Clancy Catholic College

West Hoxton

Assessment Policy

Revised September 2013
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Preamble
Clancy Catholic College aims to promote the growth of the whole person through a planned, balanced and relevant school curriculum by recognising the qualities, potential and dignity of each student.

The school promotes and encourages students to learn and to develop skills, attitudes and values that will enable them to grow as individuals and become responsible and successful members of society.

Assessment is one of the significant means of inspiring and assisting growth in students. At Clancy Catholic College, the assessment methods and procedures adopted are aimed at providing every student with the opportunity to demonstrate their talents and abilities, and challenging them to meet their full potential.

The purpose of an Assessment Policy is to ensure that all requirements of the NSW Board of Studies are met, students have the opportunity to demonstrate their skills, knowledge and values and that the expectations of the school are transparent, understood and clear. This Assessment Policy is based upon the Assessment Guidelines and Requirements of the NSW Board of Studies and the Catholic Education Office (Sydney) Learning Framework.

Principles of Assessment
The new Board of Studies 7–10 syllabuses promote a standards-referenced approach to assessing and reporting student achievement in NSW and the importance of assessment for, as and of learning as essential components of good teaching and learning.

Assessment is the broad name for the collection and evaluation of evidence of a student’s learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:
- provides opportunities for teachers to gather evidence about student achievement in relation to outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Standards-referenced assessment refers to the process of collecting and interpreting information about students’ learning. It uses syllabus outcomes as key reference points for decisions about students’ progress and achievement.

The model on the next page for developing assessment activities emphasises:
- that outcomes are central to the decisions teachers make about teaching, learning and assessment
- the importance of gathering evidence about student learning in relation to the outcomes
- how teachers use evidence to determine how well students are achieving in relation to the outcomes
- the importance of teacher feedback and student reflection
- how evidence of student achievement informs future teaching and learning.
ASSESSMENT FOR, AS AND OF LEARNING

The NSW syllabuses promote an integrated approach to teaching, learning and assessment. Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

Assessment for learning involves teachers using evidence about students’ knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment’, it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as ‘summative assessment’, it usually occurs at defined key points during a unit of work or at the end of a unit of work, term or semester and may be used to rank or grade students. The effectiveness of assessment for learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.


**ADJUSTMENTS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

Teachers may need to make adjustments to teaching, learning and assessment practices for some students with special education needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

For more information go to the BOS [Advice on Assessment](#) the above Principle of Assessment section has been taken from this.

**EFFECTIVE FEEDBACK**

Teacher feedback about student learning is essential for students and integral to teaching, learning and assessment. Feedback can clarify for students:

- how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed
- how to improve their learning.

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Students should be provided with opportunities to improve their knowledge, understanding and skills through feedback that:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the activity and corrects misunderstandings
- identifies and reinforces students’ strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities.

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher–student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to content, and/or processes applied to an activity.
- Students may benefit from opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and should be provided with regular opportunities to reflect on their learning.
The nature of the assessment activity and the context of the learning influences the type of feedback provided to students. Feedback may take a variety of forms, including digital and other modes. It may be formal or informal, and should encourage teacher–student dialogue about learning. It may include:

- oral feedback from the teacher, student and their peers, such as collaborative activities and conferencing
- written feedback from the teacher and/or peers, based on the criteria for assessing learning.

For more information on feedback and Assessment in general go to:
- BOS site - Feedback section taken from this site.
- ARC site

HSC ASSESSMENT - AN OVERVIEW

Assessment is the process of identifying, gathering and interpreting information about student achievement.

Assessment can be used for a number of key purposes, including to:
- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student’s achievement in each course based on:
- a wider range of syllabus outcomes than may be measured by external examination alone
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

It is a requirement of the HSC school assessment program that for each course they teach, schools must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by the Board of Studies. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students’ achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:
- multiple measures generally give a more accurate measure of each student’s achievement
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

At the end of the course the marks for each task are aggregated using appropriate weightings previously published in the school’s assessment policy to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to the Board provide a rank order of students and show relative differences between students’ performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

Marks will continue to be used to measure and report student achievement in both the external examination and the school-based assessment at the HSC. Marks enable the characteristics that discriminate between different degrees of performance to be captured and used in reporting student performance in ways that are not possible if bands (or grades or levels) alone are used.

In a standards-referenced approach, the assessments submitted to the Board reflect the rank order and relative differences between the achievements of students, based on the extent to which students have demonstrated the specific knowledge and skills being assessed.

The standards that the rank order and differences are based on are explicit and are incorporated in the syllabus, examination tasks, performance descriptions and the HSC standards packages.

Moderation will continue to be necessary in the high stakes environment of the HSC. Moderation is important in ensuring the assessments submitted by different schools can be compared. Statistical moderation is an effective and efficient means for ensuring comparability.

In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group’s initial examination marks, before they are aligned to the performance scale, are used to moderate the school group’s assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.

