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

MOSMAN HIGH 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 Wiliam, 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.

Standards

1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

2.3 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

2.5 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

3.1 Set explicit, challenging and achievable learning goals for all students.

3.3 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

3.6 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

5.1 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

5.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

5.3 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
5.4 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
5.5 Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.
7.1 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

Effective Assessment

Effective assessment has the following attributes:

- It has clear, direct links with outcomes and success criteria.
- Supports the learning intention
- 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

The following steps may assist in the development of an effective assessment plan:

- Identify the syllabus outcomes that a teaching unit will cover.
- Design the formative and summative assessments to match these outcomes.
- Design teaching and learning units suitable for the full range of students.
- Consider 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.

- Decide which teaching and learning activities will provide good assessment information.
- Select a manageable range of classroom assessment strategies for feedback.
- Assist students in deconstructing the assessment task by providing models to scaffold learning. Explicit teaching of literacy and numeracy will encourage our students to 'raise the bar' and be better able to judge standards.
- Gather and record the assessment evidence to make decisions about student progress and achievement of the relevant syllabus outcomes.
- Develop a shared understanding of standards in stage outcomes then moderate within the standards framework. Judgements about standards are aligned with other faculty colleagues using agreed criteria based on syllabus outcomes.

Assessment Strategies

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

Examples might include:	
answers/questions	interviews
audio- visual tapes	exposition
App Design/Coding	Website
3D/4D visual interpretation	Video
before/after	explanation
classroom observation	demonstrations
cloze activities	games
concept map	discussion
time line	anecdotal records
similarity/difference	word webs
debate	student portfolios
listening tasks	log book/journal
oral discussions	mind maps/graphic organisers
presentation	questioning
procedure	recount
report	response
survey	testing

Acknowledging Personal Best

Teachers will encourage students to focus on a student's own standards and performance, to evoke the sort of energy that a learning opportunity can provide. Personal bests capture the best of a performance or achievement of the success criteria. There are ways to increase a student's learning focus. They are:

- Increase the emphasis on personal performance linked to success criteria
- Reduce comparisons with other children
- Arouse curiosity whenever possible
- Encourage active learning
- Recognise the journey as much as the destination
- Focus on effort and strategy more than ability or intelligence.
- Target specific, clear and achievable goals (SMART goals)
- Provide guidance on assessment criteria and explicit teaching on how to achieve the outcomes
- Focus on development and improvement of skills
- Praise student effort and focus on achievement

ACARA has published a set of general capabilities materials on the Australian Curriculum website as a resource to help teachers:

When reporting on personal characteristics and personal best, teachers should understand and give individual feedback about:

- the nature, scope and sequence of the general capabilities in the Australian Curriculum i.e. skills in literacy, numeracy, personal and social support.

- confirm their understanding of intended learning wherever general capabilities are identified in learning area content, descriptions and programs

- plan for and guide students' development of the general capabilities in school and classroom learning programs. Clearly state each lesson intentions and success criteria

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 11 for Links to Assessment Guidelines***

- Head teachers in collaboration with faculty staff, design an assessment schedule and distribute to students.
- Assessment guidelines should be published with two weeks' notice and placed on the school calendar.
- School policy Assessment Guidelines – Rules and Procedures must be followed.

The assessment notification should include the following details:

The type of assessment strategy:	Marks/Weighting:
Outcomes to be assessed and learning intention:	Task details:
Marking criteria and success criteria:	Date due:

LEARNING INTENTIONS
 A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.

SUCCESS CRITERIA
Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

- Marking guidelines/success criteria should accompany the assessment guidelines
- Teachers should provide a model to scaffold learning (as appropriate) directly linked to the learning intention/s.
- 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

- HSC students should receive notice of their ranking in a course after each assessment task. This is the responsibility of the faculty.

STUDENTS EQUITY and INCLUSIVITY

At MHS we are committed to the development of a high-quality curriculum for all our 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.

The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008) provides the policy framework for our school assessments i.e.

- To promote equity and excellence.
- To foster successful learners, confident and creative individuals and active and informed citizens.

  When planning both formative and summative assessment there must be

- Recognition of the entitlement of each student to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community.
- High expectations to be set for each student as teachers account for the current level of learning of individual students and the different rates at which students develop.
- The acknowledgement that the needs and interests of students will vary, and teachers will plan from 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, provides teachers with flexibility 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 of our students with high needs 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.

Gifted and Talented Students

Gifted and talented students who are have a right to rigorous, relevant and engaging learning activities drawn from a challenging curriculum that addresses their individual learning needs.

Teachers can use the Australian Curriculum flexibly to meet the individual learning needs of gifted and talented 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 the 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. Refer to Sentral documents or our EAD/D coordinator to find materials to support students for whom English is an additional language or dialect (EAL/D). Visit the *Australian Curriculum website* for more information also*.*

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.

