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

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

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

Purposes of assessment
Why assess student achievement?
Teachers need to be clear about what they are assessing and why. Assessment provides information for those involved in the teaching and learning process to compare what is known and can be demonstrated against standards.

Assessment takes many forms in schools and classrooms:
- formal and informal observation and discussion with students
- formal assessment tasks
- formative monitoring and adjustment of teaching
- summative assessment at key points
- comparing evidence of achievement with other students
- comparing evidence of achievement against syllabus standards.

Assessment provides vital information at the point of planning, along the way and at the end of a cycle in preparation for the next teaching and learning cycle. In a standards framework, teachers can compare student achievement against syllabus standards that remain constant over time.
Assessment of learning in the K-10 and Years 7-10 syllabuses

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

Assessment for learning in the K-10 and Years 7-10 syllabuses

The K-10 and Years 7-10 syllabuses promote assessment for learning, as this is a type of quality assessment that has had world-wide success in enhancing teaching and improving student learning. Assessment for learning gives students opportunities to produce work that leads to development of their knowledge, understanding and skills. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

In summary, assessment for learning:

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

What is effective assessment practice?

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

Effective and informative assessment practice:

- **has clear and direct links with the outcomes**
  Assessment strategies should be directly linked to and reflect the syllabus outcomes. Syllabus outcomes in stages will describe the standard against which student achievement is assessed and reported.

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

- **is balanced, comprehensive and varied**
  Effective assessment involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the syllabus outcomes.
• **is valid**
Valid assessment strategies are those that measure the outcomes the teacher intends to measure. Assessment strategies should accurately and appropriately assess clearly defined aspects of student achievement. An essay, for example, may not be the best way to assess research skills.

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

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

• **engages the learner**
Assessment should be student-centred. Ideally there is cooperative interaction between the teacher and the students. Students should participate in the negotiation of learning tasks and actively monitor and reflect upon their achievements and progress throughout their course.

The syllabus outcomes and the assessment processes to be used should be made explicit to students.

• **values teacher judgment**
Quality assessment practice involves teachers making judgments, on the weight of assessment evidence and well-defined standards about student progress towards the achievement of outcomes.

The reliability of teacher judgments is enhanced when teachers co-operatively develop a shared understanding of what constitutes achievement of an outcome. This is developed through cooperative programming and discussing samples of student work and achievement within and between centres.

• **is time efficient and manageable**
Careful planning of the timing, frequency and nature of assessment will ensure that assessment and reporting is manageable and maximises the usefulness of the strategies selected. A single task can provide evidence of achievement of more than one outcome.

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

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

Values and attitudes outcomes are an important part of learning that should be assessed and reported. They are distinct from knowledge, understanding and skills outcomes.

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

Decisions about assessment and reporting cannot be taken independently of issues relating to curriculum, class groupings, programming and resource allocation.
Using these principles when establishing a course assessment program

A course assessment program begins when teachers program units of work. By incorporating assessment activities into units of work, teachers can meet the needs, interests and abilities of the students, while assessing their progress towards a demonstration of achievement in relation to outcomes.

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

1. Identify the outcomes that will be highlighted in the unit.
2. Decide on the subject matter or focus of the unit of work.
3. Decide on the evidence of learning that will be required, how students will demonstrate this in relation to the outcomes and how this evidence will be gathered and recorded.
4. Select the relevant syllabus content for the identified outcomes relating to the knowledge, understanding and skills that students will develop.
5. Plan the learning experiences and instruction and identify the assessment for learning strategies that will provide the evidence of learning.
6. Ensure a range of assessment strategies is used and that meaningful feedback in a variety of forms can be communicated to students.
7. Provide opportunities to reflect on student progress and modify future learning experiences accordingly.

Developing an assessment program at the Saturday School of Community Languages

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

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

**Informal assessment:**
- observation of student learning
- classroom activities
- homework assignments
- mini-tests
- group and pair work
- positive participation.

**Formal assessment:**
- projects
- presentations
- research assignments
- end of units tests
- half-yearly and yearly examinations
- assessment tasks.

At least one formal assessment will demonstrate the use of ICT.
The assessment program for Years 7 - 10 will be communicated to students and parents/caregivers in the Assessment and Reporting Information booklet given to students at the beginning of each year.

**Information to be given to students before a formal task**

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

- the format of the task/s
- the topic area/s and work covered on which these task/s is/are based
- task descriptions
- outcomes to be assessed
- criteria to be used in assessing the task/s
- marking guidelines (where applicable)
- feedback to be given to students when the task is marked.

