

# Saturday School of Community Languages

Connection Diversity Excellence

## 2020 Year 10 Assessment and Reporting Policy

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

**E:** [saturdaycl-h.school@det.nsw.edu.au](mailto:saturdaycl-h.school@det.nsw.edu.au)

**P:** 02 7814 21151

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## Definition of assessment and reporting

**Assessment** is the process of collecting evidence of student learning in order to make a decision 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.

## The purpose 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 make judgements about what is known and can be demonstrated in relation to syllabus outcomes.

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 that of 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-referenced framework, teachers can compare student achievement against syllabus standards that remain constant over time. Standards describe what students are expected to know, understand and do at each stage, described in NSW syllabuses through outcomes, content and stage statements.

### Assessment of learning in the K-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. Assessment of learning assists teachers to use evidence of student learning to assess student achievement against outcomes and standards. 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 as learning in the K-10 syllabuses

**Assessment as learning** involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.

### Assessment for learning in the K-10 syllabuses

**Assessment for learning** is a type of quality assessment that has had worldwide success in enhancing teaching and improving student learning. Assessment for learning gives students opportunities to monitor and evaluate their own learning and produce work that leads to development of their knowledge, understanding and skills. It assists teachers to use evidence of student learning in relation to syllabus

outcomes to decide whether students are ready for the next phase of learning or whether they need further learning experiences. 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 integral 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 are key reference points for decisions about student progress and achievement against standards.

- **is integral to teaching and learning**

Effective assessment involves selecting strategies that are derived from well-developed teaching and learning activities and tasks. 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 effectively measure the outcomes selected by the teacher. 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 on their achievements and progress throughout their course. The syllabus outcomes and assessment processes to be used should be made explicit to students.

- **values teacher judgement**

Quality assessment practice involves teachers making judgements, on the assessment evidence and well-defined standards, about student progress towards the achievement of outcomes. The reliability of teacher judgements is enhanced when teachers cooperatively 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 are manageable and maximise 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.

Note: Values and attitudes are an integral and important part of learning but are not directly assessed and reported. Stage statements provide summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for each stage.

- **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 considering the outcomes to be assessed and the evidence of learning that is required. By incorporating assessment activities into units of work, teachers can assess students' progress towards the demonstration of achievement in relation to outcomes, while catering for their needs, interests and abilities.

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.



## Which outcomes will be assessed?

The table below sets out the Outcomes which the NSW Education Standards Authority (NESA) requires to be assessed for students in Year 10.

For more detailed information refer to [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)

For scripted languages there are nine outcomes. All other languages syllabuses have eight outcomes. Please refer to the relevant syllabus for more information.

### Stage 5 Outcomes

#### Communicating Strand

<p><b>Interacting</b> Exchanging information, ideas and opinions, and socialising, planning and negotiating</p>	<p><b>Outcome LXX5-1C</b> A student manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p>
<p><b>Accessing and responding</b> Obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</p>	<p><b>Outcome LXX5-2C</b> A student identifies and interprets information in a range of texts</p> <p><b>Outcome LXX5-3C</b> A student evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p>
<p><b>Composing</b> Creating spoken, written, bilingual, digital and/or multimodal texts</p>	<p><b>Outcome LXX5-4C</b> A student experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</p>

## Understanding Strand

<p><b>Systems of language</b> Understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place</p>	<p><b>Outcome LXX5-5U</b> A student demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p><b>Outcome LXX5-6U (<i>for scripted languages</i>)</b> A student demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p><b>Outcome LXX5-6U (<i>LXX5-7U for scripted languages</i>)</b> A student analyses the function of complex [Language] grammatical structures to extend meaning</p> <p><b>Outcome LXX5-7U (<i>LXX5-8U for scripted languages</i>)</b> A student analyses linguistic, structural and cultural features in a range of texts</p>
<p><b>The role of language and culture</b> Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>	<p><b>Outcome LXX5-8U (<i>LXX5-9U for scripted languages</i>)</b> A student explains and reflects on the interrelationship between language, culture and identity</p>

Listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way (and are integral for students who are developing their acquisition of the language).

<b>Interacting</b>	<b>Accessing and responding*</b>	<b>Composing</b>
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

\* The response to texts may be in English or [Language] depending on the outcome or content.

## 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 assessments.

Examples of these are:

### **Informal assessment** (Assessment for learning):

- observation of student learning
- classroom activities
- homework assignments
- mini-tests
- group and pair work
- participation and interaction.

