

Saturday School of Community Languages

Connection Diversity Excellence

2020 Years 7-9 Assessment and Reporting Policy

This document has been developed by the Saturday School of Community Languages (SSCL) to assist teachers in developing, implementing and maintaining quality assessment programs that will capture an accurate image of individual student achievement in a standards-referenced framework.

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Definition of assessment and reporting

Assessment is the process of collecting evidence of student learning in order to make a decision about an individual's (or a group's) current level of attainment. The fundamental purpose of assessment and reporting is to improve student learning (*Principles of Assessment and Reporting in NSW Public Schools, 2008 p1*).

Student reporting is the process of communicating information to a range of stakeholders about student learning - including a student's level of attainment and the progress they have made.

The purpose of assessment

Why assess student achievement?

Teachers need to be clear about what they are assessing and why. Assessment provides information for those involved in the teaching and learning process to make judgements about what is known and can be demonstrated in relation to syllabus outcomes.

Assessment takes many forms in schools and classrooms:

- formal and informal observation and discussion with students
- formal assessment tasks
- formative monitoring and adjustment of teaching
- summative assessment at key points
- comparing evidence of achievement with that of other students
- comparing evidence of achievement against syllabus standards.

Assessment provides vital information at the point of planning, along the way and at the end of a cycle in preparation for the next teaching and learning cycle. In a standards-referenced framework, teachers can compare student achievement against syllabus standards that remain constant over time. Standards describe what students are expected to know, understand and do at each stage, described in NSW syllabuses through outcomes, content and stage statements.

Assessment of learning in the K-10 syllabuses

Assessment of learning is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit, year or stage. Assessment of learning assists teachers to use evidence of student learning to assess student achievement against outcomes and standards. The information gained from this kind of assessment is often used in reporting. These professional judgements about student achievement are made at key points in the learning cycle, e.g. at the end of a year or stage.

Assessment as learning in the K-10 syllabuses

Assessment as learning involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.

Assessment for learning in the K-10 syllabuses

Assessment for learning is a type of quality assessment that has had worldwide success in enhancing teaching and improving student learning. Assessment for learning gives students opportunities to monitor and evaluate their own learning and produce work that leads to development of their knowledge, understanding and skills. It assists teachers to use evidence of student learning in relation to syllabus

outcomes to decide whether students are ready for the next phase of learning or whether they need further learning experiences. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

In summary, assessment for learning:

- is an essential and integral part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards for which they are aiming
- involves students in self-assessment and peer assessment
- provides feedback to help students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents/caregivers in reflecting on assessment data.

What is effective assessment practice?

Students should be provided with a number of opportunities to demonstrate their achievement of outcomes.

Effective and informative assessment practice:

- **has clear and direct links with the outcomes**

Assessment strategies should be directly linked to and reflect the syllabus outcomes. Syllabus outcomes in stages are key reference points for decisions about student progress and achievement against standards.

- **is integral to teaching and learning**

Effective assessment involves selecting strategies that are derived from well-developed teaching and learning activities and tasks. The strategies provide information about student progress and achievement that help inform ongoing teaching and learning as well as the diagnosis of areas of strengths and need.

- **is balanced, comprehensive and varied**

Effective assessment involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the syllabus outcomes.

- **is valid**

Valid assessment strategies are those that effectively measure the outcomes selected by the teacher. Assessment strategies should accurately and appropriately assess clearly defined aspects of student achievement. An essay, for example, may not be the best way to assess research skills.

- **is reliable**

A reliable assessment strategy is one that consistently and accurately measures students' ability to perform a task. Assessment tasks that use ambiguous questions or questions that assume prior knowledge are the most common reasons for poor reliability.

- **is fair**

Teachers should ensure equal opportunity for success regardless of a student's age, gender, physical or other disability, culture, background, language, socio-economic status or geographic location.

