

This policy is to be read in conjunction with MHS Assessment Guidelines 7-12 (including Rules and Procedures).



## MOSMAN HIGH SCHOOL ASSESSMENT PROCEDURES

*When a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning – it happens during the learning, when there is still time to do something with the information. Dylan William, 2011*

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 personal best, engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment procedures in all faculties will focus on syllabus outcomes and support the learning of all students.

### **RATIONALE**

Quality assessment and feedback is one of the key drivers of student achievement and improvement identified by Professor John Hattie and across the literature. Therefore, a formal and consistent approach to assessment and feedback, based on the features of quality assessment and feedback identified in the studies, is at the core of improving student outcomes at Mosman High School. Assessment for learning and assessment as learning approaches, in particular, help students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards referenced framework are able to extend the process of assessment into the assessment of learning.

## **PURPOSE**

1. To develop a consistent approach, across the school, to assessment for, of and as and feedback.
2. To provide students with effective feedback on a regular basis to help teachers and students decide whether students are ready for the next phase of learning or whether they need more time and further learning experiences to consolidate knowledge, understanding and skills.
3. To provide students with quality effective feedback on a regular basis.
4. To provide students and parents realistic and a consistent picture of student learning.
5. To provide students and parents with clear advice on how to improve their learning in particular literacy and numeracy skills.

## **FEEDBACK and ASSESSMENT 'For, Of and As' 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, term or semester, and may be used to rank or grade students. The effectiveness of assessment of 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.

## **Effective Assessment**

Effective assessment has the following attributes:

- It has clear, direct links with outcomes and success criteria
- Supports the learning intentions
- It interprets individual learning
- It is derived from and informs well-structured teaching and learning activities
- It is balanced, comprehensive and varied – students have multiple opportunities in varying contexts
- It is valid – an assessment strategy should appropriately assess clearly defined aspects of student achievement

- It engages the learner – the syllabus outcomes and the assessment process to be used should be made explicit
- It values teachers' judgement – this is developed through cooperative programming and discussing samples of student work
- It is time efficient and manageable – a single outcome can provide evidence of achievement of more than one outcome
- It recognises individual achievement and progress.

### **Standards-Referenced Assessment**

Standards-referenced assessment uses syllabus outcomes in stages as a standards framework to monitor and interpret student learning. Teachers should select the types of teaching and learning activities likely to be the most appropriate for the development of their students but be mindful that in a special programs stream, the students may reflect standards that are beyond an appropriate stage in the standards framework. It is school policy that when reporting to parents that the standards framework acts as a reference point for monitoring learning over time and reporting student achievement. Assessment tasks should be used as evidence about student achievement of syllabus outcomes not as a ranking exercise to interpret learning.

Teachers of all key areas should share the same understandings of standards in stage outcomes and must be able to explain their understanding.

### **An Effective Assessment Plan**

Assessment should provide meaningful feedback and foster learning for:

Stage 4 syllabus outcomes or

Stage 5 syllabus outcomes and performance descriptors or

Preliminary syllabus outcomes or

HSC syllabus outcomes and HSC Band descriptors.

The following components may be included in an effective assessment plan:

- The syllabus outcomes that a teaching unit will cover.
- Formative and summative assessments that align with the outcomes.
- Teaching and learning units suitable for the full range of students.
- Consideration to the extent to which the unit will challenge and extend all students, considering three main groupings i.e. the novice, the developing student and expert.
- Teaching and learning activities that will provide evidence of student learning.
- A manageable range of classroom assessment strategies for feedback.
- Assistance to students in deconstructing the assessment task by providing models of what is expected.
- Explicit teaching of literacy and numeracy skills, as well as necessary subject-specific skills.
- A record of the assessment evidence to make decisions about student progress and achievement of the relevant syllabus outcomes.
- A shared understanding of standards in stage outcomes enabling teachers to collaborate with, moderate and judge student learning.

## **Assessment Strategies**

Teachers should provide multiple opportunities, in varying contexts, to cater for the learning needs of students. Teachers should invoke appropriate challenges that engage students' commitment to invest in learning.