### **Formal assessment** (Assessment of learning):

- presentations
- research assignments
- end of unit tests
- half-yearly and yearly examinations
- assessment tasks
- mini projects.

The assessment program for Year 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:

- description and format of the task
- context, i.e. the concept and work covered on which the task is based
- outcomes to be assessed
- criteria to be used in assessing the task
- 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 pages for:

- students with prior learning and/or experience
- students with a background in [Language].

## Sample Assessment task notification

### Stage 5 [Language] Assessment Task 1 Notification

<b>Objective:</b> Using language (Speaking)	<b>Concept:</b> Relationships
<b>Due date:</b> 4 April 2020	<b>Time:</b> 3-4 minutes
<p><b>Task Description</b></p> <p>You are having a conversation with a friend from [Country]. In pairs, you will need to present the conversation to the class (or record the conversation on X). In this conversation you are making arrangements for a one day visit to a place of [Language] cultural interest. The length of your conversation should be between 3 and 4 minutes. Both students should speak in equal parts. Props such as photos or posters may be used. You should include the following:</p> <ul style="list-style-type: none"> <li>- describing ideas on places to go</li> <li>- expressing personal opinions on and reasons for choices</li> <li>- negotiating the final choice</li> <li>- clarifying and summarising arrangements.</li> </ul>	
<p><b>Context</b></p> <p>Students have been interacting with their teacher and peers on a range of topics and experiences relating to their social world. They have practised the use of elements of grammar and sentence structure to exchange information about themselves, their relationships with friends, hobbies, interests and favourite places to go. They have discussed appropriate cultural behaviour and language use in different contexts of interaction.</p>	
<p><b>Outcomes to be assessed:</b></p> <p>LXX5-1C manipulates [Language] in sustained interactions to exchange information, ideas and Opinions, and make plans and negotiate LXX5-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning LXX5-9U explains and reflects on the interrelationship between language, culture and identity</p>	
<p><b>Criteria for assessing learning</b></p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• interact effectively with others to exchange, discuss and justify ideas</li> <li>• maintain a conversation of appropriate length, relevance and detail</li> <li>• apply knowledge of relevant language structures and vocabulary in [Language]</li> <li>• communicate using [Language] pronunciation and intonation patterns</li> <li>• use culturally appropriate information, language, gestures and behaviour.</li> </ul>	
<p><b>Feedback</b></p> <p>You will receive feedback in the following ways:</p> <ul style="list-style-type: none"> <li>• Detailed marking guidelines with written comments on your individual performance</li> <li>• General comments to the class about those aspects of the task in which students performed well and those aspects that need to be addressed</li> <li>• Examples of quality language use in interaction.</li> </ul>	

**Note:** If you are absent on the day of the assessment task, phone the centre on [Number] and inform the office staff that you will be absent. Complete and sign the **'Request for Consideration'** form setting out your reasons for missing the examination or task. This form, along with any supporting documentation, e.g. a medical certificate, 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. A judgement will be made as to whether to award zero marks or to provide an estimate or alternative task.

## 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 their teacher 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 the class, groups or individual students
- written annotations

- general comments to the class about those aspects of the task in which students performed well and those aspects that need addressing
- examples of good responses
- peer evaluation and self-evaluation.

## What are standards?

Achievement standards have two important components. These are:

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

The syllabus outcomes state **what** students at each stage are expected to learn. The Course Performance Descriptors describe **how well** students have achieved.

The Course Performance Descriptors summarise the standard of achievement associated with each of five grade levels. They describe:

- 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 be awarded the grade that best matches the standard of their achievement. Teachers at the SSCL will not be limited to setting a number for each grade within their level or year group.



## Judging student performance - Course Performance Descriptors

### A to E grades

Course Performance Descriptors allow teachers to allocate a grade to a student and report on their academic achievement at the end of the course, 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 Course Performance Descriptors shown below will be used to report student achievement in Year 10 at the Saturday School of Community Languages.

