Record of School Assessment (RoSA)

Policy Scope
This policy relates to the credentialing of students leaving secondary education before completing the Higher School Certificate course of study. It provides students, parents, employers and the general community with information on student achievement.

Policy
Assessment is the process of collecting, identifying, interpreting, evaluating, recording and reporting evidence of student performance.

It is a requirement that schools assess students and report regularly to students, parents and the wider community.

Formal and informal assessment is used throughout the school year to determine the grade to be allocated.

Cumulative record of grades is maintained in Grade Book on the Student Administration System and a hard copy is held in individual teacher’s Daily Chronicle. Grades are to be entered onto Gradebook as soon a practicable after marking.

Grades will be reflected in the midcourse and final year reports.

Procedures
Who is assessed?
Assessment of student learning will be undertaken by all learners, including students with disabilities.

How are Grades determined?
Course Performance Descriptors are a series of statements that summarise observable and measureable features of student achievement and are used by teachers to award grades to students based on descriptions of typical achievement from elementary to excellent.

Course Performance Descriptors describe the main features of typical students’ performances at the end of the course. The Areas for Assessment consist of the knowledge and skills objectives from the syllabus.

Grades A - E will be awarded in all board-developed courses based on performance descriptors issued by BOSTES.
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.

**What types of Assessment are used to determine the grades?**

Assessment tasks are to be outcomes based, non-discriminatory and cover a range of formal and informal activities.

Formal assessment is used for different subjects and students should be aware that informal assessment is an ongoing process in all subjects.

Assessment tasks need not constitute the only data used to determine grades for the RoSA as teacher’s professional judgement can also be called upon, however, they will be the chief source and where any adjustment occurs, it will be well documented in the individual teacher’s daily chronicle.

A variety of tasks such as essays, research assignments, tests, fieldwork, practical work, design projects, examinations and oral work may be used. Care is taken to ensure tasks are valid and relate to the syllabus objectives and outcomes indicated as Areas of Assessment. If a task is found to be faulty, it may be re-administered or replaced.

**How do I know when an assessment task is due?**

At the commencement of each academic year, students in Years 7 - 10 will receive “A Guide to Assessment” booklet. This includes a summarised schedule of all formal assessment tasks to
be undertaken during the 4 terms of study, and other details relevant to Assessment and Reporting.

Students will be given what is deemed sufficient notice of any assessment task. This is usually at least two weeks. Students requiring an extension for a task should submit a request 4 days prior to the due date, for consideration by the Academic Coordinator.

**When can I expect feedback on the task?**
Assessment feedback will be provided to students in a timely manner. It should be qualitative as well as quantitative and is provided to assist students understand and to facilitate the next steps in learning.

**What happens if I failed to submit a task or submit it after due date?**
Consequences of not completing work may include the award of an ‘N’ determination. If a student is in danger of receiving an ‘N’ the student and their parents will be warned as soon as possible and a recovery program implemented.

Late submissions may incur mark deductions as follows:

**Year 7 & 8:**
- 10% for a task submitted within 24 hours after due date and time
- 20% for a task submitted within 48 hours after due date and time
- 50% for a task submitted within 72 hours after due date and time

A mark of zero will be awarded for a task submitted more than 72 hours after the due date and time

**Year 9 & 10:**
- 20% for a task submitted within 24 hours after due date and time
- 40% for a task submitted within 48 hours after due date and time
- 60% for a task submitted within 72 hours after due date and time

A mark of zero will be awarded for a task submitted more than 72 hours after the due date and time

For all students, work due on a Friday and submitted after the following weekend on Monday counts as 3 full days, or 72 hours.

Students are required to complete all assessment tasks in order to meet the requirements for each subject.

**What is malpractice and how does it affect my grade?**
Malpractice, plagiarism, cheating or dishonesty is behaviour by a student that gives them an unfair advantage over others. Allegations of malpractice will be notified to the Academic Coordinator for review and follow up action and may result in a zero being awarded for the task.
Assessment tasks are monitored by teachers for malpractice. If a task is thought to be the result of malpractice, the teacher will present the evidence to the Academic Coordinator, who in consultation with parents discuss the accusation with the student. Students found to have engaged in malpractice will receive academic penalty for the work.

**What is Turn It In?**
In addition to the continually monitoring of a student’s progress throughout a course, ACCMP uses the auditing program ‘Turn It In’ to promote integrity in all tasks. The program is used for three purposes:
- To help students become better writers with specific, actionable feedback throughout the writing process
- To check for potential plagiarism with an auditing program that feeds back to the student before submission and to the tutor when the task is submitted
- To promote fair and timely scoring to meaningfully measure student progress

**How do I sit for formal assessment tasks such as examinations?**
In addition to assessment tasks, which are submitted through the ‘Turn It In’ program, formal examinations are used to determine a student’s knowledge of particular areas of study.

On Campus students sit formal examinations on campus under the supervision of teachers.

Distance Education students complete examinations online. Teachers use the following tools to supplement their professional judgement and their personal knowledge of the student’s work.
- Course Progress Indicators in Schoology
- Schoology Dropbox time stamping & ongoing maintenance of student assessment tasks in Schoology
- Plagiarism checks
- Quizzes & Tests

Teachers are alert to discrepancies such as a very high examination score but low level of class work.

**How can we be ensured that marking of tasks is consistent across a grade?**
Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student work being assesses and other factors, the common purpose is to ensure that there is consistency of marking.

**What if I am ill or suffer a misadventure that affects my ability to complete the task well?**
In cases of illness or misadventure which affect handing in of tasks, it is the responsibility of the student to inform the school. A doctor’s certificate is usually required. A substitute task may be set.

What happens if I change schools?
Students who transfer into the school after any assessment tasks have been completed may be given a substitute task in order to assess level of achievement of specific outcomes..

Related Documents:
“A Guide To Assessment” booklet Year 7 - 10

Policy Review
On change of legislation or at the discretion of the School Board of ACC Marsden Park Ltd.

Policy Version
4.0