



Education
Public Schools

Saturday School of Community Languages

Connection Diversity Excellence

2018

Years 7 - 10

Assessment and Reporting Information

Contents

The purpose of this booklet is to provide information about the assessment component of your Language course. The table below provides an outline of where to go in the document to find the answers to these questions.

Section 1	Assessing and grading student achievement	
1.1	How will the Saturday School of Community Languages report on student achievement?	3
1.2	How will homework, classwork and tasks be assessed?	3
1.3	What outcomes will be assessed?	4
1.4	What if a student is in a level and not a year group?	7
1.5	What criteria will be used to judge performance in tasks?	7
1.6	What information will be given before the formal assessment tasks?	8
1.7	What feedback will be given on a student's performance on assessment tasks?	8
1.8	When will the formal assessment tasks take place?	8
1.9	What if a student misses or improperly completes a formal assessment?	9
1.10	What if the work I submit is related to malpractice?	9
1.11	How to make further enquiries?	9
2018	Years 7 - 10 Assessment Schedule for reports	10
Section 2	Information for all Year 10 courses	
2.1	What grades can be awarded?	11
2.2	How is the Year 10 grade for the Record of School Achievement determined?	11
2.3	What are the components of the formal assessment that go toward the final Year 10 grade?	14
2.4	Does this mean that the final grade on the report and the final Year 10 grade may be different?	15
2.5	What if there is a problem?	15
2.6	After you have read the information in this booklet	16
	Request for Consideration form	17
	Year 10 Formal Assessment Acknowledgement	18

Section 1

Assessing and grading student achievement

1.1 How will the Saturday School of Community Languages report on student achievement?

Assessment at the Saturday School of Community Languages is an integral part of the learning process as well as a judgement based on achievement at the end of the learning program.

Student progress in learning (Language) will be assessed in the four skills: **listening, speaking, reading and writing**. Assessment of the four skills will provide a profile of each student.

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 percentage as outlined in the Assessment Component table overleaf and according to the Common Grade Scale below:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

1.2 How will homework, class work and tasks be assessed?

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

The following grid will demonstrate what your **reports** will consist of:

Semester 1 Terms 1 & 2 (3/02/18 – 7/07/18)			Semester 2 Terms 3 & 4 (28/07/18 – 8/12/18)		
Assessment Component	Weighting	Grade	Assessment Component	Weighting	Grade
Class activities & Homework	60% Informal Assessment	A - E	Class activities & Homework	60% Informal Assessment	A - E
Semester 1 Assessment	40% Formal Assessment		Semester 2 Assessment	40% Formal Assessment	

At several points in your learning during each semester certain activities and tasks will be assessed by your teacher against the Common Grade Scale. You 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, or other activities decided by your teacher. The purpose of this assessment is for you to be able to demonstrate active involvement in your learning throughout the entire semester. Samples of your work will be kept by your teacher to show your parent/caregiver at Parent/Caregiver - Teacher Interviews to demonstrate your progress in the language.

1.3 What outcomes will be assessed?

The table below sets out all of the *Outcomes* which the NSW Education Standards Authority (NESA) requires to be assessed.

For more detailed information refer to <http://www.NESA.nsw.edu.au>

BOSTES (The Board of Studies, Teacher and Educational Standards) was replaced by the NSW Education Standards Authority (NESA) on 1 January 2017.

NESA 's website is at educationstandards.nsw.edu.au

Stage 4: Years 7 and 8

<p>Using Language <i>Listening and Responding</i></p> <p>Reading and Responding</p> <p>Speaking</p> <p>Writing</p>	<p style="text-align: center;">A student:</p> <p>Outcome 4.UL.1 demonstrates understanding of the main ideas and supports detail in spoken texts and responds appropriately</p> <p>Outcome 4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately</p> <p>Outcome 4.UL.3 establishes and maintains communication in familiar situations</p> <p>Outcome 4.UL.4 applies a range of linguistic structures to express own ideas in writing</p>
<p>Making Linguistic Connections</p>	<p>Outcome 4.MLC.1 demonstrates understanding of the importance of appropriate use of language in diverse contexts</p> <p>Outcome 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of (language)</p>
<p>Moving Between Cultures</p>	<p>Outcome 4.MBC.1 demonstrates the interdependence of language and culture</p> <p>Outcome 4.MBC.2 demonstrates knowledge of key features of the culture of (Language)-speaking communities</p>