*Taken from HSC assessment in a standards-referenced framework. A Guide to best Practice BOS NSW*

**Assessment & Reporting at Clancy**

- Students will receive a formal report each semester.
- Students at Clancy will be both formally and informally assessed.
- Formal Assessments will be displayed on a students report in the form of a mark and a rank.
- A student’s overall grade and outcome grades are based on both the formal tasks and any informal assessment that has taken place throughout the semester.
- A student’s approach to learning will be reported on through the student profiles.
Assessment at Clancy - Years 7-9

1. Number of Formal Tasks
   - While a student’s grades will be determined by all the evidence of learning, students will be required to submit a series of formal assessment tasks each semester.
   - A student will be required to sit a maximum of FOUR (4) formal Task in each full year course and TWO (2) formal tasks for each semesterised course.
   - Every outcome does not need to be formally assessed.
   - Formal Assessment Tasks assigned to students should be appropriate to the outcomes and component of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance.

2. Distribution of Tasks
   - At least two weeks’ notice will be given for assessment tasks.
   - Assessments will run according to the dates on the Assessment Calendar. If there is any change to dates, weightings or to the nature of a task, you will receive written notification of the alterations.
   - Assessments that are given to you should have a cover sheet and marking criteria attached.
   - When you are given a task, you will need to sign a Class Roll or Register in order to confirm the date on which you received it.
   - If you lose your own “hard copy” of a task/notification, or are absent on the day it is handed out, you will be able to access an electronic version via Going Google @ Clancy in order to print off another one.
   - If you need any assistance with a task, you must ask your class teacher or KLA Coordinator before the due date.
   - Any problems with being able to submit a task on time must be brought to your class teacher’s/KLA Coordinator’s attention before it is due.

3. Submission of Tasks
   - If you are not at school on the day that an assessment task is due, you must provide appropriate documentation, which verifies your absence, i.e. a note from a parent/guardian. This documentation, along with the task itself, is to be submitted to your class teacher/KLA Coordinator on the first day of your return to school.
   - Submission instructions for tasks are given on the cover sheet. This sheet must be signed and handed up, along with the marking criteria, on the day a task is due.
   - You will also need to sign a Class Roll to acknowledge the fact that you have handed in a task. A “Non-submission” form is sent home if you are present at school, but do not hand in an assessment task. The consequence here is a Zero mark for Year 8 and 9 and a reduction of 20% of the maximum mark per day for Year 7 and the failure to complete this task on time will be indicated on your College report. If the assessment task has not been submitted after five school days an afternoon detention will be issued. Any instances of plagiarism or non-serious attempts will be treated in exactly the same manner.
● All assessment tasks should be handed in to your class teachers and NOT to Pastoral Teachers or the front office.
● You need to be organised and prepared to submit assessment tasks. If you forget, you are not permitted to contact home to have a task arrive at school by the end of the day.
● Further steps will be taken if you are continually failing to submit assessment tasks, i.e. your parents will be called into school to meet with the relevant teacher/s. Any official warnings that you might receive in Year 9 for failing to complete tasks can be used as evidence in Year 10 for not applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
● In exceptional circumstances, e.g. illness or misadventure, you may apply for an extension to the due date of an assessment task. An extension must be sought from the relevant KLA Coordinator before the task is due. Applications for extension need to be supported in writing by a parent/guardian.
● Difficulties with computers, printing or any other technological malfunction are not considered to be acceptable reasons for late submission of an assessment task. It is the student’s responsibility for work that has been completed on a computer to be saved in at least two different ways. In addition, all draft work completed on a computer should be printed out and kept by the student.

4. Issues related to task completion
   The Board expects students to attempt all assessment tasks.

   Extensions
   ● An extension may only be granted by the KLA Coordinator of the Subject; this will only occur under exceptional circumstances.
   ● A form has been included at the end of this booklet for students to request an extension.

   Extended Leave
   ● No exemption to assessment tasks will be granted because a student is taking a family holiday. Students and their families are encouraged to avoid any lengthy absence from school as this may result in failure to satisfactorily complete a course. Any extended absence from school MUST be requested from the Principal (in writing) well before the time if the student wishes the College to consider extra support.
   ● In general a student will be expected to submit hand in tasks before they leave and in-class tasks will be completed on the first day they return.
   ● In the event of a student being absent due to exceptional circumstances (e.g. illness, overseas travel) the relevant KLA Coordinator, may authorise a substitute task or estimate based on other evidence.
   ● Where a period of leave for extreme circumstances is requested, the student and family must understand that to gain support from the College the request must be made under the following conditions:
     ○ the Principal is notified of the period of leave at least 6 weeks before the commencement date if possible;
     ○ the student must provide details of assessments affected and what action will ensure that their educational progress is not adversely impacted upon;
     ○ the student must discuss with the relevant KLA Coordinators (not the class teachers) how their study commitments will be met.

   NB. Failure to follow these procedures may result in an assessment task receiving ZERO.
Malpractice
- Any of the following actions will be deemed as a form of malpractice. Students involved in any of these actions will be given a zero mark for that assessment task. Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:
  - copying someone else’s work 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;
  - buying, stealing or borrowing another person’s work and presenting it as their own;
  - 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;
  - assisting another student to engage in malpractice (This includes allowing students to look at your work and then have them copy it).

- If the malpractice is proven, a zero mark will be given on that task. In some circumstances, the College may decide to administer a substitute task or award a zero for only part of the task.

