffic light](#)

[system](#) as to the use of AI. Assessments will be categorised as:

- *Red Traffic Light*: do NOT use AI in this assessment.
- *Yellow Traffic Light*: some generative AI is ok. Please check with your teacher.
- *Green Traffic Light*: generative AI is encouraged.

When students are permitted to use AI tools for assessments, it is important that they adhere to the following guidelines:

- Any information or ideas obtained from AI tools, including ChatGPT, must be properly referenced/cited in the final submission, as per library [Referencing Guidelines](#)
- Plagiarism, including the submission of work that is not original, may result in appropriate consequences, such as a mark of zero or a demonstration of knowledge via another method i.e in-class assessment
- It is recommended that students verify information generated by AI tools, including ChatGPT, with other sources as they may not always be accurate; and
- Students are encouraged to seek assistance from teachers and other academic support resources if they have any questions or concerns about using AI tools or academic integrity.

Teachers may use various methods, including manual review, comparison to online sources, and plagiarism detection tools, such as Turnitin, to check the originality of the submitted work.

RELATED DOCUMENTS

The following should be read in conjunction with this Policy document:

- School Education Act 1999 (WA)
- School Education Regulations 2000 (WA)
- School Curriculum & Standards Authority Website - [SCSA website](#)
- Equitable Access to Assessment Policy & Guidelines, School Curriculum & Standards Authority, 2024 (WA)
- Guide to the Registration Standards and Other Requirements for Non-Government Schools, 2024, Department of Education – see Standard 1
- Attendance Policy & Procedures (Trinity College)

POLICY NAME:	Assessment Policy & Procedures
POLICY AREA:	Student Learning
DATE APPROVED:	July 2025
OWNER:	Deputy Principal – Learning & Innovation
NEXT REVIEW:	July 2028

Appendix 1 – Examination Rules & Instructions

1. Unless stated otherwise, all written examinations will take place in Gibney Hall.
2. **Morning examinations** commence at 8:50am. It is suggested that you plan to be at school by 8:30am.
3. **Afternoon examinations** commence at 12:50pm. It is suggested that you plan to be at school by 12:30pm.
4. Reading time is 10 minutes unless advised otherwise. No notes may be made during reading time. No marking of the paper by pen, pencil, highlighter or any other item. The use of a calculator is also not permitted during this time.
5. Students are NOT required to come to school unless sitting an examination. Full winter school uniform is to be worn at all times when at school, even when not in examinations.
6. Pencil cases, files, mobile phones, smart watches are not permitted into the examination room.
7. Borrowing by students is NOT permitted. Students must come to the exam with spare pens/pencils, the correct calculator and any other material specified by their teachers.
8. **Check the examination timetable carefully** for the time and location of the examinations. No consideration can be given to students who misread the timetable.
9. Any form of cheating could result in no marks being awarded to ALL parties concerned. Do not put completed answers face up on the floor. Taking unfair advantage of fellow exam candidates will be treated as worthy of strong disciplinary action.
10. Students should visit the toilet before the examinations commence. Students are not to leave the exam for a toilet break during the final 30 minutes of the exam. Students may be asked to empty their pockets to prove that they have no notes or technology on them prior to going to the toilet during the exam.
11. Students will NOT be permitted to leave the examination early.
12. Students who are ill on the day of the examination should ask their parents or guardians to contact the College as soon as possible. Students will present their medical certificate to the Deputy Principal on their return to the College. Wherever possible, the College will endeavour to provide an opportunity for the student to demonstrate their learning by completing the examination at another time.
13. **Eating is not permitted**, but students may bring water into the exam in a clear bottle with the label removed.
14. **Students are required for identification purposes to bring their SmartRider to each examination. This will ensure you have access to your School Curriculum and Standards Authority student number.**