Stage 5: Years 9 and 10

<p>Using Language <i>Listening and Responding</i></p> <p>Reading and responding</p> <p>Speaking</p> <p>Writing</p>	<p style="text-align: center;">A student:</p> <p>5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately</p> <p>5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately</p> <p>5.UL.3 uses (Language) by incorporating diverse structures and features to express own ideas</p> <p>5.UL.4 experiments with linguistic patterns and structures in (Language) to convey information and to express own</p>
--	--

	ideas
Making Linguistic Connections	<p>5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages</p> <p>5.MLC.2 uses linguistic resources to support the study and production of texts in (Language)</p>
Moving Between Cultures	<p>5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts</p> <p>5.MBC.2 identifies and explains aspects of the culture of (Language)-speaking communities in texts</p>

Generally each assessment task will assess *some* of these *outcomes*. All these outcomes will be assessed more than once across all the assessment tasks.

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 demonstrate some of the following extension outcomes:

Stage 5 Extension outcomes (for Years 9 and 10)

Using Language	A student:
Listening and Responding	5.UL.5 selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types
Reading and Responding	5.UL.6 selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types
Speaking	5.UL.7 uses (language) with flexibility by incorporating new structures and features for effective communication
Writing	5.UL.8 presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types
Making Linguistic Connections	<p>5.MLC.3 engages in discussions to solve linguistic problems and refine the production of original texts in (language)</p> <p>5.MLC.4 analyses ways in which the structures and features of spoken and written (language) can be manipulated for particular effect</p>

Moving Between Cultures	5.MBC.3	evaluates the importance of being able to move between cultures
	5.MBC.4	evaluates expressions and representations of the culture of (language)-speaking communities in a range of texts.

Generally each assessment task will assess *some* of these *outcomes*. All these outcomes will be assessed more than once across all the assessment tasks.

1.4 What if I am in a level and not a year group?

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 enable 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.

1.5 What criteria will be used to judge performance in 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.

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 of 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
- a variety of appropriate vocabulary, linguistic structures and features

1.6 What information will be 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.

1.7 What feedback will be given on my performance on assessment tasks?

When tasks have been marked you will be supplied with:

- sample response where appropriate
- detailed marking guidelines
- the criteria used in judging students' performance
- detailed comments on your performance.

Reports will be issued at the end of Term 2 and on Presentation Day in Term 4, the last day of the Saturday School year.

The first report will include a grade based on classwork and assessments in Term 1 and Term 2. The second report will include an overall grade based on classwork and assessments in Term 3 and Term 4. These reports will reflect accomplishment of course outcomes.

1.8 When will the formal assessments take place?

Assessment component	Date
Half-Yearly Assessment - Speaking Skills	Term 2 Week 4 - 26 May 2018
Half-Yearly Assessment – Listening, Reading and Writing Skills	Term 2 Week 5 - 2 June 2018
Yearly Assessment - Speaking Skills	Term 4 Week 2 - 27 October 2018
Yearly Assessment – Listening, Reading and Writing Skills	Term 4 Week 4 - 10 November 2018

It is a condition of enrolment that you will adhere to this assessment policy under the conditions specified by Saturday School of Community Languages.

1.9 What if I miss or improperly complete any of my formal assessments?

- Notify your Saturday School of Community Languages teacher **as soon as possible before the due date** in order to discuss a suitable new deadline
- In the event of illness or misadventure on the day of your assessment you must ring your centre Supervisor in the morning of the assessment task, preferably before the commencement time of the task. You must also provide a note the first Saturday you return explaining your absence, before alternative arrangements can be made.