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. Visit www.syllabus.nesa.nsw.edu.au for specific information.

Purposes

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

Guidelines for Implementation of Visible Learning
1.   a. To guide students in their learning steps for assessment tasks, students will be explicitly given learning intentions and success criteria.
        b. This feedback can be paper-based, electronic or verbal.
        c. The purpose of the feedback during (or in the preparation for) the task is to provide students with detailed information on how to improve their final product based on the assessment rubric and success criteria
        d. Formative feedback during (or in the preparation for) the task should directly link to the learning intention/s underpinning the assessment task.

2. Personal Learning Behaviours
        a. Students and parents will receive formal feedback on school report at least once a semester about the student's performance.
        b. Assessment of a student's Personal Learning Behaviours will be based on strategies including teacher observation.

ROLES and RESPONSIBILITIES in Implementing the School Assessment Policy

Teacher Responsibilities

Design and marking tasks
   a) design and mark 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
   e) ensure tasks reflect the weightings and component specified in the relevant syllabus
   f) students know the assessment criteria before they begin a task
   g) marking guidelines for each task are linked to the standards
   h) provide work samples to the head teacher for preview of the standards/ performance descriptors

Feedback and reporting
   i) success criteria for each task is linked to deliberate practice that monitors and provides feedback about refining student performance as well as goal setting, self-monitoring, concentration and persistence.
   j) 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?

k) Inform parents in a timely manner about student conduct well before the reporting period. See personal and emotional support (ACARA) for strategies to support students and provide feedback to students and parents.
l) Report on personal best and provide meaningful feedback.
m) meet deadlines for marking summative tasks and record on Sentral mark book.
n) show evidence in reporting that the teacher knows their students and how they learn.
o) meet deadlines for reporting.

Year Adviser Responsibilities

a) record student extra-curricular achievements on reports twice a year.
b) read semester reports in order to know the cohort and how they learn.
c) design well-being programs, if necessary, to support students to connect, succeed and thrive.

Head Teacher Responsibilities

Design and marking faculty tasks
a) coordinate the designing and marking 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
i) 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.
j) 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?
k) support teachers in meeting deadlines for marking summative tasks and recording on Sentral mark book.
l) Monitor student personal attributes reporting and ensure the boxes checked are consistent with the teacher's comments.
m) 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.
n) Support teachers in informing parents in a timely manner about student conduct prior to the reporting period start.
o) support teachers in meeting deadlines for reporting.
p) support teachers and monitor life skills outcomes for students with high needs.

q) prepare and submit a faculty assessment schedule 7-12. This should be in collaboration with faculty members in term 4 the previous year for year 7-11. Year 12 assessment schedule should be submitted term 3 in the current year. The schedule should be compliant with syllabus assessment guidelines and procedures.
r) ensure when ranks are required that the relative difference between students result from different levels of achievement of the specified standards.
s) marks submitted to NESA are on a scale sufficiently wide to reflect adequately the relative differences in student performances.
t) monitor and store faculty work samples.

Stage Head Teacher Responsibilities

a) preview schedules, organise the publication and distribution of all faculty assessment schedules for the stage to parents and students. This should be in collaboration with faculty head teachers in term 4 the previous year for years 7-11. Year 12 assessment schedules should be submitted term 3 in the current year. The schedules should be compliant with NESA syllabus assessment guidelines and procedures.
b) Monitor the timing of school assessments and weightings to ensure students are not overwhelmed by the number of assessment tasks due. Liaise with head teachers about areas of concern.

Head Teacher Administration Responsibilities

a) Liaise, in a timely manner, with year DP, learning and support co-ordinator, stage head teachers and/or disability provisions co-ordinator re adjustments to formal exam schedules/procedures for students with a disability. Consider the needs of students who are accelerated in a course in preparing an exam schedule.

Senior Executive Responsibilities

a) supervise the implementation 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. This will involve a regular review and update of schools system practice to meet school and DoE priorities/changes.
b) supervise head teachers in developing a 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 systems practice, marking and reporting
d) monitor student year reports to ensure students receive meaningful feedback. Faculty reports should reflect context and community expectations as well as show evidence that the teacher knows their students and how they learn. Include in staff induction information about the school reporting process and current priorities re assessment and feedback.
e) monitor Sentral data re communications, assessment and reporting and action about student conduct/ performance/ attendance/N Awards or student self-regulation. Parents should be informed in a timely manner about student conduct prior to the reporting period start and or in a timely manner after the non-submission of an assessment task.
f) learning and support coordinator ensure assessments adjustments are made for students with a disability and have a learning plan. This includes liaising with the disability provisions coordinator, stage head teachers and head teacher administration re NAPLAN, VALID, formal exams and tests.

g) support teachers and monitor life skills outcomes for students with high needs.
h) ensure all assessment schedules and the implementation/conduct of assessment is compliant with NESA syllabus assessment guidelines and procedures.
i) ensure when faculty ranks are submitted to NESA that the relative difference between students result from different levels of achievement of the specified standards.
j) marks submitted to NESA are on a scale sufficiently wide to reflect adequately the relative differences in student performances.
k) ensure faculty work samples are evident.
l) ensure faculty adjustments to assessment are evident.
m) conduct an appeal process in the case of illness and misadventure.