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

A sample *Assessment task notification* appears on the following page.
Example of an Assessment task notification

<table>
<thead>
<tr>
<th>ASSESSMENT TASK NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language:</strong> Spanish</td>
</tr>
<tr>
<td><strong>Target group:</strong> Year 10</td>
</tr>
<tr>
<td><strong>Mark/weighting:</strong> 10%</td>
</tr>
<tr>
<td><strong>Date due:</strong> Term 2 Week 2, Saturday 10 May 2014</td>
</tr>
<tr>
<td><strong>Theme/ Topic area:</strong></td>
</tr>
<tr>
<td>Family and Friendship and School Life</td>
</tr>
</tbody>
</table>

**Tasks**

**Listening Skills**
You will listen to 10 short items, each item to be repeated once. You will respond to questions on each item. Open-ended questions will be phrased in English and require English answers. Multiple choice questions will be in ENGLISH or SPANISH. The examination will take approximately 30 minutes.

**Speaking Skills**
You will be given a question on the above topic areas to prepare a 2 minute speech a week before the examination. The speech will be delivered to the class and then the class will ask questions to the student on the issues brought up in the speech. The examination will take approximately 5 minutes for each student.

<table>
<thead>
<tr>
<th>Outcomes to be assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately</td>
</tr>
<tr>
<td>5.UL.3 uses (language) by incorporating diverse structures and features to express own ideas</td>
</tr>
<tr>
<td>5.MLC.2 uses linguistic resources to support the study and production of texts in (language)</td>
</tr>
<tr>
<td>5.MBC.2 identifies and explains aspects of the culture of (language)- speaking communities in texts</td>
</tr>
</tbody>
</table>

**Marking criteria**

**Speaking Skills**
You will be judged on how well you demonstrate the following:
- communicate orally across a range of contexts, purposes and audiences
- initiate and maintain communication
- express own ideas coherently and creatively
- use a variety of appropriate vocabulary and sentence structures.

**Listening Skills**
You will be judged on how well you demonstrate the following:
- select, summarise and analyse information from a range of spoken texts
- convey the information accurately and appropriately.

**Feedback**
You will receive feedback in the following ways:
- sample responses
- detailed Marking Guidelines
- the criteria used in judging your performance
- detailed comments on your individual performance.
What outcomes will be assessed?

The tables that follow set out all of the Outcomes which the Board of Studies, Teaching and Educational Standards (BOSTES) requires to be assessed (refer to [www.bostes.nsw.edu.au](http://www.bostes.nsw.edu.au)).

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

<table>
<thead>
<tr>
<th>Using Language</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Responding</td>
<td>Outcome 4.UL.1</td>
</tr>
<tr>
<td>Reading and Responding</td>
<td>Outcome 4.UL.2</td>
</tr>
<tr>
<td>Speaking</td>
<td>Outcome 4.UL.3</td>
</tr>
<tr>
<td>Writing</td>
<td>Outcome 4.UL.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making Linguistic Connections</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 4.MLC.1</td>
<td>demonstrates understanding of the importance of appropriate use of language in diverse contexts</td>
</tr>
<tr>
<td>Outcome 4.MLC.2</td>
<td>explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of (language)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moving Between Cultures</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 4.MBC.1</td>
<td>demonstrates the interdependence of language and culture</td>
</tr>
<tr>
<td>Outcome 4.MBC.2</td>
<td>demonstrates knowledge of key features of the culture of (Language)-speaking communities</td>
</tr>
</tbody>
</table>
## Stage 5 Outcomes (for students in Years 9 and 10)

Generally each assessment task will assess some of these outcomes. The *Assessment task notification* given to students prior to the task will specify which outcomes will be assessed.