## Course Performance Descriptors

Grade A	Grade B	Grade C	Grade D	Grade E
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> <li>demonstrates a very high level of competence in communicating in [language]</li> <li>confidently manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts</li> <li>demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts</li> <li>applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts</li> <li>demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas</li> <li>demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication</li> </ul>	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> <li>demonstrates a high level of competence in communicating in [language]</li> <li>manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts</li> <li>demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts</li> <li>applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts</li> <li>demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas</li> <li>demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication</li> </ul>	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> <li>demonstrates an adequate level of competence in communicating in [language]</li> <li>uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts</li> <li>demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts</li> <li>uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences</li> <li>demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts</li> <li>demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication</li> </ul>	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> <li>demonstrates a limited level of competence in communicating in [language]</li> <li>uses basic communication skills to convey information in short exchanges in familiar contexts</li> <li>accesses and responds to information in simple texts in a limited way</li> <li>uses basic knowledge and understanding of grammatical and cultural features to compose texts</li> <li>demonstrates basic understanding of some elements of grammar and uses this to express ideas</li> <li>demonstrates basic understanding of language and culture</li> </ul>	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> <li>demonstrates a very limited level of competence in communicating in [language]</li> <li>uses communication skills to convey information in some familiar contexts</li> <li>identifies and provides a very limited response to elementary information</li> <li>uses elementary knowledge and understanding of grammatical and cultural features to compose texts</li> <li>demonstrates elementary understanding of some elements of grammar</li> <li>demonstrates elementary understanding of language and/or culture</li> </ul>

## Where can teachers see examples of the standards?

To support implementation of the 2003 syllabuses, work samples aligned to grades were provided to assist teachers in developing a clear understanding of the standards at each grade level. Work samples for some languages are available at the Assessment Resource Centre on the NSW Education Standards Authority (NESA) website <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/resources/sample-work>

Each work sample displays characteristics of work typically produced by students performing at that grade. Explanations called grade commentaries help teachers see the reasons for each grade.

Note: To support implementation of the new syllabuses for Year 10 in 2020, SSCL will be collecting work samples for all of our languages. Through inter-centre meetings, pedagogical discussion and advice from the NSW Education Standards Authority (NESA) we will be developing a common understanding of standards in all of our languages. These work samples will continue to help teachers in the future to make educational judgements about their students' work.

## Recording information on student achievement

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

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

- observing and assessing student performance and participation in class activities, exercises and tasks, as well as assessing through regular class tests and assignments

- recording marks or grades for formal assessment tasks in all skill areas.
- collecting samples of student work, both informal and formal, to create a portfolio for students and parents/caregivers to track student progress throughout their learning of the language.

All of these assessments will be recorded using the outcomes, content and stage statements. Together, they make up the evidence teachers need to make an informed and on-balance judgement about student achievement against the standards in the Course Performance Descriptors.

## Consistent teacher judgement

Teachers at the Saturday School of Community Languages continue to be focussed on consistency of teacher judgement. The consistency of judgements about grades within and between centres will come from:

- developing a common understanding of syllabus outcomes and standards
- using the Course Performance Descriptors, and
- sharing 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, for example, a grade B in Spanish Year 10 at the Ashfield Boys High School Centre is consistent with a grade B in Arabic Year 10 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 outcomes for Stage 5. Assessment information gathered will provide teachers with the evidence they need to make a professional on-balance judgement about each student's performance against the Course Performance Descriptors. Students will receive a report twice a year: one at the end of Term 2 and one at the end of Term 4.

At the end of the year, **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.

#### **What will the report include? Does classwork count?**

The Final Grade for each Report will be made up of **informal assessments** (assessment for learning) and **formal assessments** (assessment of learning). The reports will provide details about achievement against syllabus 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 assessment schedule applies to Year 10 courses at the Saturday School of Community Languages in 2020. Note that each centre will determine the formal tasks they will assess.

## Year 10 Assessment Schedule 2020

Objectives and outcomes (Refer to syllabus)	Semester 1, 2020		Semester 2, 2020	
	Due Date	4 April	6 June	12 September
<b>Communicating (Interacting) and Understanding outcomes</b>  LXX5-1C, LXX5-5U, LXX5-9U	A-E			A-E
<b>Communicating (Accessing and responding) and Understanding outcomes</b>  LXX5-2C, LXX5-3C, LXX5-6U, LXX5-7U, LXX5-8U	A-E			
<b>Communicating (Composing) and Understanding outcomes</b>  LXX5-4C, LXX5-6U, LXX5-7U, LXX5-9U			A-E	
<b>Assessment for learning outcomes</b>  LXX5-1C, LXX5-2C, LXX5-3C, LXX5-4C, LXX5-5U, LXX5-6U, LXX5-7U, LXX5-8U, LXX5-9U	A-E  <i>A range of class activities, exercises and tasks will be assessed throughout the semester</i>		A-E  <i>A range of class activities, exercises and tasks will be assessed throughout the semester</i>	

In SSCL assessment programs all of the outcomes are to be formally assessed at least twice.