- **engages the learner**

Assessment should be student-centred. Ideally there is cooperative interaction between the teacher and the students. Students should participate in the negotiation of learning tasks and actively monitor and reflect on their achievements and progress throughout their course. The syllabus outcomes and assessment processes to be used should be made explicit to students.

- **values teacher judgement**

Quality assessment practice involves teachers making judgements, on the assessment evidence and well-defined standards, about student progress towards the achievement of outcomes. The reliability of teacher judgements is enhanced when teachers cooperatively develop a shared understanding of what constitutes achievement of an outcome. This is developed through cooperative programming and discussing samples of student work and achievement within and between centres.

- **is time efficient and manageable**

Careful planning of the timing, frequency and nature of assessment will ensure that assessment and reporting are manageable and maximise the usefulness of the strategies selected. A single task can provide evidence of achievement of more than one outcome.

- **recognises individual achievement and progress**

Students should be provided with different opportunities to demonstrate their achievement of outcomes. Assessment using a wide range of tasks ensures all outcomes are covered and individual needs are catered for.

Effective assessment and reporting practice is sensitive to the self-esteem and well-being of the student, providing honest and constructive feedback.

Note: Values and attitudes are an integral and important part of learning but are not directly assessed and reported. Stage statements provide summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for each stage.

- **involves a whole school approach**

An effective and informative assessment policy is developed through a planned and coordinated whole school approach.

Decisions about assessment and reporting cannot be taken independently of issues relating to curriculum, class groupings, programming and resource allocation.

Using these principles when establishing a course assessment program

A course assessment program begins when teachers program units of work by considering the outcomes to be assessed and the evidence of learning that is required. By incorporating assessment activities into units of work, teachers can assess students' progress towards the demonstration of achievement in relation to outcomes, while catering for their needs, interests and abilities.

Teachers can develop programs and units of work using the following process:

1. Identify the outcomes that will be highlighted in the unit.
2. Decide on the subject matter or focus of the unit of work.
3. Decide on the evidence of learning that will be required, how students will demonstrate this in relation to the outcomes and how this evidence will be gathered and recorded.

4. Select the relevant syllabus content for the identified outcomes relating to the knowledge, understanding and skills that students will develop.
5. Plan the learning experiences and instruction and identify the assessment for learning strategies that will provide the evidence of learning.
6. Ensure a range of assessment strategies is used and that meaningful feedback in a variety of forms can be communicated to students.
7. Provide opportunities to reflect on student progress and modify future learning experiences accordingly.

Which outcomes will be assessed?

The table below sets out the *Outcomes* which the NSW Education Standards Authority (NESA) requires to be assessed.

For more detailed information refer to educationstandards.nsw.edu.au

For scripted languages there are nine outcomes. All other languages syllabuses have eight outcomes. Please refer to the relevant syllabus for more information.

Stage 4 Outcomes (for students in Years 7 and 8)

Communicating Strand

<p>Interacting</p> <p>Exchanging information, ideas and opinions, and socialising, planning and negotiating</p>	<p>Outcome LXX4-1C</p> <p>A student uses [Language] to interact with others to exchange information, ideas and opinions, and make plans</p>
<p>Accessing and responding</p> <p>Obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</p>	<p>Outcome LXX4-2C</p> <p>A student identifies main ideas in, and obtains information from texts</p> <p>Outcome LXX4-3C</p> <p>A student organises and respond to information and ideas in texts for different audiences</p>
<p>Composing</p> <p>Creating spoken, written, bilingual, digital and/or multimodal texts</p>	<p>Outcome LXX4-4C</p> <p>A student applies a range of linguistic structures to compose texts in [Language], using a range of formats for different audiences</p>