1.10 What if the work I submit is related to malpractice?

All work submitted for assessment must be your 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.

1.11 How to make further enquiries

If you have any questions about your language studies at the Saturday School of Community Languages, please talk to any member of the Centre Executive or talk to your teacher. They are all ready to help you with your studies.

Saturday School of Community Languages Years 7-10 Assessment Schedule 2018

Assessment schedule for reports

Two reports are issued to students in Years 7-10 during the year: a half-yearly report at the end of Term 2 and a yearly report at the end of Term 4. Overall grades in reports reflect achievement of the skill components and outcomes listed below.

Skill components and outcomes (Refer to syllabus)	Semester 1, 2018		Semester 2, 2018		
	Due Date	26 May	2 June	27 October	10 November
Speaking outcomes Years 7 and 8: 4.UL.3, 4.MLC.2 & 4.MBC.1 Year 9 and 10: 5.UL.3, 5.MLC.2 & 5.MBC.1		10%		10%	
Listening & Responding outcomes Years 7 and 8: 4.UL.1, 4.MLC.1, 4.MBC.1 & 4.MBC.2 Year 9 and 10: 5.UL.1, 5.MLC.1, 5.MBC.1 & 5.MBC.2			10%		10%
Reading & Responding outcomes Years 7 and 8: 4.UL.2, 4.MLC.1, 4.MLC. 2, 4.MBC.1 & 4.MBC.2 Year 9 and 10: 5.UL.2, 5.MLC.1, 5.MLC. 2, 5.MBC.1 & 5.MBC.2			10%		10%
Writing outcomes Years 7 and 8: 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1 & 4.MBC.2 Year 9 and 10: 5.UL.4, 5.MLC.1, 5.MLC.2, 5.MBC.1 & 5.MBC.2			10%		10%
Assessment for learning outcomes Years 7 and 8: 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC. 2, 4.MBC.1 & 4.MBC.2 Year 9 and 10: 5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4, 5.MLC.1, 5.MLC. 2, 5.MBC.1 & 5.MBC.2		60%		60%	
		<i>Homework and a range of class activities will be assessed throughout the semester</i>		<i>Homework and a range of class activities will be assessed throughout the semester</i>	

SECTION 2 – ADDITIONAL INFORMATION FOR ALL YEAR 10 COURSES

As you probably already know, you will be awarded a **grade** in **each** of the courses you have studied in Year 10 this year. Your performance in the course(s) you study at the Saturday School of Community Languages will be included as part of your Record of School Achievement.

2.1 What grades can be awarded?

For any course studied at the Saturday School of Community Languages, the grade will be one of A, B, C, D, E or N (the N is also called an N award) depending on your performance in that course.

The grades A to E indicate varying levels of *satisfactory* performance whereas the N indicates *unsatisfactory* performance.

2.2 How is the Year 10 grade for the record of School Achievement determined?

The steps required here are:

The A to E group or the N group?

Your placement in the A to E group or the N group will be determined by whether or not you have satisfied the requirements of the course studied at the school in the following areas:

(a) Attendance

Your home school will have informed you of the requirements regarding attendance and these same requirements apply to your course at the Saturday School of Community Languages. When you are absent on a Saturday it is as if you have missed an entire week of school. You are expected to attend your language classes on Saturday *every week and on time*. If you miss a week because you were sick you will need to catch up on the work you have missed.

(b) Participation in the required learning experiences and examinations

On page 16 you will see the specific information including dates, tasks, weightings, skill areas and outcomes that make up your *Formal Assessment* towards your *final grade*. (*If you need more information please speak to the Centre Executive at your Saturday School of Community Languages Centre*). These requirements include a project, a Semester 1 and Semester 2 assessment and/or end of unit tests.

(c) Meeting requirements in terms of effort and achievement

Your work should demonstrate a serious attempt to satisfy the demands of the course.