Oral Presentations
- If a student’s work shows an unreliable result, the student will be expected to validate his/her work with an oral task.
- Written components of oral task presentations will be collected on the assessment due date for all students and reissued to each student when he/she performs their oral presentation. No new material will be allowed to be introduced into a student’s work after the assessment date. Students will be randomly selected to complete their presentation at the beginning of the process. The day a student is asked to do their task is their assessment date. Failure to do the task on this date will result in a zero mark, in line with the non-submission policy.
Assessment at Clancy - Years 10-12

Year 10, 11 & 12 - Common Information

1. Number and Types of Tasks
   - While the College will use both formal and informal tasks to assess a student, because of the HSC Assessment Mark submitted to the BOS in Year 12 an increasing emphasis will be placed on the formal tasks in Years 10 to 12.
   - Formal Assessment Tasks assigned to students should be appropriate to the outcomes and component of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance.
   - The number of formal tasks should be:
     ○ between 3 - 4 for full year courses in Year 10.
     ○ 2 in semesterised courses in Year 10.
     ○ between 3 - 4 for 2 Unit courses in Year 11 & 12. *(There may be up to five in consultation with the Curriculum Coordinator - English may have up to 6).*
     ○ between 2 - 3 for 1 Unit courses in Year 11 & 12.

2. Assessment Notification & Communication
   - At the start of Term 1 for Years 10 and 11 and the start of Term 4 for Year 12, the College will hold Assessment Information Evenings to communicate with parents assessment issues relating to each year group.
   - At this evening students and parents will be supplied with an Assessment Booklet that will detail information on assessment practices at the College.
   - Copies of this Assessment Policy and the Assessment Booklets can be found on the College website.
   - The College website contains Assessment Calendars indicating the date of tasks for each year group. An overview of Tasks can also be found in the Assessment Booklets for each year group.
   - Students are to receive written notification of a formal assessment at least two weeks before the due date. Copies of these notifications can be found on the College's Going Google @ Clancy site. It is the responsibility of students who are away to ensure they have looked here if they are absent from the College. Being away on the day notification in not grounds for an extension.
   - Written notification may take to form of an email, which will then be followed up with a hard copy of the notification.
   - Students must sign a register or class roll to acknowledge receipt of the assessment notification. Teachers are required to keep a record of the notification.
   - All formal assessment tasks must use the standard Assessment Notification or Assessment Cover sheets. These include the following information:
     - subject name;
     - due date of task;
     - type of task;
     - outcomes to be assessed (and reported on);
     - equipment required;
     - submission instructions including who it is to be given to;
     - declaration of originality;
     - description of the nature of the task.
3. Submission of Tasks

- All tasks are to be completed and submitted by the specified date.
- Students who do not submit a task on time, in the appropriate way will receive a ZERO mark.
- Tasks are NOT to be left in a teacher’s pigeon hole or with any person other than the subject teacher. Tasks are to be submitted to the class teacher in a scheduled lesson who will complete and sign the class roll/register or in the method stated in the task.
- In most cases, all classes will have collection of tasks undertaken on the same day via the class teacher. In the case where a class is not scheduled on the day that a task is due, the teacher needs to make arrangements to collect the task – usually outside the staffroom at recess/lunch or in the library before school. This will avoid the issue of collection on different days and any unfair advantages to students.
- In the case where the teacher of the task to be submitted is away, another teacher from that KLA will collect the task. In the case where an oral or performance task is to be completed, another teacher may mark the task or the task will be postponed to another day. *(Note: Another 2 weeks notice in NOT necessary in this case).*

4. Appeal procedures for failure to undertake or submit a task by the set date and time

- There may be unforeseen events which occur immediately before, or on the day that, an assessment task is due and which prevent a student from performing or submitting a task at the scheduled time. Such events may include a significant illness, an accident or misadventure. In these cases, an appeal must be supported by a detailed doctor’s certificate or independent evidence.
- In the event of a student being absent from school on a day that a task is to be submitted, he or she must make a phone call to the College before 8.30am and leave a message for the relevant KLA Coordinator informing them of their absence.
- Students must also provide appropriate documentation which verifies their absence, i.e. a doctor’s certificate (1a) or independent supporting documentation that can support and verify the non-submission/completion of the task (1b) and a completed Illness/Absence/Leave or Misadventure Form (2). This documentation, along with the task itself, is to be submitted to the relevant KLA Coordinator on the first day of their return to school.
- Arrangements will then be made regarding the acceptance or rescheduling of the task. A link to the Illness/Absence/Leave or Misadventure Form can be found at the end of this booklet or HERE. This form should be signed by both the student and parents.
- In the event of a student being absent from school for an examination during an Assessment Block, a phone message is to be left for both the Curriculum and Year Coordinator. The student is to report to the relevant KLA Coordinator on the first day back at school, where arrangements will then be made for the completion of an examination paper. In such circumstances, all of the relevant paperwork must still be completed. **Students should attend on the next possible day NOT the next time they have an exam.**
- Where a student’s appeal (for illness, absence, leave or misadventure) is accepted on an in-class task, the student may have to sit for a substitute task. The student’s final ranking for the substitute task will be determined in conjunction with other comparable tasks.
- In circumstances where a substitute task is unreasonable, not feasible or where the conditions of the missed task are difficult to duplicate, the Curriculum Coordinator may authorise the use of an estimate based on other appropriate evidence.
- **The use of technology, e.g. USB memory sticks, computers and printers, is the student’s responsibility. No allowances will be made for problems related to technical malfunctions.** It is the student’s responsibility for work that has been completed on a computer to be saved in at least two different ways. In addition, all draft work completed on a computer should be printed out and kept by the student.
● Where assessment submissions have an Information and Communication Technology (ICT) component, e.g. a task has to be handed up on a USB device, it is each student’s responsibility to ensure that they have been saved in the correct format.