Assessment examples might include:	
3D/4D visual presentation	Mind maps/graphic organisers
Anecdotal records	Oral discussions
App Design/Coding	Oral presentation
Audio-visual presentations	Procedure
Before/After	Questioning
Classroom observation	Questions/Answers
Cloze activities	Quiz
Concept Map	Recount
Debate	Report
Demonstrations	Response
Discussion	Similarity/Difference
Explanation	Student portfolios
Exposition	Survey
Games	Testing
Interviews	Timeline
Listening Tasks	Website
Logbook/journal	Word webs

**Years 7-12 Assessment Procedures** (for explicit detail this policy should be read in conjunction with MHS Assessment Guidelines including Rules and Procedures). **See Page 12 for Links to Assessment Guidelines**

- Head Teachers, in collaboration with faculty staff, design an assessment schedule and distribute to students.
- Assessment notification should be published with at least two weeks' notice and placed on the school calendar and classroom online platform e.g. Google Classroom.
- School Policy Assessment Guidelines – Rules for Assessment must be followed.

The Assessment Notification should include the following details:

The Type of Assessment Strategy	Marks Allocated/Weighting
Outcomes to be Assessed	Task Requirements
Marking Criteria	Due Date/Time

## **ROLES and RESPONSIBILITIES**

### **Teacher Responsibilities**

#### *Designing Tasks*

- a) design tasks to focus on outcomes
- b) provide types of assessment tasks appropriate for the outcomes
- c) provide students guidance on the learning intentions and success criteria to achieve the outcomes
- d) give students the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types including adjustments for students with disability and/or differentiation for gifted students
- e) ensure tasks reflect the weightings and components specified in the relevant syllabus
- f) outline the assessment criteria with the students before they begin a task
- g) marking guidelines for each task are linked to the standards
- h) provide at least two weeks' notification to students linked to the course assessment schedule.

#### *Feedback and Reporting*

- a) provide students with meaningful feedback about what they are able to do and what they need to do to improve their level of performance i.e. Where are they going? How are they going and where to next?
- b) provide timely feedback to students following assessment (2 weeks)
- c) inform parents in a timely manner about student learning progress if concerned
- d) report on personal best and provide meaningful feedback
- e) meet deadlines for marking summative tasks and record all assessment marks
- f) show reporting evidence that their students are known.
- g) meet deadlines for reporting

### **Head Teacher Responsibilities**

#### *Designing Faculty Tasks*

- a) coordinate and designing of tasks to focus on outcomes
- b) ensure types of assessment tasks are appropriate for the outcomes
- c) provide teacher guidance on the learning intentions and success criteria to achieve the outcomes
- d) ensure students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- e) monitor summative tasks and assessment reflect the weightings and component specified in the relevant syllabus
- f) monitor two week notice to students to ensure they know the assessment criteria before they begin a task
- g) monitor marking guidelines for each task and ensure they are linked to the standards
- h) support beginner and new teachers in the implementation of the school and NESA assessment guidelines

#### *Faculty Feedback and Reporting*

- a) ensure faculty staff provides success criteria for each task and that it is linked to a deliberate faculty practice that monitors and provides feedback about refining student performance as well as goal setting, self-monitoring, concentration and persistence

- b) ensure that students receive meaningful feedback about what they are able to do and what they need to do to improve their level of performance i.e. Where are they going? How are they going and where to next?
- c) support teachers in meeting deadlines for marking summative tasks and recording on Sentral mark book
- d) monitor student personal attributes reporting and ensure the boxes checked are consistent with the teachers' comments
- e) support teachers and monitor faculty reports to ensure reports reflect context and community expectations, as well as show evidence that the teacher knows their students and how they learn
- f) support teachers in informing parents in a timely manner about student conduct prior to the reporting period
- g) support teachers in meeting deadlines for reporting
- h) support teachers and monitor Life Skills outcomes for students with disability
- i) ensure teachers provide timely feedback to students following assessment (2 weeks)
- j) arrange standardised marking procedures: whole cohort (10-12)/class (7-9)
- k) prepare and submit a faculty assessment schedule 7-12 which is compliant with syllabus assessment guidelines and procedures
- l) ensure when ranks are required that the relative difference between students results form different levels of achievement of the specified standard
- m) ensure when ranks are required that the relative difference between students result from different levels of achievement of the specified standard
- n) marks submitted to NESAs on a scale sufficiently wide to reflect adequately the relative differences in student performance
- o) monitor and store faculty work samples

#### **Stage Head Teacher Responsibilities**

- a) preview assessment schedules, organise the publication and distribution of all faculty assessment schedules for the stage to parents and students
- b) monitor the timing of school assessments to ensure students are not overwhelmed by the number of assessment tasks due and work with Head Teachers to make adjustments where appropriate.