Understanding Strand

<p>Systems of language</p> <p>Understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place</p>	<p>Outcome LXX4-5U</p> <p>A student applies [Language] pronunciation and intonation patterns</p> <p>Outcome LXX4-6U (<i>for scripted languages</i>)</p> <p>A student demonstrates understanding of key aspects of [Language] writing conventions</p> <p>Outcome LXX4-6U (<i>LXX4-7U for scripted languages</i>)</p> <p>A student applies features of [Language] grammatical structures and sentence patterns to convey information and ideas</p> <p>Outcome LXX4-7U (<i>LXX4-8U for scripted languages</i>)</p> <p>A student identifies variations in linguistic and structural features of texts</p>
<p>The role of language and culture</p> <p>Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>	<p>Outcome LXX4-8U (<i>LXX4-9U for scripted languages</i>)</p> <p>A student identifies that language use reflects cultural ideas, values and beliefs</p>

Stage 5 Outcomes (for students in Year 9)

Communicating Strand

<p>Interacting</p> <p>Exchanging information, ideas and opinions, and socialising, planning and negotiating</p>	<p>Outcome LXX5-1C</p> <p>A student manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p>
<p>Accessing and responding</p> <p>Obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</p>	<p>Outcome LXX5-2C</p> <p>A student identifies and interprets information in a range of texts</p> <p>Outcome LXX5-3C</p> <p>A student evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p>
<p>Composing</p> <p>Creating spoken, written, bilingual, digital and/or multimodal texts</p>	<p>Outcome LXX5-4C</p> <p>A student experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</p>

Understanding Strand

<p>Systems of language</p> <p>Understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place</p>	<p>Outcome LXX5-5U</p> <p>A student demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p>Outcome LXX5-6U (<i>for scripted languages</i>)</p> <p>A student demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p>Outcome LXX5-6U (<i>LXX5-7U for scripted languages</i>)</p> <p>A student analyses the function of complex [Language] grammatical structures to extend meaning</p> <p>Outcome LXX5-7U (<i>LXX5-8U for scripted languages</i>)</p> <p>A student analyses linguistic, structural and cultural features in a range of texts</p>
<p>The role of language and culture</p> <p>Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>	<p>Outcome LXX5-8U (<i>LXX5-9U for scripted languages</i>)</p> <p>A student explains and reflects on the interrelationship between language, culture and identity</p>

Listening, reading, speaking and writing are related to syllabus objectives within the *Communicating* strand in the following way (and are integral for students who are developing their acquisition of the [Language] language):

Interacting	Accessing and responding*	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

* The response to texts may be in English or [Language] depending on the outcome or content.

Developing an assessment program at the Saturday School of Community Languages

With the support of the centre Curriculum Coordinator, teachers will develop an assessment program and schedule that best reflects the learning outcomes for their students, using the guidelines outlined in this document.

The assessment program will contain both informal and formal assessment. Examples of these are:

Informal assessment (Assessment for learning):

- observation of student learning
- classroom activities
- homework assignments
- mini-tests
- group and pair work
- participation and interaction.

Formal assessment (Assessment of learning):

- presentations
- research assignments
- end of unit tests
- half-yearly and yearly examinations
- assessment tasks
- mini projects.

The assessment program for Years 7 – 9 will be communicated to students and parents/caregivers in the Assessment and Reporting Information booklet given to students at the beginning of each year.

Information to be given to students before a formal task

Assessment task notifications will be given to students two weeks prior to each assessment task, giving more specific information on:

- description and format of the task
- context, i.e. the concept and work covered on which the task is based
- outcomes to be assessed
- criteria to be used in assessing the task
- marking guidelines (where applicable)
- feedback to be given to students when the task is marked.

This will help students know what is required from the task and how well they need to perform to achieve the optimal grade.

A sample *Assessment task notification* appears on the following pages for:

- students with prior learning and/or experience
- students with a background in [Language].