● A committee to judge Illness/Absence/Leave or Misadventure applications will be formed. This committee will usually include the Assistant Principal and the Curriculum Coordinator. A student has the option of speaking to the committee to express their case and discuss the finer details of the situation. They have the right to ask a staff member to attend the deliberations to act as an advocate for the student.

5. Returning a task

● No assessment tasks will be returned to students until the results of any appeals (for illness, absence, leave or misadventure) are known.

● In returning tasks, the privacy and confidentiality of each student will be respected.

● All tasks will be marked and returned within a two-week period of the submission date of the task.

6. Issues related to task completion

The Board expects students to attempt all assessment tasks.

Extensions

● An extension may only be granted by the Curriculum Coordinator; this will only occur under exceptional circumstances.

● A form has been included at the end of this booklet for students to request an extension and HERE.

Extended Leave

● No exemption to assessment tasks will be granted because a student is taking a family holiday. Students and their families are encouraged to avoid any lengthy absence from school as this may result in failure to satisfactorily complete a course. Any extended absence from school MUST be requested from the Principal (in writing) well before the time if the student wishes the College to consider extra support.

● In the event of a student being absent due to exceptional circumstances (e.g. illness, overseas travel) the Curriculum Coordinator, in consultation with the relevant KLA Coordinator, will authorise a substitute task or estimate based on other evidence.

● Where a period of leave for extreme circumstances is requested, the student and family must understand that to gain support from the College the request must be made under the following conditions:
  ○ the Principal is notified of the period of leave at least 6 weeks before the commencement date if possible;
  ○ the student must provide details of assessments affected and what action will ensure that their educational progress is not adversely impacted upon;
  ○ the student must discuss with the relevant KLA Coordinators (not the class teachers) how their senior study commitments will be met.

NB. Failure to follow these procedures may result in an assessment task receiving ZERO.
Work Placement
- Vocational subjects have compulsory work placements. These should be completed in the time period specified.
- In class tasks will be completed on the first day a student returns to school.
- Hand in tasks must be handed in on the due date or before the work placement commences.

Malpractice
- Any of the following actions will be deemed as a form of malpractice. Students involved in any of these actions will be given a zero mark for that assessment task. Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:
  - copying someone else’s work 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;
  - buying, stealing or borrowing another person’s work and presenting it as their own;
  - 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;
  - assisting another student to engage in malpractice (This includes allowing students to look at your work and then have them copy it).

- If the malpractice is proven, a zero mark will be given on that task. In some circumstances, the College may decide to administer a substitute task or award a zero for only part of the task.
- The BOS now has a Malpractice Register, where the names of students who are found to have participated in malpractice are record. This is for Year 12 students only at this stage.

Oral Presentations
- If a student’s work shows an unreliable result, the student will be expected to validate his/her work with an oral task.
- Written components of oral task presentations will be collected on the assessment due date for all students and reissued to each student when he/she performs their oral presentation. No new material will be allowed to be introduced into a student’s work after the assessment date. Students will be randomly selected to complete their presentation at the beginning of the process. The day a student is asked to do their task is their assessment date. Failure to do the task on this date will result in a zero mark, in line with the non-submission policy.
Parallel Classes:
  Revision/preparation
Where revision is undertaken before a task involving a number of groups, where possible common procedures will be established, e.g. where a revision sheet is to be issued, students in all groups should receive a copy.

Administering a Task
Where a common task is being set across groups, where possible a time will be organised when all students can sit for the task simultaneously or in consecutive periods (not either side of a break). During sport may be an option for Years 11 and 12.

7. Assessment Reviews
- If a student wishes to appeal a mark or grade on a particular task, he/she must approach the KLA Coordinator to provide reasons for the appeal in the form of a written explanation within two school days of the return of the marked task. This written explanation must also be signed by the student’s parents/guardians. The matter will then be considered by the KLA Coordinator. No consideration for an appeal will be given to those students who fail to follow the above procedure within the time period specified.

8. Changing announced policy
- Assessment tasks, indicated on both the assessment schedules and the Assessment Calendar, may need to be rescheduled for a variety of reasons. Where this is necessary, the KLA Coordinator will inform all students concerned of the new date in writing. This rescheduling will be subject to the approval of the Curriculum Coordinator.
- In rescheduled tasks, it is still necessary that students be given two weeks’ notice of the approaching task.

9. Risk Notification
- If it appears that a student is at risk of not satisfactorily completing a Stage 5, Preliminary or HSC course, a warning letter will be issued.
- The student will be advised, in writing from the College, of the need to correct the problem and alert him/her to the possible consequences of an ‘N’ determination.