#### **Year Advisor Responsibilities**

- a) record student extra-curricular achievements on reports twice a year
- b) record student learning goals on reports each semester
- c) implement well-being programs, if necessary, to support students to connect, succeed and thrive.

#### **Head Teacher Administration Responsibilities**

- a) liaise, in a timely manner, with Stage DP, learning and support co-ordinator, Stage Head Teachers and/or disability provisions coordinator regarding adjustments to formal exam schedules/procedures for students with disability.
- b) consider the needs of students who are accelerated in a course; remind faculty Head Teachers about StuVac options
- c) prepare exam schedules and teacher supervision for all formal examination periods.

#### **Senior Executive Responsibilities**

- a) supervise the implementation and evaluation of whole school assessment and reporting practices and ensure compliance consistent with the requirements of the

current syllabus and the standards referenced approach to assessing student achievement

- b) supervise Head Teacher in developing a professional culture to ensure faculties implement and evaluate effective and efficient assessment procedures and practice
- c) support Head Teachers in ensuring school policy and procedures are implemented and deadlines are met i.e. this includes school and faculty practices, marking and reporting
- d) Monitor student year reports to ensure students receive meaningful feedback and reflect context and community expectations
- e) Monitor Sentral data re communications, assessment and reporting and action about student conduct/performance/attendance/N Awards or student self-regulation.
- f) Inform in a timely manner about student conduct and non-submission of assessment task
- g) Ensure learning and support teacher has arranged assessment adjustments for students with disability and have learning plan
- h) Support the induction of new staff on school-wide assessment and reporting practices
- i) support teachers and monitor life skills outcomes for students with high needs
- j) ensure all assessment schedules and the implementation/conduct of assessment is compliant with NESA syllabus assessment guidelines and procedures
- k) ensure when faculty ranks are submitted to NESA that the relative difference between students result from different levels of achievement of the specified standards
- l) marks submitted to NESA are on a scale sufficiently wide to reflect adequately the relative differences in student performances
- m) ensure faculty work samples are evident
- n) ensure faculty adjustments to assessment are evident
- o) conduct an appeal process in the case of illness and misadventure.

### **Evaluation of Assessment and Programs**

Registration practice asks teachers to reflect on teaching and learning, the feedback provided regarding learning intentions and success criteria provided during a unit of work, as well as assessment/practices used.

In evaluating the Teaching and Learning unit, teachers should reflect on such indicators as:

- What specific learning intentions were demonstrated consistently?
- What specific skills demonstrated a student's personal best and/or the success criteria?
- Are students working towards, achieving or working beyond the intended outcomes?
- What evidence have the students produced to verify judgements?
- How successful were the levelled questions in addressing the learning of groups of students?
- How successful were the types of assessment and learning challenges in addressing the learning of groups of students?

## **EXAMINATION RULES**

When students complete assessments under timed conditions the following rules apply:

1. Writing tools and NESA approved equipment, e.g. calculator, must be placed in a clear plastic case. Approved equipment can include:
  - a. black pens to write with (recommended) – make sure you bring spare pens to each exam
  - b. ruler
  - c. highlighters
  - d. pencils (at least 2B)
  - e. sharpener.
2. All equipment brought to the exam may be inspected. Make sure any equipment allowed in, such as a calculator, is in good working order. Appeals under misadventure for equipment failure will not be upheld.
3. Water must be in a clear, unlabelled bottle. No food is to be brought in or consumed during the exam.
4. No electronic devices, including programmable watches or phones, are permitted in the exam room.
5. No notes, paper or any printed/written material can be brought into the exam room unless outlined on the Notification of Assessment.
6. Students are not allowed to borrow equipment during exams.

