

Assessment of Years 7–10 Life Skills outcomes

ACE 3009

Last Updated: 5 October 2016

Students undertaking Years 7–10 Life Skills outcomes and content in one or more courses will be assessed on their achievement of the outcomes identified in the collaborative curriculum planning process. Students do not need to complete all of the associated content to demonstrate achievement of Life Skills outcomes.

Students can demonstrate achievement of outcomes in a number of ways and across a range of appropriate settings, including the school, community or workplace.

Evidence of achievement of outcomes can be gathered through ongoing assessment for learning and assessment of learning at particular points in the course of study.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support.

Achievement of outcomes independently or with support

ACE 3010

Last Updated: 27 September 2016

An outcome should be considered as ‘achieved independently’ if there is evidence that a student can demonstrate the achievement of an outcome either:

- without adjustments, or
- with the adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process.

Further information about adjustments is available.

Record of School Achievement – Year 10 leavers, arrivals and transfers – grades, Stage 5 Life Skills outcomes, VET credentials

ACE 4005

Last Updated: 20 July 2015

Schools must immediately notify the Board of Studies, Teaching and Educational Standards NSW (BOSTES) via Schools Online of Record of School Achievement students who have left school; or transferred to another school; or transferred from another school; or arrived from interstate or overseas.

School-leavers

In this section, the term ‘school-leavers’ refers to (a) students above the minimum school leaving age who leave a NSW school and do not intend to enrol in or attend another NSW school; or (b) students who leave the NSW school system to continue schooling in another Australian state/territory or another country.

Students who leave school at or after the completion of Year 10 but before they are eligible for an HSC will receive either a Record of School Achievement or, if not eligible for the Record of School Achievement, a Transcript of Study.

Students who leave school prior to the completion of Year 10 are not entitled to a credential from BOSTES.

Schools must notify BOSTES, via Schools Online, of students leaving school at or after the completion of Year 10, giving the date that the student left or will leave school. BOSTES will then issue the credentials to which the student is entitled. This includes VET credentials for those Registered Training Organisations (RTOs) for which BOSTES issues credentials on their behalf.

Year 10 students who transfer to another school

In the case of students who are transferring from one NSW school to another, the new school must, via Schools Online, reactivate the student’s entry for the Record of School Achievement, confirm the program of study undertaken by the student at the previous school, and confirm the BOSTES student number. Students transferring from another NSW school retain the student number allocated by the Board from the previous school’s entry record.

If the transfer happens before the end of Term 2, Year 10, the new school must submit the grades. The new school may need to consult the previous school about the validity of the grades. If the transfer takes effect in Terms 3 or 4, Year 10, the previous school is responsible for submitting grades.

Where a student who is undertaking one or more courses based on Life Skills outcomes and content transfers before the end of Term 2, Year 10, the new school has responsibility for reporting on the Stage 5 Life Skills course outcomes achieved. The new school may need to consult the previous school about outcomes achieved. If the transfer takes effect after the end of Term 2, Year 10, the previous school is responsible for reporting on the Stage 5 Life Skills course outcomes achieved.

Year 10 students who arrive from interstate or overseas

Where the principal determines that a student arriving from interstate or overseas could meet the eligibility requirements for the Record of School Achievement, the student should be entered for the Record of School Achievement via Schools Online.

VET documentation

Schools are responsible for ensuring that they meet their obligations as RTOs. All Vocational Education and Training documentation must be correct and up to date. All completed competencies need to be entered on Schools Online.

Further information

For further information regarding Year 10 leavers, arrivals and transfers, see:

ACE 4001 Requirements for the award of the Record of School Achievement

ACE 4002 Eligibility for the Record of School Achievement for students in Years 7–10 transferring between schools

ACE 4021 Assessment at the end of a Stage 5 course – grading student achievement

ACE 4031 Record of School Achievement – transfers during Stage 5 from a government school, an accredited non-government school or a recognised school outside NSW – procedures

ACE 4032 Record of School Achievement – transfers during Stage 5 from overseas, interstate or home schooling – procedures

ACE 4033 Stage 5 courses – allocation and submission of grades

Assessment at the end of a Stage 5 course – grading student achievement

ACE 4021

Last Updated: 27 September 2016

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

The grade awarded to each student at the completion of a Stage 5 course should indicate the student's overall achievement in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for School Developed Board Endorsed Courses and Content Endorsed Courses). Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

No specific allocation of marks is required for any syllabus objectives or outcomes.

The grades awarded should reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For example, where a school has placed considerable emphasis on the development of research skills, that emphasis should be reflected in the assessment program. For the purpose of awarding grades, assessment of values and attitudes must not be included.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

The BOSTES grading system is intended to describe the student's achievement at the end of each course in Stage 5. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the course performance descriptors and other material produced by BOSTES to support the consistent awarding of grades. In applying these descriptors, teachers should interpret them in terms of standards that can be achieved by Stage 5 students within the bounds of the course.

Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Stage 5 syllabus outcomes. This applies regardless of whether the student has studied a 100-hour or a 200-hour course.

The same Course Performance Descriptors or Common Grade Scale 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 should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Schools are required to retain samples of student work and corresponding assessment tasks in Stage 5 courses specified each year by the BOSTES. The samples retained should be work completed towards the end of Stage 5 and at various points in the distribution of A to E grades. Schools should consult the BOSTES website for further information on retaining student work samples. See: <http://www.boardofstudies.nsw.edu.au/rosa/retaining-work-samples.html>.

Where a school wishes to assign an 'N' for a student's achievement in a Board Developed Course, a Grade A to E should still be submitted so that, if the student appeals successfully to BOSTES, the grade can be reinstated.