10. ‘N’ Determinations
- The Board expects that each student will complete all assessment tasks. Failure to complete a task will seriously place at risk the student’s chance of achieving a satisfactory completion of the RoSA, Preliminary or HSC Course.
- In cases of non-satisfactory completion, an ‘N’ determination will be submitted to the Board.
- If the Preliminary Course has not been completed satisfactorily, the student will not be allowed to proceed to the HSC course until all outstanding requirements have been met.
- If the RoSA Course has not been completed satisfactorily, the student will not be allowed to proceed to Year 11 until all outstanding requirements have been met.
**Review of ‘N’ Determination**
- Students who receive an ‘N’ determination have a right of appeal. This will require the student to apply in writing to the Principal by the determined date listed in the timetable.
- A diagram explaining the process to be followed if an appeal is followed after an ‘N’ determination can be found in the links section.
- In the event that a request for review is approved, an Appeals Committee will meet.
- This Committee will consist of:
  - Curriculum Coordinator
  - Year Coordinator
  - KLA Coordinator
  - Principal or Assistant Principal

**Appeals to the Board of Studies**
- Provision does occur for subsequent appeals to the Board if the student is not satisfied with the school's review process.
- The Board will NOT review marks awarded for individual tasks. It will only consider:
  - (a) that the school had adequate procedures in place to review checks on weightings and computation of marks, and
  - (b) the conduct of the review was proper in all respects.

**11. Students who transfer into the College/Course part way through**
- Students who transfer into the College/Course will complete all tasks for which they are adequately prepared. At the end of the course they will be assigned a grade/mark that is consistent with the Assessment Tasks they have completed.
- Students who have joined the College at a time that it too late to make an appropriate judgement will have their grades/marks assigned by the school they transferred from.
Year 10 - Specific Information

1. Credential
The RoSA is a cumulative credential for students who leave school before completing their HSC. It was introduced for school leavers in Year 10 in 2012.

The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. The Board issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

School leavers who are not eligible for the RoSA will receive a Transcript of Study.

Where students satisfactorily complete a Life Skills course, the course is listed on the RoSA with the annotation Refer to Profile of Student Achievement.

All students and schools will have access to a record of student results on a Student eRecord. The Student eRecord is available through Students Online for students, and Schools Online for schools. The Student eRecord is not a formal Board of Studies credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable.

Students who leave before the HSC have the option of sitting an optional numeracy and literacy test that will be reported on as part of the RoSA.

Only students who choose to leave school before the HSC will receive an official BOS RoSA Certificate. Until the that time students can access their eRecord for a copy of their RoSA.
**Year 11 - Specific Information**

1. **Credential**
The New South Wales Board of Studies no longer issues a Preliminary Record of Achievement at the end of each year to any student who undertakes Preliminary courses.

The Board does not require schools to submit any assessment marks for students, only to indicate that a satisfactory achievement of outcomes has been gained and a grade for each subject. Assessment tasks completed during the Preliminary Course therefore do NOT count towards the HSC, but will determine whether the student can progress to HSC study.

Students who leave before the HSC, and have met the requirements, will receive a Record of Student Achievement (RoSA) Certificate. The grades a student has achieved in Stage 5 and the Preliminary courses will appear on the RoSA.

2. **Course completion criteria**
A student will be considered to have satisfactorily completed a Preliminary course if, in the Principal’s view, there is sufficient evidence that the student has:
   (a) followed the course that has been approved by the Board;
   (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
   (c) achieved a significant number of the course outcomes.

Adequate attendance is also important. The Principal may determine that as a result of inadequate attendance, the course completion criteria have not been met. If at any time it appears that a student is at risk of being given an ‘N’ determination in any course, the Principal will warn the student as soon as possible and advise the parents in writing.

Students studying a Preliminary course must make a genuine attempt to complete course requirements. It is a matter for the class teacher’s professional judgement to determine whether a genuine attempt has been made to complete these requirements.

The satisfactory completion of the Preliminary Course or its equivalent is a prerequisite for entry into an HSC course. Courses that are not satisfactorily completed will not be printed on the Record of Achievement.

3. **Changes of subjects/courses/units**
A student will be able to change subjects or courses only if the Principal is satisfied that the student can satisfactorily complete the new course. Unless the Principal’s authorisation is gained, the student’s entry for the HSC or Preliminary Course cannot be validated. Multiple subject changes from one student will not be considered and few changes will be made for students before the end of Week 4, Term 1, i.e. after four weeks of the Preliminary Course have elapsed. A letter from parents is required before any subject changes will be considered. After this has been submitted, a decision will then be made on whether the change can proceed or not. No other changes will be considered after Week 6, Term 1.
4. Nature of Preliminary course assessment

The Board’s Stage 6 syllabi indicate the mandatory components for Preliminary Course assessment and the weightings to be attached to those components. That information is contained in this booklet in the assessment schedules. Each subject teacher, in conjunction with his or her KLA Coordinator, has determined the assessment schedules. These contain details on the:

- type of tasks;
- components of the course;
- weightings to be allocated to each task;
- outcomes within each task to be assessed;
- week, month and term of each task.

Generally there will be a heavier weighting for tasks towards the end of the year; in particular, the final Preliminary Course examination will form a significant part of the final mark. Preliminary Course assessment will provide:

- evidence of achievement of course outcomes;
- a measure of each student’s overall performance in the form of a mark;

5. Frequency and scheduling of tasks

Period of Assessment

- Formal assessment will begin in Term 1 of Year 11 and will conclude with the final Preliminary Course examinations at the end of Term 3.