Sample Assessment task notification

Stage 4 [Language] Assessment Task 1 Notification

Objective: Interacting	Concept: Relationships
Due date: 4 April 2020	Time: 3-4 minutes
<p>Task Description</p> <p>You are having a conversation with a friend from [Country].</p> <p>In pairs, you will need to present the conversation to the class (or record the conversation on X).</p> <p>In this conversation you are trying to find out about each other. The length of your conversation should be between 3 and 4 minutes. Both students should speak in equal parts and share information about themselves.</p> <p>You may include the following:</p> <ul style="list-style-type: none"> - Personal facts – birthplace, nationality, origins, languages spoken - Daily routine – times that you do things, school - Family/friend relationships - Likes/dislikes – hobbies, sports, food - Cultural knowledge – have they visited [Country], cultural differences etc. 	
<p>Context</p> <p>Students have been interacting with their teacher and peers on a range of topics and experiences relating to their personal world. They have practised the use of elements of grammar and sentence structure to exchange information about themselves, their relationships, routines and experiences, and to express ideas. They have discussed appropriate cultural behaviour and language use in different contexts of interaction.</p>	
<p>Outcomes to be assessed:</p> <p>Interacting</p> <p>LXX4-1C uses [Language] to interact with others to exchange information, ideas and opinions, and make plans</p> <p>LXX4-5U applies [Language] pronunciation and intonation patterns</p> <p>LXX4-9U identifies that language use reflects cultural ideas, values and beliefs</p>	
<p>Criteria for assessing learning</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> ● interact effectively with others ● maintain a conversation of appropriate length, relevance and detail ● apply knowledge of relevant language structures and vocabulary in [Language] ● communicate using [Language] pronunciation and intonation patterns ● use culturally appropriate information, language, gestures and behaviour. 	
<p>Feedback</p> <p>You will receive feedback in the following ways:</p> <ul style="list-style-type: none"> ● Detailed marking guidelines with written comments on your individual performance ● General comments to the class about those aspects of the task in which students performed well and those aspects that need to be addressed ● Examples of quality language use in interaction. 	

Note: If you are absent on the day of the assessment task, phone the centre on [Number] and inform the office staff that you will be absent. You must also provide a note on the first Saturday you return explaining your absence, before alternative arrangements can be made.

Providing feedback to students

The aim of feedback is for teachers to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. When planning programs and units of work, teachers need to think about the ways in which they will provide feedback to their students.

Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. In this way they are given opportunities to improve and further develop their knowledge, understanding and skills.

Teacher feedback about student work is essential for students and is integral to the teaching and learning process. Teachers provide their students with regular opportunities to reflect on their learning. Student self-reflection and peer evaluation can also provide valuable feedback to students.

In summary, feedback should:

- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students' strengths
- state clearly how students can improve
- allow students to take a more active role in their learning.

Forms of feedback include:

- oral discussion with the class, groups or individual students
- written annotations

- general comments to the class about those aspects of the task in which students performed well and those aspects that need addressing
- examples of good responses
- peer evaluation and self-evaluation.

What are standards?

Achievement standards have two important components. These are:

- **what** students are expected to learn **and**
- **how well** they have achieved.

The syllabus outcomes state **what** students at each stage are expected to learn. The Common Grade Scale describes **how well** students have achieved.

The Common Grade Scale summarises the standard of achievement associated with each of five grade levels. The scale describes:

- the depth of knowledge and understanding and
- the range of skills that students working at that standard typically show.

Grades are given for individual achievement. Students will be awarded the grade that best matches the standard of their achievement. Teachers at the SSCL will not be limited to setting a number for each grade within their level or year group.

Judging student performance - the Common Grade Scale

A to E grades

The Common Grade Scale allows teachers to report student academic achievement at any point in time, using clear standards.

Teachers will make a professional on-balance judgement to decide which A – E grade best matches the standards their students have achieved, based on assessment information from a number of activities and tasks, both formal and informal, that they have collected over the course of the two terms for each reporting period. The Common Grade Scale shown below will be used to report student achievement in Years 7–9 at the Saturday School of Community Languages.

The Common Grade Scale describes performance at each of the five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Where can teachers see examples of the standards?

To support implementation of the 2003 Languages syllabuses, work samples aligned to grades were provided to assist teachers in developing a clear understanding of the standards at each grade level.