(d) Reaching some or all of the course outcomes

If you have NOT satisfied ALL these requirements you may receive an N award indicating unsatisfactory completion. A course for which you receive an N award does not show on the Record of Achievement.

Don't panic! If you do the right thing you need not worry about the N award. If you are in danger of receiving an N award, you and your parent/carer will receive a warning in writing in time for you to correct the problem. So unless you receive a warning, you may assume that you are not going to get an N award in a subject studied at the Saturday School of Community Languages.

If you HAVE satisfied ALL of the course requirements, you will be awarded one of the grades A to E according to your performance in the course.

You made it into the A to E group! – The Saturday School of Community Languages now determines your grade.

For the purpose of determining your grade, the procedures are as follows:

- For every language, NESAs has issued a series of Course Performance Descriptors of the level of achievement equating to each grade.
- The general performance descriptors describe performance at each of the five grade levels A – E (please refer to page 4)
- You must complete the requirements that go towards your **formal assessment**.
Your performance in all these will be compared with the Course Performance Descriptors on page 15.

You will be awarded the grade according to the Course Performance Descriptor which most closely describes **your overall** achievement in the Stage 5 course.

Stage 5 Course Performance Descriptors – [Language]

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> communicates, orally and in writing, using only simple phrases or words in some familiar contexts. responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication. conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures. with guidance, selects information from a limited range of spoken and written texts. with guidance, demonstrates very limited understanding of ways in which languages work as systems, and of the interdependence of language and culture. demonstrates an elementary understanding of the culture of (language)-speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts. responds/writes using appropriate vocabulary with some variations in linguistic structures and features and giving some details. There may be some inaccuracies. initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures. selects information from a range of spoken and written texts. demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture. demonstrates basic understanding of the culture of (language)-speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> communicates, orally and in writing, across a range of contexts, purposes and audiences. responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information. initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures. selects and summarises information from a range of spoken and written texts. demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture. demonstrates sound knowledge and understanding of the culture of (language)-speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information. initiates and maintains communication and expresses own ideas clearly and effectively. is proficient in selecting, summarising and analysing information from a range of spoken and written texts. demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture. demonstrates thorough knowledge and understanding of the culture of (language)-speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features and giving detailed information. initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively. is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts. demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture. demonstrates extensive knowledge and understanding of the culture of (language)-speaking communities.

2.3 What are the components of the formal assessment that go towards the final Year 10 grade?

The **single grade** that appears on your **Record of School Achievement** will be awarded as a result of the overall assessment percentage in your **Formal Assessment Program** as outlined in the Assessment Component table below and according to the **Course Performance Descriptors** for the specific language as outlined on page 15.

In this section there is a breakdown of all the components that will make up your final assessment.

The examinations will consist of a **Speaking** examination and a **Written examination** testing the skills of Listening and Responding, Reading and Responding and Writing Skills.

The weighting allocation and dates for the **Formal assessment components** will be as follows:

SEMESTER 1 – YEAR 10 ASSESSMENT		
Assessment component	Weighting	Due Date
Speaking assessment	10%	26 May 2018
Listening and responding assessment	10%	2 June 2018
Reading and responding assessment	10%	2 June 2018
Writing assessment	10%	2 June 2018
Total Semester 1	40%	

SEMESTER 2 - YEAR 10 ASSESSMENT		
Assessment component	Weighting	Due Date
Speaking assessment	15%	27 October 2018
Listening and Responding assessment	15%	10 November 2018
Reading and responding assessment	15%	10 November 2018
Writing assessment	15%	10 November 2018
Total Semester 2	60%	
Final Total	100%	

All these components and weightings will make up the final grade that will appear on your Record of School Achievement (RoSA)

2.4 Does this mean that the final grade on my report and the final Year 10 grade may be different?

The answer to this question is: **yes**, it is possible. **60% of the final grade** on your report may be affected by non-completion of class tasks. However, you may have performed very well in your examinations and in your project, meeting the outcomes of the course at an outstanding level and thus being awarded an A as the **final grade on your record of School Achievement**.