Evaluation of Assessment and Programs

Assessment can be formal diagnostic analysis or informal.
Registration practice asks teachers to reflect on teaching and learning the feedback provided re learning intentions and success criteria provided during a unit of work as well as assessment.
In evaluating the assessment of a unit teachers should reflect on such indicators as:

- What specific learning intentions did we see demonstrated consistently?
- What specific behaviours demonstrated a student's personal best and/or the success criteria?
- Did students work towards? Achieve? Work beyond the intended outcomes?
- What evidence have the students produced to verify our judgements?
- How successful were the 3 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?

Malpractice in HSC Assessment tasks

The HSC is a highly respected credential that is recognised for its standards of integrity. Student examination and assessment responses should represent the student's work with no inappropriate assistance. The breach of examination rules is deemed to be malpractice when the student uses the unauthorised notes or equipment to gain an unfair advantage in the examination. Cases of potential malpractice are referred to the Examination Rules Committee (ERC), a subcommittee of NESA. Students found to have memorised an essay that is not their own and then reproduced it during an exam are usually dealt with during the marking process, with students typically receiving no marks for unoriginal work.

All HSC students must:

- complete a mandatory online ethical scholarship program called **All My Own Work**, sign a confirmation of entry form when starting the HSC program, declaring that they are aware of the consequences of plagiarism and malpractice, including the potential loss of their HSC.

- sign a declaration for all HSC major projects, requiring the student, their teacher and principal to agree that the work submitted is the student's own work and that all outside sources have been acknowledged.

Mosman High School is required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied. Details are recorded so that individual students cannot be identified, and the aggregated data does not identify individual schools.

Teachers should remind students there are serious consequences if they break examination rules. Advice to students is to put in a consistent effort throughout the year and make sure any work submitted is based on their own words and ideas.

Malpractice in RoSA Assessment tasks

The RoSA is a highly respected credential that is recognised for its standards of integrity. Student examination and assessment responses should represent the student's work with no inappropriate assistance. The breach of examination rules is deemed to be malpractice when the student uses the unauthorised notes or equipment to gain an unfair advantage in the examination.

Cases of potential malpractice are referred to the school's assessment panel. This panel consists of the Principal, Year DP and Head Teacher of the faculty.

An example of malpractice - a student found to have memorised an essay that is not their own and then reproduced it during an exam. A panel response may include the student typically receiving no marks for unoriginal work.

All RoSA students must:

- put in a consistent effort throughout the year and make sure any work submitted is based on their own words and ideas.

A student breach of examination rules or assessment guidelines will be registered in all instances. It will include details of the malpractice evident in the school-based assessment task, the subject concerned, the nature of the offence and the penalty applied. Details should be recorded on the school Sentral system. N award warnings should be sent.

Teachers should remind students there are serious consequences if they break examination rules.

_____

"The recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning"

_____

Link to Assessment Guidelines -
HSC - http://www.mosmanhighschool.com.au/years/documents/hsc.pdf
Year 11 Preliminary - http://www.mosmanhighschool.com.au/years/documents/yr11.pdf
Year 10 http://www.mosmanhighschool.com.au/years/documents/yr10.pdf
Year 9 - http://www.mosmanhighschool.com.au/years/documents/yr9.pdf
Year 8 - http://www.mosmanhighschool.com.au/years/documents/yr8.pdf
Year 7 - http://www.mosmanhighschool.com.au/years/documents/yr7.pdf

Resources and professional reading   "Know Thy Impact" – Hattie
http://www.acara.edu.au/assessment
http://www.acara.edu.au/curriculum/general-capabilities
http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10curriculum/assessment
http://educationstandards.nsw.edu.au/wps/wcm/connect/43aa9caa-3fc7
www.assessment for learning.edu.au
www.syllabus.nesa.nsw.edu.au
dylanwiliam.org
education.nsw.gov.au/policies
"Visible Learning for Teachers - Maximizing Impact on Learning" - John Hattie (2012)

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. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). 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 their 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.

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 is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

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.

Student Achievement

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 is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.