Non Assessment Periods

- In general, no tasks will be scheduled in the week prior to any major examination block.

Maximum/Minimum Number of Tasks

- Formal assessment is limited so that no student will do more than 6 assessment tasks in a course in consultation with the Curriculum Coordinator. Most courses will have a maximum of 4 assessment tasks.
- An Assessment Calendar will be published in the first few weeks of Term 1 and distributed to all students and parents. This will also be made available online.
Year 12

1. Credential

The New South Wales Board of Studies issues the HSC Record of Achievement at the end of each year to any student who undertakes HSC courses. It will contain a statement indicating whether or not the student has met all HSC Course requirements. It is a cumulative record of all Preliminary and HSC courses satisfactorily completed. For Board Developed HSC courses, except Life Skills courses and VET courses, the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

Note: The student’s examination mark and assessment mark are averaged to create the HSC mark (rounded if necessary). It is the HSC mark that is shown on the performance scale and that determines the performance band to which the student’s result is allocated.

The Higher School Certificate testamur is also awarded to students who have fulfilled all eligibility requirements.

The Board expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET courses and Life Skills courses) the Board requires all students to follow an assessment program and have an assessment mark submitted.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an ‘N’ determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who do not comply with the minimum assessment requirements for the corequisite 2 unit course will not receive a result in either course.

Board Developed Courses

For each Board Developed Course (except VET Industry Curriculum Framework courses), schools and colleges are required to submit an internal assessment mark to the Board for every student, including those who are studying the course with an outside tutor.

Assessment marks for Board Developed Courses are moderated and the moderated marks are reported on the Record of Achievement and used to calculate an examination mark in the event of a successful illness/misadventure appeal. Moderation of assessment marks allows comparison across the entire candidature for any course.

2. Course Completion Criteria

A student will be considered to have satisfactorily completed an HSC course if, in the Principal's view, there is sufficient evidence that the student has:

(a) followed the course that has been approved by the Board;
(b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
(c) achieved a significant number of the course outcomes.

Adequate attendance is also important. The Principal may determine that as a result of inadequate attendance, the course completion criteria have not been met. If at any time it appears that a student is at risk of being given an ‘N’ determination in any course, the Principal will warn the student as soon as possible and advise the parents in writing.
Students studying an HSC course must make a genuine attempt to complete course requirements. It is a matter for the class teacher's professional judgement to determine whether a genuine attempt has been made to complete these requirements.

HSC courses that are not satisfactorily completed will not be printed on the Record of Student Achievement.

3. Changes of subjects/courses/units
Students studying an HSC course may not change subjects or courses unless the Principal is satisfied that they:

- have satisfactorily completed the Preliminary course (or equivalent) of the subject/course they wish to enter; and
- will be able to complete all HSC course requirements, including assessment requirements.

No changes in HSC entries may occur after 30 June in the Higher School Certificate examination year, except that the Principal may approve withdrawal from a course up until the due date for the submission of assessments.

4. Nature of HSC Course Assessment
The Board’s Stage 6 syllabi indicate the mandatory components for HSC Course assessment and the weightings to be attached to those components. That information is contained in this booklet in the assessment schedules. Each subject teacher, in conjunction with his or her KLA Coordinator, has determined the assessment schedules. These contain details on the:

- type of tasks;
- components of the course;
- weightings to be allocated to each task;
- outcomes within each task to be assessed;
- week, month and term of each task.

Generally there will be a heavier weighting for tasks towards the end of the year; in particular, the Trial HSC Examination will form a significant part of the final assessment mark. HSC Course assessment will provide:

- evidence of achievement of course outcomes;
- a measure of each student’s overall performance in the form of a mark, which will be submitted to the Board of Studies after all internal assessment has been completed.

5. Submitted works and practical examinations
In the following courses at the College, students are required to complete a practical component as part of the Higher School Certificate examination: Drama, Industrial Technology, Music and Visual Arts. No projects developed for any of these courses may be submitted for assessment or examination in any other HSC course.

Dates for completion, hand-in to school and submission to the Board of Studies are specified in the Higher School Certificate Practical Examinations Important Dates Schedule provided to schools. Where works are itinerantly marked, the date of marking by visiting markers will be advised.

For submitted works and practical performances in all courses, forms will be provided on which the students must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the work or performance was developed under the teacher’s supervision, was the student’s own work and was completed by the due date.
6. Frequency and scheduling of tasks

**Period of Assessment**
- Formal assessment will begin in Term 4 of Year 11, i.e. the first HSC term, and will generally conclude with the Trial HSC Examinations in the middle of Term 3, Year 12.

**Non Assessment Periods**
- In general, no tasks will be scheduled in the week prior to any major examination block (with the possible exception of progress checks on major works in subjects like Industrial Technology and Visual Arts).

**Maximum/Minimum Number of Tasks**
- Formal assessment is limited so that no student will do more than 6 assessment tasks in a course in consultation with the Curriculum Coordinator. Most courses will have a maximum of 4 assessment tasks.

An Assessment Calendar will be published in the first few weeks of Term 1, Year 12 and distributed to all students and parents. This will also be made available online.