Note: Any student found to be cheating by breaching examination rules will be awarded zero marks for the task. Parents will be informed by the Head Teacher of the subject of any incidents of cheating.

## **MALPRACTICE**

### **What is Malpractice?**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their HSC results.

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

### **Misrepresentation**

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
  - a. making up journal entries for a project, and/or
  - b. submitting falsified or altered documents, and/or
  - c. referencing incorrect or non-existent sources, and/or
  - d. contriving false explanations to explain work not handed in by the due date.



## **Plagiarism**

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
  - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
  - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
  - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
  - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

## **Collusion**

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
  - a. sharing answers to an assessment with other students, and/or
  - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c. contract cheating by outsourcing work to a third party, and/or
  - d. unauthorised use of artificial intelligence technologies.

The above are examples of malpractice are not final. The Principal or delegate may determine if an act performed by the student is deemed as malpractice.

## **Action in Response to Suspected Malpractice**

In the case of suspected plagiarism or work completed by someone else or AI, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas, electronic version history
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Student malpractice in assessment tasks and examinations will be referred to the Faulty Head Teacher who will consult with the relevant Deputy Principal. Following a determination of malpractice, the Head Teacher will notify the student of the decision and contact the parent/caregiver. The school must report instances of malpractice to NESA with details on the

students involved, the type of offence and the penalties applied. This record is then kept and maintained by NESAs.

Work submitted containing content not done by the student may receive zero marks.

Should the student wish to apply for a review of a decision of malpractice, they must complete and submit the Application for Consideration within two school days of the decision being taken. Appeals will be considered by the Assessment Review Panel. Late appeals will not be considered.

### **Non-Serious Attempt**

NESA expects students to make a serious attempt at all school-based assessment tasks, HSC exams, and HSC minimum standard tests. HSC students who do not make a serious attempt may not receive a result in the course concerned. This may render some students ineligible for the award of the HSC.

Non-serious attempts include but are not limited to:

- a. answering only multiple-choice questions, and/or
- b. responses containing objectionable material such as obscene symbols, drawings, or comments.

### **SCHOOL-BASED ASSESSMENT APPEALS**

#### **Grounds for an Appeal**

All students have the right to request a review of a decision made regarding:

- an assessment task result
- an application for an assessment task rescheduling
- an application for an exceptional circumstance, meaning an inability to submit a task on the scheduled due date
- an application for illness/misadventure
- a decision made in regard to student malpractice
- a decision resulting in a student receiving a zero mark

#### **Grievance**

Further, students have the right to submit a request for a review relating to a grievance around assessment tasks:

- the validity of an assessment
- an action, decision or omission which could reasonably be judged to be unfair, discriminatory or unjustified
- irregularity in marking of task.

Grounds for a grievance that will not be taken into consideration include:

- individual results or marks – reviews are limited to the assessment process
- misunderstanding assessment criteria that are published on the assessment notification
- teacher allocation
- class placement
- line allocation
- assessment workload
- external tutorial instruction or advice.

## **Process of Appeal or to Lodge a Grievance**

Appeal of a decision: Students have two school days from the date of receiving the decision to lodge an appeal with the Faculty Head Teacher, using the Application for Consideration form. Students should attach supporting evidence, including their original application.

Grievance: Where a grievance arises, student should attempt to clarify the situation with the class teacher. If the situation remains unresolved, the student should speak with the Faculty Head Teacher. Where the class teacher is also the Faculty Head Teacher, or if the situation remains unresolved, the student should submit an Application for Consideration form which must be written by the student and lodged no later than five school days from the grievance occurring. All documentation must accompany the appeal when it is lodged.

Unless stated in the policy, all appeals of decisions will go to Assessment Review Panel. Appeals of the Assessment Review Panel will be directed to the Principal. No further appeals will be entered.

### **Assessment Review Panel**

The panel will consist of at least **three** of the following:

- Principal or their nominee
- Deputy Principal or their nominee
- Faculty Head Teacher or their nominee

### **Procedures for Review**

In reviewing the determination of a student's appeal, the Assessment Review Panel will consider the following as applicable:

- the student's relevant original application form
- documentation submitted with the original application
- any additional statement and/or documentation submitted with the student's review form
- all evidence presented which relates to the reason for review.