*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 the informal and formal assessment tasks are directly related to the themes, topic areas and outcomes being covered in class.***

Students should be aware that it is a condition of enrolment that they complete the informal and formal assessment tasks under the conditions specified by the Saturday School of Community Languages.

2.5 What if there is a problem?

If you miss doing any section of your examinations you must:

- notify your Saturday School of Community Languages Centre Supervisor at the centre by **phone on the morning of the examination (telephone numbers are listed on the website)**
- follow the phone call with a **written explanation** to your Saturday School of Community Languages Centre Supervisor setting out your reasons for missing the task. Please complete and sign the 'Request for Consideration in Assessment Task' form on page 19. You should also include any **relevant supporting documentation** (e.g. a medical certificate).

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

If you know in advance that you will be absent from the task

- If you know in advance that you will be away when you have an examination you will need to speak to the Centre Executive so that you can make arrangements to do your examination on an alternate date. For home school commitments such as compulsory sporting events you will need to supply a letter from your home school signed by the principal.
- **Note that if you do *not* follow the above procedures, or your reason for failing to complete an examination is unacceptable, you will receive a Warning letter and you may be in danger of receiving an N award.**

If you think you have been given the wrong final grade on your Record of School Achievement:

Grade N (also called an N Award)

- You will be told if the Centre Supervisor has recommended that you be given an N award in the course you are studying at the Saturday School of Community Languages. The Centre Supervisor of the Saturday School of Community Languages will complete a special NESAs form (**the Principal's Determination Form**) and send a copy of it to you.

If you wish to appeal then you must:

- (i) advise the Centre Supervisor of the Saturday School of Community Languages of this in person, the following Saturday after receiving the **Principal's Determination Form**; and
- (ii) obtain a **Student Appeal Form** from the Principal of your 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**.
(See inside front cover for phone, fax and address details.)

Procedures for student appeals against Record of School Achievement Grades

Your grade will be on your **Record of School Achievement**. If you disagree with the grade awarded to you, you 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 you think there is a big difference between the grade you were awarded and your performance in the **formal assessment tasks**.

Any other problem?

Speak to your Saturday School of Community Languages teacher or the Centre Executive or phone the centre (details are on the website).

2.6 After you have read this booklet

1. Complete, detach and return the formal assessment acknowledgement slip (on page 21), and give it to your SSCL teacher or the centre Executive.
2. Enter the assessment dates in your diary or in a place where you will remember them.
3. Keep this whole booklet handy so you can refer to it when necessary.

**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 (eg. 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:

- | | |
|---|-------------|
| <input type="checkbox"/> In-person to student | Date: _____ |
| <input type="checkbox"/> In writing to student/parent and home school | Date: _____ |
| <input type="checkbox"/> 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*

2018 - Year 10 Formal Assessment Acknowledgement

SEMESTER 1 – YEAR 10 ASSESSMENT		
Assessment component	Weighting	Due Date
Speaking assessment	10%	26 May 2018
Listening and responding assessment	10%	2 June 2018
Reading and responding assessment	10%	2 June 2018
Writing assessment	10%	2 June 2018
Total Semester 1	40%	

SEMESTER 2 - YEAR 10 ASSESSMENT		
Assessment component	Weighting	Due Date
Speaking assessment	15%	27 October 2018
Listening and Responding assessment	15%	10 November 2018
Reading and responding assessment	15%	10 November 2018
Writing assessment	15%	10 November 2018
Total Semester 2	60%	
Final Total	100%	

All these components and weightings will make up the final Year 10 grade

I, _____ (*print name*), in the Year 10 _____
[Language] class at _____ SSCL Centre have received and read the
Year 10 Assessment and Reporting Information.

I have taken note of the above dates and tasks.

_____ (*signature*)

_____ (*date*)