7. Reporting results

**Raw Marks or Grades**
- Each task will be given a mark. This will be recorded on the marking criteria page. Grades may also be provided in addition to the mark where appropriate.

**Individual Task Ranking**
- Each student will receive an individual ranking on each task, showing his/her position in relation to the total number of students in the group. This will be individually forwarded onto students after the return of the task and upon confirmation of all students' marks.

**Cumulative Rank**
- A cumulative rank will be provided for each student in all subjects at each reporting period and after every task. This will be individually forwarded onto students after the return of the task and upon confirmation of all students' marks.

8. Communication with Parents
- On two occasions during Year 12, students will be issued with a formal report, which will show:
  - an Assessment Block/examination mark;
  - a cumulative rank;
  - grades achieved in each of the summary course outcomes;
  - a comment from the class teacher.
**Special Provisions**

Special provisions provide every student with the opportunity to show what they know, something the College is committed to. To ensure that students have their needs met at each stage through their schooling the College will evaluate the needs of students at different stages throughout their 6 years at the College.

- **Beginning of Year 7:** Single word reading test, South Australian Spelling Test, YARC test.
  - Based on the above test and any known medical conditions students will be allocated appropriate special provisions for Year 7, Year 8 and the first semester of Year 9.
- **Midway through Year 9:** Single word reading test, South Australian Spelling Test, YARC test.
  - Based on the above test and any known medical conditions students will be allocated appropriate special provisions for the second semester of Year 9, Year 10 and the first term of Year 11.
- **Beginning of Year 11:** BOS testing.
  - Based on the above test and any known medical conditions students will be allocated appropriate special provisions for Year 11 and will have these tests submitted to the BOS for a ruling on provisions for Year 12.

**Reporting**

**Progress Reports**

- At the end of Term 1 students in Year 7 and students new to the College in Year 8 to 10 will receive a progress report.
- This report will have a comment from the Pastoral teacher and give parents an indication of the progress of each student. No grades are reported on at this stage.

**Reports Years 7 - 10**

- Parents will receive one report for each semester completed. These will be issued towards the end of Term 2 and Term 4 and are semesterised reports.
- Reports will indicate the overall grade, a grade for each report outcome and an indication on a student’s attitude towards learning.
- Reports reflect the work for that semester and so the overall grade is not an indication of the RoSA grade for students in Year 10.
- Reports will indicate:
  - an formal assessment mark and rank;
  - An overall grade based on all work completed;
  - grades achieved in each of the report outcomes;
  - learning profiles;
  - a comment from the class teacher.
Reports Year 11
• Parents will receive one report for each semester completed. These will be issued at the midway through Term 2 and Term 4 and are semesterised reports. Note: An overall yearly course rank is included.
• Reports will indicate:
  ○ an assessment mark;
  ○ a cumulative rank;
  ○ the percentage of the course assessment completed;
  ○ grades achieved in each of the report outcomes;
  ○ a comment from the class teacher.
• Outcome grades are not meant to reflect predicted Bands in the HSC or assigned grades on the Year 11 RoSA.

Reports Year 12
• Parents will receive one report for each semester completed. These will be issued at the midway through Term 2 and Term 4 and are semesterised reports. Note: An overall yearly course rank is included.
• Reports will indicate:
  ○ an assessment mark/rank;
  ○ a cumulative rank;
  ○ grades achieved in each of the report outcomes;
  ○ a comment from the class teacher.
• Outcome grades are not meant to predict Bands in the HSC.

Evaluation of the Policy
• This policy will be reviewed at the end of each semester, with minor changes being put into place for the following semester.
• Every two years a formal evaluation of the policy will take place to ensure it meets the requirement of the College and the BOS. The next formal evaluation is due in 2015.
Links
For more detailed information on the Board of Studies recommendations for Assessment go to:

- Request to change course
- Assessment Calendar Blank
- Year 10 - 12 Appeals/Misadventure form
- Year 10 - 12 extension request
- N-Award flowchart Year 10
- N-Award flowchart Year 11
- N-Award flowchart Year 12
- HSC Standards Packages
Appendix
Appendix 1: Summary of procedures for Year 7-9

The following points summarise the main parts of the College’s assessment procedures.

DISTRIBUTION OF ASSESSMENT TASKS

- At least two weeks’ notice will be given for assessment tasks.
- Assessments will run according to the dates on the Assessment Calendar. If there is any change to dates, weightings or to the nature of a task, you will receive written notification of the alterations.
- Assessments that are given to you should have a cover sheet and marking criteria attached.
- When you are given a task, you will need to sign a Class Roll or Register in order to confirm the date on which you received it.
- If you lose your own “hard copy” of a task/notification, you will be able to access an electronic version via wiki central in order to print off another one.
- If you need any assistance with a task, you must ask your class teacher or KLA Coordinator before the due date.
- Any problems with being able to submit a task on time must be brought to your class teacher’s/KLA Coordinator’s attention before it is due.