**Please note** there is NO provision to appeal for a determination made in regard to technological failure.

## **STUDENTS EQUITY and INCLUSIVITY**

Mosman High School is committed to the development of a high-quality curriculum for all students that promotes excellence and equity in education. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs. The Australian Curriculum recognises that the needs of all students encompass cognitive, affective, physical, social, and aesthetic curriculum experiences.

When planning both formative and summative assessment there must be:

- High expectations to be set for each student and acknowledgement that students develop at different rates.

- Consideration that the needs and interests of students will vary, and teachers will plan the curriculum in ways that respond to those needs and interests.
- The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, to cater for the diverse needs of students and personalise learning.

### **Students with Disability**

The Disability Discrimination Act (1992) and the Disability Standards for Education (2005) require school assessment to support the rights of students with disability to access the curriculum on the same basis as students without a disability.

**Students with disability are entitled to rigorous, relevant and engaging learning opportunities drawn from age equivalent Australian Curriculum content on the same basis as students without disability.**

Some students with identified disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- alternative formats for responses; for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- adjustments to assessment activities; for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process; for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.

### **High Potential and Gifted Students**

High Potential and Gifted students have a right to rigorous, relevant and engaging learning activities drawn from a challenging curriculum that addresses their individual learning needs. 7 Teachers can use the Australian Curriculum flexibly to meet the individual learning needs of gifted students.

Teachers can enrich student learning by providing students with opportunities to work with learning area content in more depth or breadth; encompassing specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and Creative thinking capability); and/or focusing on cross-curriculum priorities. MHS supports accelerated student learning by drawing on content from later stages of learning.

### **Assessing students with English as an Additional Language or Dialect (EAL/D)**

As part of its commitment to supporting equity of access to the Australian Curriculum for all students, ACARA has developed an English as an Additional Language or Dialect: Teacher Resource. This resource is designed to support teachers across the learning areas as they develop assessment materials and provide feedback to students from differing language background and English language development.

### **Link to Assessment Guidelines**

HSC: [HSC Assessment Guidelines](#)

Year 11 Preliminary:

Year 10:

Year 9:

Year 8:  
Year 7:

## **Appendix**

### **NSW Record of School Achievement (RoSA) – Year 10**

The RoSA records completed Stage 5 (Year 9 & 10) courses.

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records all courses a student has completed, along with the grade awarded, and any Stage 6 (Preliminary) courses in which the student has satisfactorily participated but not completed at the date of leaving school.

In New South Wales, a standards-referenced approach is used to report student achievement.

Achievement standards have two important components that can be thought of in terms of **what** and **how well**:

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

The NSW syllabuses state **what** students at each stage are expected to learn.

A to E grade scales describe **how well** students have achieved.

### **Awarding grades – Completing Year 10**

Mosman High School is responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA.

A grade (A, B, C, D, or E) is awarded to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. Teachers use Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from the Board's general performance descriptors (see below).

### **Determining Stage 5 Grades**

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Teachers make professional on-balance judgements to decide which grade description best matches the standards students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

## General performance descriptors

The general performance descriptors describe performance at each of 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.

Teachers will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities.

## NSW Record of School Achievement (RoSA) – Year 11

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records all courses a student has completed, along with the grade awarded, in Stage 5 and any Stage 6 (Preliminary) courses in which the student has satisfactorily participated but not completed at the date of leaving school.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of **what** and **how well**:

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

The NSW syllabuses state **what** students at each stage are expected to learn.

The Common Grade Scale for Preliminary courses describes **how well** students have achieved.

It describes performance at each of five grade levels:

- A. The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- B. The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

- C. The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- D. The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
- E. The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

### **Determining Preliminary ROSA Grades**

Mosman High School is responsible for awarding each student who completes a Stage 6 Preliminary course (except VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA.

The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus. Students will be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Preliminary courses.

Teachers will make the final judgement of the grade deserved on the basis of available assessment information. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Stage 6 Preliminary syllabus outcomes.

No specific allocation of marks is required for any syllabus objective or outcome.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

### **'N' determinations**

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.

- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.