When assessing under the new Languages syllabuses (from 2019), these work samples may be useful as a guide for SSCL teachers in making judgements about student work and achievement in Years 7–9.

Work samples for some languages are available at the Assessment Resource Centre on the NSW Education Standards Authority (NESA) website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/resources/sample-work>

Each work sample displays characteristics of work typically produced by students performing at that grade. Explanations called grade commentaries help teachers see the reasons for each grade.

The SSCL will be collecting work samples for all of our languages. Through inter-centre meetings, pedagogical discussion and advice from the NSW Education Standards Authority (NESA) we will be developing a common understanding of standards in all of our languages. These work samples will continue to help teachers in the future to make educational judgements about their students' work.

Recording information on student achievement

Teachers will naturally want evidence to support their judgements based on observations and student performance in specific assessment activities and tasks.

Generally it is recommended that teachers record information in the following ways:

- observing and assessing student performance and participation in class activities, exercises and tasks, as well as assessing homework tasks, regular class tests and assignments.
- recording grades for formal assessment tasks in all skill areas.
- collecting samples of student work, both informal and formal, to create a portfolio for students and parents/caregivers to track student progress throughout their learning of the language.

All of these assessments will be recorded using the outcomes, content and stage statements. Together, they make up the evidence teachers need to make an informed and on-balance judgement about student achievement against the standards in the Common Grade Scale.

Consistent teacher judgement

Teachers at the Saturday School of Community Languages continue to be focussed on consistency of teacher judgement. The consistency of judgements about grades within and between centres will come from:

- developing a common understanding of syllabus outcomes and standards
- using the Common Grade Scale, and
- sharing samples of student work both within centres and across centres.

The SSCL will continue to support all teachers by holding regular meetings across centres so that they may discuss and compare their students' work in order to help them make consistent judgements when awarding grades.

Teachers in every centre should have a clear understanding of the standards so that, for example, a grade B in Spanish Year 7 at the Ashfield Boys High School Centre is consistent with a grade B in Arabic Year 7 at the Liverpool Boys High School Centre.

Reporting on student achievement at the Saturday School of Community Languages

Student progress in learning a language will be assessed according to the K–10 syllabus outcomes under the Objectives of the Communicating and Understanding strands. Assessment information gathered will provide teachers with the evidence they need to make a professional on-balance judgement about each student's performance against the Common Grade Scale. Students will receive a report twice a year: one at the end of Term 2 and one at the end of Term 4.

At the end of the year, a **single grade** which best reflects the overall achievement of the student will be awarded. This grade will be awarded as a result of the overall assessment.

What will the report include? Does classwork count?

The Final Grade for each Report will be made up of **informal assessments** and **formal assessments**. The reports will provide details about achievement against syllabus outcomes. A copy will be sent to the student's home school and given to students to take home to their parents/caregivers on the last Saturday of the term.

Each centre will determine the formal tasks and activities they will assess.

The following schedule details how the assessment program will be implemented:

Years 7–9 Assessment Schedule 2020

Strands, objectives and outcomes (Refer to syllabus)	Semester 1, 2020		Semester 2, 2020	
	Due Date	4 April	6 June	12 September
Communicating (Interacting) and Understanding outcomes Years 7 and 8: LXX4-1C, LXX4-5U, LXX4-9U Year 9: LXX5-1C, LXX5-5U, LXX5-9U	A-E			A-E
Communicating (Accessing and responding) and Understanding outcomes Years 7 and 8: LXX4-2C, LXX4-3C, LXX4-6U, LXX4-7U, LXX4-8U Year 9: LXX5-2C, LXX5-3C, LXX5-6U, LXX5-7U, LXX5-8U	A-E			
Communicating (Composing) and Understanding outcomes Years 7 and 8: LXX4-4C, LXX4-6U, LXX4-7U, LXX4-9U Year 9: LXX5-4C, LXX5-6U, LXX5-7U, LXX5-9U			A-E	
Assessment for learning outcomes Years 7 and 8: LXX4-1C, LXX4-2C, LXX4-3C, LXX4-4C, LXX4-5U, LXX4-6U, LXX4-7U, LXX4-8U, LXX4-9U Year 9: LXX5-1C, LXX5-2C, LXX5-3C, LXX5-4C, LXX5-5U, LXX5-6U, LXX5-7U, LXX5-8U, LXX5-9U	A-E <i>A range of class activities, exercises and tasks will be assessed throughout the semester</i>		A-E <i>A range of class activities, exercises and tasks will be assessed throughout the semester</i>	

In SSCL assessment programs all of the outcomes are to be formally assessed at least twice.