SUBMISSION OF ASSESSMENT TASKS

- If you are not at school on the day that an assessment task is due, you must provide appropriate documentation, which verifies your absence, i.e. a note from a parent/guardian. This documentation, along with the task itself, is to be submitted to your class teacher/KLA Coordinator on the first day of your return to school.
- Submission instructions for tasks are given on the cover sheet. This sheet must be signed and handed up, along with the marking criteria, on the day a task is due.
- You will also need to sign a Class Roll to acknowledge the fact that you have handed in a task. A “Non-submission” form is sent home if you are present at school, but do not hand in an assessment task. The consequence here is a Zero mark for 8 & 9 and reduction of 20% per day of the maximum mark for 7 and the failure to complete this task on time will be indicated on your College report. If the assessment task has not been submitted after five school days an afternoon detention will be issued. Any instances of plagiarism or non-serious attempts will be treated in exactly the same manner.
- All assessment tasks should be handed in to your class teachers and NOT to Pastoral Teachers or the front office.
- You need to be organised and prepared to submit assessment tasks. If you forget, you are not permitted to contact home to have a task arrive at school by the end of the day.
- Further steps will be taken if you are continually failing to submit assessment tasks, i.e. your parents will be called into school to meet with the relevant teacher/s. Any official warnings that you might receive in Year 9 for failing to complete tasks can be used as evidence in Year 10 for not applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- In exceptional circumstances, e.g. illness or misadventure, you may apply for an extension to the due date of an assessment task. An extension must be sought from the relevant KLA Coordinator before the task is due. Applications for extension need to be supported in writing by a parent/guardian.
- Difficulties with computers, printing or any other technological malfunction are not considered to be acceptable reasons for late submission of an assessment task.

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Appendix 2: Summary of procedures for Year 10-12

The following points summarise the main parts of the College’s assessment procedures.

**DISTRIBUTION OF ASSESSMENT TASKS**

1. At least **two weeks’ notice** will be given for assessment tasks.
2. **Assessments will run according to the dates on the Assessment Calendar.** If there is any change to dates, weightings or to the nature of a task, you will receive written notification of the alterations.
3. Assessments that are given to you should have a **cover sheet** and **marking criteria** attached.
4. When you are given a task, you will need to sign a **Class Roll or Register** in order to confirm the date on which you received it.
5. If you lose your own “hard copy” of a task/notification, you will be able to access an electronic version via wiki central in order to print off another one.
6. If you need **any assistance** with a task, you must ask your class teacher or KLA Coordinator before the due date.
7. Any **problems with being able to submit a task on time** must be brought to your class teacher’s/KLA Coordinator’s attention before it is due.

**SUBMISSION OF ASSESSMENT TASKS**

8. Submission instructions for tasks are given on the cover sheet. This sheet must be signed and handed up, along with the marking criteria, on the day that a task is due.
9. All assessment tasks should be handed in to your **class teachers** and **NOT** to Pastoral Teachers or the front office.
10. If you are not at school on the day that an assessment task is on OR due, you must phone the school before 8.30am and leave a message for the relevant KLA Coordinator. You must also provide appropriate documentation which verifies their absence, i.e. a doctor’s certificate (1a) or independent supporting documentation that can support and verify the non-submission/completion of the task (1b) and a completed Illness/Absence/Leave or Misadventure Form (2). This documentation, along with the task itself, is to be submitted to the relevant KLA Coordinator on the first day of your return to school.
11. You will need to sign a **Class Roll** to acknowledge the fact that you have handed in a task. A “Non-submission” form is sent home if you are present at school, but do not have an assessment task. The consequences here are the receipt of a **ZERO MARK** for the task in question and a new date by which the task is to be submitted.
12. Furthermore, if you do not complete an assessment without a valid reason, an “Official Warning: Non-completion of a RoSA/Preliminary/HSC Course” letter will be sent home. This will occur once a task is **five days overdue**. At least two such warnings must be received in any given subject before an “N” determination can be given. An “N” determination for any mandatory course in Stage 5 means that you will not be eligible for a RoSA in that year, while satisfactory completion of the Preliminary course is a **prerequisite for entry into an HSC course**. An “N” determination for an HSC course may mean that a student is not eligible for the award of the Higher School Certificate in that year.
13. Once you submit the task in question, the “N” warning will be removed, but records will be kept to see if a pattern of late submission exists. If such a trend does emerge, your **eligibility for the RoSA/Preliminary Course/HSC Course will be in jeopardy**.
14. Please note that any instances of plagiarism or non-serious attempts will be treated in exactly the same manner as outlined in points 11 and 12 above.
15. **Further steps** will be taken if you are continually failing to submit assessment tasks, i.e. your parents will be called into school to meet with the relevant teacher/s. Any official warnings that you received in Year 9 for failing to complete tasks can also be used as evidence in Year 10 for not applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
16. In exceptional circumstances, e.g. illness or misadventure, you may apply for an extension to the due date of an assessment task. An extension must be sought from the relevant KLA Coordinator **BEFORE** the task is due. **Applications for extension need to be supported in writing by a parent/guardian.**
17. **Difficulties with computers, printing or any other technological malfunction** are not considered to be acceptable reasons for late submission of an assessment task. Where assessment submissions have an Information and Communication Technology (ICT) component, e.g. a task has to be handed up on a USB device, it is each student’s responsibility to **ensure that they have been saved in the correct format**.
18. Students who are regularly away from school immediately prior to the submission of assessment tasks and/or the sitting of Assessment/Examination Blocks may be called upon to produce a doctor’s certificate to verify their absence.