In Assessment for learning, activities, exercises and tasks may include:

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

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

## **Determining the right grade for students**

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

An on-balance judgement will not just focus on a single piece of work or a 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 evidence and observations and will be built up over time and in different situations.

The NSW Education Standards Authority (NESA) 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 against the outcomes in the context of how far they have progressed in the course.

## **Awarding grades**

Teachers are not limited to the number of particular 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 these students will demonstrate high levels of competence in the content studied and in all skill areas. It may be that 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 all assessment tests, tasks, activities and exercises, and participate positively in class to demonstrate that they have covered the content and met the outcomes of the course to a high degree.



## Levels and year groups

Many centres have levels in their language groups instead of year groups. The aim is to help students to develop and, in some cases, extend their language skills and, therefore, cater for their learning needs. For example, students in Year 7 or 8 may be in Spanish Level 3 (Advanced) along with students in Year 9 or 10. While all students may be doing the same classwork and assessment tasks, Years 7 and 8 students will be assessed against **Stage 4 outcomes**, and Years 9 and 10 students against **Stage 5 outcomes**.

The content of the syllabus has been designed to accommodate a range of student entry points and a range of learners.

The learners of [Language] include students:

- learning [Language] as a second or additional language
- with prior learning
- with a background in the language.

## 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. Teachers should refer to Life Skills Outcomes and Content in the relevant syllabus for further information and advice.

## Year 10 Assessment and the Record of School Achievement (RoSA)

The following information applies to all languages for the Record of School Achievement at the end of Year 10 in 2020.

The assessment program consists of both formal tasks and examinations (assessment of learning) and informal tasks (assessment for learning).

Both formal and informal assessment is used to determine the student learning profile which is reflected in the grade on the school report and the Record of School Achievement. This grade is determined by the Course Performance Descriptors that have been developed for each language.

The NSW Education Standards Authority (NESA) provides the following advice about an assessment program:

- assessment tasks and activities should cover the full range of outcomes
- a variety of assessment tasks should be designed so that students are able to demonstrate their achievement in a number of ways
- gather and collate the information from the assessment tasks to provide an overall picture of each student's achievement
- match the overall picture of each student's achievement to the most appropriate 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.

## **Students who complete only 100 hours of the Stage 5 course**

Students who complete only Year 9 of the Stage 5 course are entitled to receive a final grade on the Record of School Achievement.

## **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:

- examining samples of the student's work
- considering semester reports
- teacher judgement against the Course Performance Descriptors in the context of a 100 hour course.

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

## **What will students receive at the end of Year 10?**

At the end of Year 10, Saturday School of Community Languages students will receive a certificate, along with their Semester 2 report, for completion of the Stage 5 course in their language.

**The SSCL certificate will include 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.**

## Unsatisfactory completion of a course

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

### **'N' Award warning letters should be given to a student 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 classwork, homework and other learning tasks that the teacher has assigned. A genuine attempt must be made on all tasks.
- Not completing the 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

If a student is unable to submit a task, they should notify the Centre Supervisor as soon as possible before the due date. The student must submit the 'Request for Consideration' form (refer to last page) to apply for late submission of a task. 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.

## Failure to complete an examination or assessment task

If a student misses an examination or assessment task, they must:

- notify their SSCL Centre Supervisor by phone on the morning of the examination or task
- submit a 'Request for Consideration' form along with any relevant supporting documentation to the Centre Supervisor on the first Saturday they return. Relevant 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:

- Having to work or attend sports activities or events are not generally considered to be acceptable reasons for missing an examination or deadline
- Depending on the reason for non-completion, alternative arrangements for assessment may be made
- **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 informed if the Saturday School of Community Languages Centre Supervisor has recommended that they be given an N award in their language course. The Centre Supervisor will complete a special NSW Education Standards Authority (NESA) form (Principal's Determination Form) and send a copy of the form to the student.

### **If a student wishes to appeal they must:**

- advise the Centre Supervisor by phone, 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. The student would be required to submit a written appeal, together with evidence, to the Principal of the Saturday School of Community Languages.