<table>
<thead>
<tr>
<th>Using Language</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Responding</td>
<td><strong>Outcome 5.UL.1</strong> selects, summarises and analyses information and ideas in spoken texts and responds appropriately</td>
</tr>
<tr>
<td>Reading and Responding</td>
<td><strong>Outcome 5.UL.2</strong> selects, summarises and analyses information and ideas in written texts and responds appropriately</td>
</tr>
<tr>
<td>Speaking</td>
<td><strong>Outcome 5.UL.3</strong> uses (language) by incorporating diverse structures and features to express own ideas</td>
</tr>
<tr>
<td>Writing</td>
<td><strong>Outcome 5.UL.4</strong> experiments with linguistic patterns and structures in (language) to convey information and to express own ideas</td>
</tr>
</tbody>
</table>

| Making Linguistic Connections| **Outcome 5.MLC.1** demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages |
|                            | **Outcome 5.MLC.2** uses linguistic resources to support the study and production of texts in (language) |

| Moving Between Cultures      | **Outcome 5.MBC.1** explores the interdependence of language and culture in a range of texts and contexts |
|                            | **Outcome 5.MBC.2** identifies and explains aspects of the culture of (language)-speaking communities in texts |
The outcomes described for Stage 5 Extension are for students who are able to achieve beyond Stage 5 outcomes. In some cases students at the Saturday School of Community Languages, because of their proficiency in the target language, are on enhancement programs and may be asked in an assessment task to be able to demonstrate some of the following Extension Outcomes.

### Stage 5 Extension Outcomes (for students in Years 9 and 10)

<table>
<thead>
<tr>
<th>Using Language</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and Responding</strong></td>
<td><strong>Outcome 5.UL.5</strong></td>
</tr>
<tr>
<td></td>
<td>selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types</td>
</tr>
<tr>
<td><strong>Reading and Responding</strong></td>
<td><strong>Outcome 5.UL.6</strong></td>
</tr>
<tr>
<td></td>
<td>selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td><strong>Outcome 5.UL.7</strong></td>
</tr>
<tr>
<td></td>
<td>uses (language) with flexibility by incorporating new structures and features for effective communication</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Outcome 5.UL.8</strong></td>
</tr>
<tr>
<td></td>
<td>presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making Linguistic Connections</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 5.MLC.3</strong></td>
<td>engages in discussions to solve linguistic problems and refine the production of original texts in (language)</td>
</tr>
<tr>
<td><strong>Outcome 5.MLC.4</strong></td>
<td>analyses ways in which the structures and features of spoken and written (language) can be manipulated for particular effect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moving Between Cultures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 5.MBC.3</strong></td>
<td>evaluates the importance of being able to move between cultures</td>
</tr>
<tr>
<td><strong>Outcome 5.MBC.4</strong></td>
<td>evaluates expressions and representations of the culture of (language)-speaking communities in a range of texts</td>
</tr>
</tbody>
</table>
What are standards?

Achievement standards have two important components. These can be thought of in terms of:

- **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 describes **how well** students achieve.

The Common Grade Scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

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

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

Judging student performance

The Common Grade Scale

A to E grades

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

Teachers will make a professional on-balance judgement to decide which A – E grade best matches the standards their students have achieved, based on assessment information from a number of activities and tasks, both formal and informal, that they have collected over the course of the two terms for each reporting period. The Common Grade Scale shown below will be used to report student achievement in Years 7-10 at the Saturday School of Community Languages.
The Common Grade Scale describes performance at each of the five grade levels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>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.</td>
</tr>
</tbody>
</table>

How can teachers see the standards?

The Board of Studies, Teaching and Educational Standards is gathering the work of students who have done some syllabus-based tasks and activities in some languages. These work samples are published on the Assessment Resource Centre. The website is [http://arc.boardofstudies.nsw.edu.au](http://arc.boardofstudies.nsw.edu.au).

The samples come from a range of schools. Many samples have already been graded, and the grades agreed by a number of experienced practising teachers.

They did this on the basis that the work sample displays characteristics of work typically produced by students performing at that grade. Explanations called grade commentaries will help you see the reasons for each grade.

The collections of work samples provided show the quality of work typically produced by students who will receive each grade at the end of the stage.

The SSCL will be collecting samples of work from all our languages. Through inter-centre meetings, pedagogical discussion and advice from the Board of Studies, Teaching and Educational Standards we will be developing standards in all our languages so that these samples will help teachers in the future to make educational judgements about their students' work.
Criteria used to judge performance in formal tasks

The following broad criteria will be applied in the context of the topics and content that have been addressed in the course, up to the time of the assessment. Teachers will be familiar with these criteria as they appear in the K-10 and Years 7 - 10 syllabuses.

**Speaking Skills**
When judging performance in the oral examination, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to communicate orally across a range of contexts, purposes and audiences
- capacity to initiate and maintain communication
- capacity to express own ideas coherently and creatively use a variety of appropriate vocabulary and sentence structures.

**Listening and responding**
When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to select, summarise and analyse information from a range of spoken texts
- capacity to convey the information accurately and appropriately.

**Reading and responding**
When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to select, summarise and analyse information from a range of written texts
- capacity to convey the information accurately and appropriately.

**Writing in (language)**
When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to communicate in writing across a range of contexts, purposes and audiences
- capacity to initiate and maintain communication
- capacity to express own ideas coherently and creatively using a variety of appropriate vocabulary, linguistic structures and features.

**Information given before the formal assessment tasks**
An assessment task notification will be given 2 weeks prior to each formal assessment task giving more specific information on:

- the format of the task/s
- the topic area/s and work covered on which these task/s is/are based
- a description of the task/s
- criteria to be used in assessing the task/s.
**Feedback given on student’s performance on assessment tasks**

When tasks have been marked students will be supplied with:

- a copy of the answers required where appropriate
- detailed marking guidelines
- the criteria used in judging students’ performance
- detailed comments on the individual student’s performance.

**Providing feedback to students**

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

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

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

In summary, feedback should:

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

Forms of feedback include:

- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation.
Recording information on student achievement

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

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

- observing class activities, homework, regular class tests and assignments and participation. These will be recorded using the Common Grade Scale.
- recording marks or grades for formal assessment tasks in all skill areas. These assessments will be judged against the Common Grade Scale.
- collecting samples of student work, both informal and formal, by teachers to create a portfolio for students and parents/caregivers to track student progress throughout their learning of the language.

Consistent teacher judgement

Teachers at the Saturday School of Community Languages have been focussing on consistency of teacher judgement for some time. The consistency of judgements about grades within and between centres will come from:

- following common syllabuses
- using the Common Grade Scale, and
- considering shared samples of student work both within centres and across centres.

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

Teachers in every centre should have a clear understanding of the standards so that a grade B in Spanish Year 7 at the Ashfield Boys High School Centre can represent the same achievement as a grade B in Chinese Year 7 at the Liverpool Boys High School Centre.
Reporting on student achievement at the Saturday School of Community Languages

Student progress in learning a language will be assessed according to the K-10 Syllabus Objectives: using language: listening, speaking, reading and writing, making linguistic connections and moving between cultures. Assessment of the outcomes will provide a profile of each student. Students will receive a report twice a year: one at the end of term 2 and one at the end of term 4.

A single grade which best reflects the overall achievement of the student will be awarded. This grade will be awarded as a result of the overall assessment.

The Semester 1 report should reflect the activities and tasks students have done during Semester 1.

The Semester 2 report should reflect the activities and tasks students have done only during Semester 2.

What will the report include? Does class work count?
The Final Grade of each Report will be made up of 50% informal assessment and 50% formal assessment. These reports will also address the issue of accomplishment of course outcomes. A copy will be sent to the student’s home school and given to students to take home to their parents/caregivers on the last Saturday of the term.

The following grid indicates the types of tasks and activities in the reporting periods. Each centre will determine the formal tasks and activities they will assess.

The following grid will demonstrate what the reports will consist of:

<table>
<thead>
<tr>
<th>Years 7 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>(7/02/15 – 27/06/15)</td>
</tr>
<tr>
<td>Semester 2</td>
</tr>
<tr>
<td>(18/07/15 – 5/12/15)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Weighting</th>
<th>Grade</th>
<th>Assessment Component</th>
<th>Weighting</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class activities &amp; Homework</td>
<td>50% Informal Assessment</td>
<td>A - E</td>
<td>Class activities &amp; Homework</td>
<td>50% Informal Assessment</td>
<td>A - E</td>
</tr>
<tr>
<td>Project (Interim mark)</td>
<td>10% Formal Assessment</td>
<td></td>
<td>Project (Final mark)</td>
<td>10% Formal Assessment</td>
<td></td>
</tr>
<tr>
<td>Semester 1 Assessment</td>
<td>40% Assessment</td>
<td></td>
<td>Semester 2 Assessment</td>
<td>40% Assessment</td>
<td></td>
</tr>
</tbody>
</table>
At several points in learning during each semester certain activities and tasks will be assessed by the teacher against the achievement scale. Students will be notified of which activities and tasks will be assessed and be given the marking criteria reflecting how it will be assessed. These may consist of:

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

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

NB: The project has been included in the formal assessment program and it is expected that the project will incorporate ICT.

**Determining the right grade for students**

Reporting with grades requires that teachers use their on-balance judgment in relation to standards. This is a key professional skill.

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

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

The Board of Studies, Teaching and Educational Standards supports the Assessment for Learning approach. This approach recommends that the information on a student’s achievement is collected during the course of learning.

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

**Awarding grades**

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

Grades are given for individual achievement. Students at the SSCL receive the grade that best matches the standard of their achievement. It is possible, especially at the SSCL where many students have extensive knowledge and understanding of their background language, that students will demonstrate high levels of
competence in the content studied and in all skill areas. It may be only As and Bs will be awarded to these
groups for the reporting period.
Teachers are reminded that just because a student is a background speaker and can speak, read and write
fluently, it does not mean they will automatically be awarded an A grade. Students are required to attend class
regularly, complete their homework and participate positively in class activities to demonstrate that they have
covered the content and outcomes of the course to a high degree.

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

Assessment for students with special needs
The SSCL is committed to ensuring that the needs of all students are catered for. Teachers are required to
make the appropriate accommodations and adjustments so as to allow each child to reach his/her potential.
Please refer to section 8 of your languages syllabus if applicable. (Life Skills Outcomes and Content)

Year 10 assessment and grading for the Record of School Achievement (RoSA)
The assessment program consists of both formal tasks (assessment of learning) and informal tasks
(assessment for learning).

Both formal and informal assessment tasks are used to determine the student learning profile which is
reflected in the school report.

The tasks which count towards the Record of School Achievement grade are formal assessment (assessment
of learning) tasks only. This grade is determined by the Course Performance Descriptors that have been
developed for each language at the end of the Stage 5 course.

The Board of Studies, Teaching and Educational Standards has the following recommendations in a formal
assessment program:
- the four skill areas are assessed at least twice
- all of the outcomes be assessed at least once in the assessment program
- a variety of assessment tasks should be designed so that students are able to demonstrate their
  achievement in a number of ways
- greater weighting should be given to tasks toward the end of the course
- assemble the information on each student from the assessment tasks to provide an overall picture of the
  student's achievement
- match the overall picture of each student's achievements to the most appropriate column of the Course
  Performance Descriptor to allocate the final grade.
Applying the Course Performance Descriptors

Course performance descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

Teachers will make the final judgement of the most appropriate grade on the basis of available assessment information and with reference to the course performance descriptors. In applying these descriptors, teachers should interpret them in terms of standards that can be achieved by Stage 5 students within the requirements of the course. The same course performance descriptors apply to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10.

At the Saturday School of Community Languages students will receive a separate certificate, along with their Semester 2 report from the centre at the end of Year 10. This certificate will be awarded for completion of the student’s studies for the Stage 5 course in their language. This certificate will contain the language studied, the number of hours of study AND the final Stage 5 grade that was awarded. This grade will appear on the student's official Record of School Achievement.

Does this mean the final grade on the school reports and the final grade on the Record of School Achievement may be different?

Regular attendance, completion of set work and positive participation will be reflected on the student’s semester report. It is student performance in their formal assessment tasks that will determine the final grade on the Record of School Achievement. Therefore the final grade on the school report and the final grade on the Record of School Achievement may differ. Please remember that students who work well in class, come prepared and make every effort to participate actively are more likely to perform better in the formal assessment tasks as all of the formal assessment tasks should be directly related to the themes, topic areas and outcomes being covered in class.

Students who complete only 100 hours of the Stage 5

Students who complete only Year 9 of the Stage 5 course are entitled to receive a Year 10 grade.

How do teachers determine the Year 10 grade for a student who has completed 100 hours in Year 9 and has since left the SSCL?

A grade may be determined by:

- looking at samples of the student’s work
- the reports
- and teacher judgement based on the Course Performance Descriptors.

The Centre Executive will provide guidance to teachers in making a grade determination.

Unsatisfactory completion of course

If students fail to satisfy minimum course requirements, they will be awarded an ‘N’ determination.

‘N’ Award warning letters should be written for:

- **Failure to submit assessable tasks.** Assessable tasks are those in the Assessment and Reporting information booklet.
  
- **Lack of diligence.** This is when a student has failed to complete a significant amount of non-assessable work such as class work, homework and other learning tasks that the teacher has assigned. A genuine attempt must be made of all tasks.
• **Not completing the prescribed course.** This is most obvious when the student has poor attendance and misses a large number of Saturday classes. When student’s absences exceed 15% they may be considered as not adequately completing the course.

• **Non-serious** attempts.

**Failure to submit a task by the due date**

A student must complete the ‘Request for Consideration’ form to apply for a late submission (refer to page 21) if they fail to submit an assessment task by the due date. The form should be **signed by the student** but should also include the parent’s/caregiver’s signature. Any **relevant documentation** (e.g. medical certificate) must also be submitted with the form.

If an appropriate reason for late submission is not given, 10% of the mark value of the project or assessment task will be deducted for each Saturday after the due date.

**Failure to complete any section of an examination or assessment task**

If a student misses doing any section of an examination or assessment task, they must:

- notify their Saturday School of Community Languages Centre Supervisor by phone on the morning of the examination
- follow the phone call with a written explanation to their Saturday School of Community Languages Centre Supervisor setting out their reasons for missing the task. The student must complete a ‘Request for Consideration’ form to apply for a late submission and include any relevant documentation, such as a medical certificate. These documents must be submitted to the Centre Supervisor immediately upon the student’s return to the Saturday School of Community Languages. Relevant supporting documentation includes a medical certificate in the case of illness; a letter from the principal of the home school in the case of compulsory school events held on a Saturday; letters from parents/caregivers in the case of family emergencies or extenuating circumstances.

Note that having to work or attend sports functions are not generally considered to be acceptable reasons for missing an exam or deadline.

Depending on the reason for non-completion, alternative arrangements for assessment may be made.

**Knowledge of an absence in advance**

If a student knows in advance that they will be away when they have an examination or an assessment task due, they will need to speak the Centre Executive so that alternative arrangements can be made.

**Note that if a student does not follow the above procedures, or the reason for failing to complete an examination or assessment task is unacceptable, they will receive a Warning letter and may be in danger of receiving an N award.**
Procedures relating to malpractice

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

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

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

Appealing an N Award

A student will be told if the Centre Supervisor has recommended that they will be given an N award in their language course. The Centre Supervisor of the Saturday School of Community Languages will complete a special Board of Studies, Teaching and Educational Standards form (the Principal’s Determination Form) and send a copy of it to the student.

If a student wishes to appeal they must:

- advise the Centre Supervisor of the Saturday School of Community Languages of this by telephone, the following Saturday after receiving the Principal’s Determination Form; and
- obtain a Student Appeal Form from the Principal of their home school. Complete this form and either fax, post or hand-deliver it to the Principal of the Saturday School of Community Languages by the date indicated on the Principal’s Determination Form.

Procedures for student appeals against Record of School Achievement Grades

A student’s grade will be on their Record of School Achievement. If a student disagrees with the grade awarded, they may appeal on the grounds that ‘the grade awarded was not consistent with the progressive reporting relative to the areas for assessment received from the school’. This means that the student thinks that there is a big difference between the grade they were awarded and their performance in the formal assessment tasks.
The Saturday School of Community Languages
________________________ Centre

REQUEST FOR CONSIDERATION FORM

First Name: ___________________ Family Name: __________________________

Year: __________ Language: __________ Teacher: __________________________

Due date of Assessment Task: __________________________________

I wish to inform the SSCL Centre of the following circumstances which affected my performance in the assessment task. I ask that the Centre Supervisor considers my request in regard to the grade awarded for this task or circumstances surrounding my performance in the task.

Please tick one (or more):

☐ Circumstances prior to the task affected my preparation for the task
☐ I was absent on the day of the task
☐ I attempted the task but was unable to complete it to my usual standard
☐ Other

Reason (if insufficient space, also write on the back of this page):

______________________________________________________________________________
______________________________________________________________________________

I have attached the following support documentation
(E.g. medical certificate, letter from home school):

______________________________________________________________________________
______________________________________________________________________________

Student’s Signature: ___________ Date: __________________________

Parent’s/Caregiver’s Signature: __________________________ Date: __________________________

Office Use Only:
Centre Supervisor to complete Date form submitted: __________

Decision:
☐ Student is to be awarded 0.
☐ Student is to be awarded the grade s/he achieved in the task.
☐ Student is to hand in/sit for the task on __________ (date).
☐ Student is to be given an estimated grade.

Comment:

______________________________________________________________________________
______________________________________________________________________________

Notification:
☐ In-person to student Date: __________
☐ In writing to student/parent and home school Date: __________
☐ To teacher Date: __________

Centre Supervisor’s Signature: __________ Date: __________

If in any doubt as to the validity of this request for consideration, Centre Supervisors should discuss the matter with the SSCL Principal.