In Assessment for learning, activities, exercises and tasks may include:

- role plays
- speeches
- listening activities
- dialogues
- reading comprehensions
- journal entries
- emails
- research tasks
- other activities decided by the teacher.

The purpose of this assessment is for students to be able to demonstrate active involvement, progress and achievement in the learning process throughout the entire semester. Examples of students' work may be kept by the teacher to inform the parent/caregiver about their child's progress in the language.

Determining the right grade for students

Reporting with grades requires that teachers use their on-balance judgement in relation to the standards in the Common Grade Scale. This is a key professional skill.

An on-balance judgement will not just focus on a single piece of work or a Half-Yearly or Yearly examination.

Teachers will weigh up the assessment information they have collected for a student **up to that point in time**. This information will come from both formal and informal evidence and observations and will be built up over time and in different situations.

The NSW Education Standards Authority (NESA) supports the **Assessment for learning** approach. This approach recommends that the information on a student's achievement is collected during the course of learning.

Early in a course or stage students are NOT limited only to grades D and E. It is imperative that teachers consider what has been covered so far and how well the students have achieved against the outcomes in the context of how far they have progressed in the course.

Awarding grades

Teachers are not limited to the number of particular grades they can award during any reporting period.

Grades are given for individual achievement. Students at the SSCL receive the grade that best matches the standard of their achievement. It is possible, especially at the SSCL, where many students have extensive knowledge and understanding of their background language, that these students will demonstrate high levels of competence in the content studied and in all skill areas. It may be that only As and Bs will be awarded to these groups for the reporting period.

Teachers are reminded that just because a student is a background speaker and can speak, read and write fluently, it does not mean they will automatically be awarded an A grade. Students are required to attend class regularly, complete all assessment tests, tasks, activities and exercises, and participate positively in class to demonstrate that they have covered the content and met the outcomes of the course to a high degree.

Levels and year groups

Many centres have levels in their language groups instead of year groups, e.g. Spanish Level 1 (Beginners) instead of Year 7 and 8. This is to be able to help students to develop and, in some cases, extend their language skills and, therefore, cater for their learning needs. However, if students are in Year 7 or 8 and are in Spanish Level 3 (Advanced) they will still be assessed against the **Stage 4 outcomes** even though they may be in a class with some Year 10 students.

Assessment for students with special needs

The SSCL is committed to ensuring that the needs of all students are catered for. Teachers are required to make the appropriate accommodations and adjustments so as to allow each child to reach his/her potential. Teachers should refer to Life Skills Outcomes and Content in the relevant syllabus for further information and advice.

Failure to complete formal assessments

Students are required to notify their teacher as soon as possible before the due date in order to discuss a suitable new deadline for a formal assessment task.

In the event of illness or misadventure on the day of a formal assessment, students must phone their centre Supervisor in the morning of the assessment task, preferably before the commencement time of the task. Students must also provide a note the first Saturday they return explaining their absence, before alternative arrangements can be made.

Procedures relating to malpractice

All work submitted for assessment must be students' own work. It cannot be copied, plagiarised or completed in collaboration with other students (unless group work has been specified in the task outline). Any work suspected of not being original will be subject to further investigation. If it is proved to not be original, a zero mark will be awarded to all students involved.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes but is not limited to:

- copying someone else's work as their own in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the internet without reference to the source;

- building on the ideas of another person without reference to the source;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice.