SATURDAY SCHOOL OF COMMUNITY LANGUAGES

Preliminary Course Assessment Policy and Procedures - 2015

The purpose of assessment is to measure a student’s performance and progress in relation to the outcomes of the course. It provides essential feedback to students and teachers to support the ongoing development of the student’s skills, knowledge and understanding of the course.

The student's final mark in the Preliminary Course will be made up of the mark for the Half-Yearly (35%) plus Yearly (65%) reporting periods.

Ranking of assessment marks: Students will receive their mark and rank within two weeks of each task. Students will also receive their final rank for the Preliminary Course on their Yearly report.

Students will receive an A - E grade upon completion of the Preliminary Course. Their grade will be submitted to the Board of Studies, Teaching and Educational Standards (BOSTES) and will appear on their Record of School Achievement (RoSA) if they are eligible to receive one. The grade will appear on their Yearly report. The Common Grade Scale for Preliminary Courses is used to report student achievement and is applied to student performance in assessment tasks. Students who only partially complete a Preliminary Course will not receive a grade.

Schedule of Assessment Tasks

The Saturday School of Community Languages calendar of assessment tasks and dates is set out following this policy statement. This schedule will be followed as published unless there are exceptional circumstances.

If it is impossible, or of disadvantage to students, to proceed with a task on the scheduled date, two weeks’ notice of the revised date will be given. Also, if a scheduled task fails to show clear differences between students, a replacement task may be given (with due notice).

Components and component weightings are prescribed by BOSTES and are set out on the attached pages from the relevant syllabus.

Marks and Ranks

- **Marked assessment tasks** will be returned to students showing the mark and rank.
- **Any queries about a task mark** must be made when the task is handed back and before the mark is recorded in the Centre’s Assessment Record. Once the correct mark has been recorded, it cannot be questioned or be the reason for an appeal. A student does not have the right to question his or her teacher's professional judgement with regard to the marking of the content of an assessment task.
- **Cheating** will result in a zero mark for the task involved. Any student proven to have given or received information on the content of an assessment task may be awarded zero marks.
- **Missed tasks:** If a task is missed (or if it has not been submitted by the due date) and the student has not provided a valid reason, a mark of zero will be awarded. A zero mark is noted as a non-attempt.
- **Request for consideration:**
  1. Students who know in advance they will be absent for a task must inform the Centre Supervisor in writing (where possible) as soon as they are aware of the impending absence.
  2. Students who miss a task due to an emergency must make every effort to phone or fax the centre before classes begin on the Saturday. They must then see the Centre Supervisor on the first Saturday of their return, before attending class, to collect and complete a Request for consideration form to apply for a late submission (see form immediately following the Preliminary Assessment Policy and Procedures - 2015).
3. If the student's absence extends beyond the date of the assessment task, the student must contact the Centre Supervisor on any additional Saturday of absence to provide verbal advice about the extended absence. Independent evidence must be submitted to support the additional date/s of absence. On the first Saturday of their return, additional independent evidence to cover the additional date/s of absence must be presented to the Centre Supervisor.

4. In all cases appropriate documentation must be provided and the matter discussed with the Centre Supervisor. Students who miss tasks because of illness must provide a medical certificate which includes the actual Saturday date/s.

The medical certificate must be specific and include details of the onset of the condition, plus any additional dates of consultation, together with a statement about how this might be expected to affect the student’s performance in the assessment task. A medical certificate only stating 'illness' will not be accepted. (Refer to BOSTES Assessment Certification Examination (ACE) 11003 Procedures for lodging an appeal). A proforma for this purpose is included following the Request for consideration form.

- **Alternative tasks:** If the reason** for absence is accepted as valid by the Centre Supervisor, the Curriculum Coordinator may:
  - arrange for the student to attempt the task at a different time
  - arrange for the student to attempt an alternative task. An alternative task might include similar knowledge, skills and outcomes to the missed task.
  - generate an estimate mark for the task missed, but only in exceptional cases and with the authorisation of the Centre Supervisor, at the end of the course.

Where an advantage may be gained by a late submission, the allocated mark will be determined to maintain rank within the course.

**Attendance at a sporting or cultural event, or family holiday are not considered to be valid reasons. (Refer to BOSTES Assessment Certification Examination (ACE) 11004 Unacceptable grounds for appeal).**

**Failure to meet requirements of the course**

If a student fails to satisfy the requirements of the course, an ‘N’ (non-completion of course requirements) determination may be given. If, at any time, it appears that a student is at risk of being given an ‘N’ determination, the Centre Supervisor will warn the student as soon as possible and advise the parent or caregiver and the weekday school. Students should read the assessment task flow chart closely in order to understand the steps involved in the assessment process and ‘N’ Award (Non Award) determinations.

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<tr>
<th>CHECK LIST OF STUDENTS' RESPONSIBILITIES</th>
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<tr>
<td>1. Acknowledge, by signature and date, that you have received and read the Assessment Schedule and Policy.</td>
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<td>2. Read carefully the attached extract from the BOSTES ACE website in relation to attendance and satisfactory completion of the Preliminary Course.</td>
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<td>3. Attend regularly and punctually and complete all assessment tasks. The calendar is provided in advance to allow for planning ahead appropriately.</td>
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<td>4. Keep a record of assessment marks and ranks.</td>
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<td>5. For missed tasks, complete the Request for consideration form, with appropriate supporting documentation, to apply for late submission. This must be presented to the Centre Supervisor on the first Saturday you return after your absence or beforehand if the absence was known in advance. If your absence extends beyond the date of the assessment task, you must provide verbal advice to the Centre Supervisor on any additional Saturday of absence. On the first Saturday you return, you must provide independent evidence to cover the assessment task date and any additional Saturday date/s of absence.</td>
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Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below is used to report student achievement in the Preliminary Stage year in all NSW schools.

The Common Grade Scale describes performance at each of the 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.