Students undertaking a course based on Life Skills outcomes and content are not allocated a grade in that course.

Students undertaking a Stage 5 VET course are not allocated a grade in that course.

See ACE 4022 Stage 5 assessment – areas, tasks, programs and disability provisions for further information.

Stage 5 assessment – areas, tasks, programs and adjustments

ACE 4022

Last Updated: 8 June 2017

Areas for assessment

Areas for assessment have been developed for each Board Developed Course, and are published with the Course Performance Descriptors. They provide a framework for structuring an assessment program, and may be used for reporting student achievement. They are derived from the course objectives, and are linked to the course outcomes. They can be used as organisers for assessment of student achievement. In designing the assessment schedule for a course, teachers may find it useful to map each planned assessment activity to one or more of the areas for assessment. This allows teachers to ensure that assessment can occur across the year in a manageable way.

Setting assessment tasks

In setting assessment tasks, teachers should give careful consideration to the syllabus outcomes being assessed. By measuring student achievement of the outcomes, teachers can build up a profile of the achievement of each student in relation to the course performance descriptors.

Establishing an assessment program

In establishing an assessment program, teachers should ensure that the types of assessment tasks used are appropriate to the outcomes being assessed. Generally, it will be necessary to use a range of assessment tasks and types in order to enable students to demonstrate achievement in relation to the outcomes.

Where activities or tasks are scheduled throughout a course, greater weight would generally be given to those tasks undertaken towards the end of the course. For example, in a 200-hour course extending over Years 9 and 10, the assessment information collected in Year 10 provides the more complete picture of student achievement. There are, however, a number of different ways of organising the teaching/learning program for a course. The scheduling of tasks and the weights applied should reflect the course organisation.

Adjustments for students with special education needs

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with disability. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with disability to access syllabus outcomes and content and demonstrate achievement of outcomes. Students with special education needs can access the K–10 outcomes and content in a range of ways. Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities; or
- selected outcomes and content appropriate to their learning needs; or
- outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content appropriate to their learning needs.

Decisions regarding adjustments should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Record of School Achievement – confidentiality of grades – school reports

ACE 4027

Last Updated: 15 September 2015

Confidentiality of grades

Grades must not be disclosed to students until they are released to schools.

School reports

Schools may issue supplementary statements (reports) that describe the achievements of students in more detail than the Record of School Achievement. Students' achievements may be reported as comprehensively as schools consider appropriate.

Schools must not issue supplementary statements that have the title 'Record of School Achievement'.

Record of School Achievement – transfers during Stage 5 from a government school, an accredited non-government school or a recognised school outside NSW – procedures

ACE 4031

Last Updated: 9 August 2012

When a student transfers during Stage 5 from a government school, an accredited non-government school or a recognised school outside NSW, that school must provide a grade to the new school for any 100 hours of study satisfactorily completed in any Board Developed or Board Endorsed Course (whether 100 or 200 hours in duration). In VET courses, competency outcomes must be updated.

In the case of English, Mathematics, Science, PDHPE and any mandatory course in the HSIE key learning area, the principal may deem that the equivalent of the first 100 hours in each of these courses has been completed before enrolment in the new school. The student should then continue study of these courses throughout Stage 5.

Students are eligible for credentialling of any 100-hour courses satisfactorily completed at the new school.

For continuing or new courses, the grades awarded to students who transfer are the responsibility of the new school unless the student's arrival is after the end of Term 2, Year 10. In such cases, the previous school is responsible for submitting grades.

If a student is unable to meet all mandatory requirements over Years 7–10 because of a change of school, the principal may deem that they have been met.

Stage 5 courses – allocation and submission of grades

ACE 4033

Last Updated: 20 July 2015

Schools must allocate grades to all students for any 100-hour or 200-hour course completed during Stage 5. Schools must maintain a record of grades awarded for courses completed in Year 9.

Schools must submit grades using *Schools Online* by the due date published by the Board of Studies, Teaching and Educational Standards NSW (BOSTES).

Record of School Achievement – Year 11 leavers, arrivals, transfers – Preliminary course grades, Stage 6 Life Skills outcomes, VET credentials

ACE 5002

Last Updated: 18 March 2013

Schools must immediately notify the Board of Studies, Teaching and Educational Standards NSW (BOSTES) via Schools Online of Stage 6 Preliminary course students who have left school; or transferred to another school; or transferred from another school; or arrived from interstate or overseas.

School-leavers

In this section, the term ‘school-leavers’ refers to (a) students above the minimum school leaving age who leave a NSW school and do not intend to enrol in or attend another NSW school; or (b) students who leave the NSW school system to continue schooling in another Australian state/territory or another country.

Students who leave school at or after the completion of Year 10 will receive either a Record of School Achievement or, if not eligible for the Record of School Achievement, a Transcript of Study.

Schools must notify the Board, via Schools Online, of students leaving school at or after the completion of Year 10, giving the date that the student left or will leave school. The Board will then issue the credentials to which the student is entitled. This includes VET credentials for those Registered Training Organisations (RTOs) for which the Board issues credentials on their behalf.

Year 11 students who transfer to another school

In the case of students who are transferring from one NSW school to another, the new school must, via Schools Online, reactivate the student’s entry for the Record of School Achievement, confirm the Stage 6 Preliminary program of study undertaken by the student, and confirm the BOSTES student number. Students transferring from another NSW school retain the student number allocated by the Board from the previous school’s entry record.

If the transfer happens before the end of Term 2, Year 11, the new school must submit the grades. The new school may need to consult the previous school about the validity of the grades. If the transfer takes effect in Term 3, Year 11, the previous school is responsible for submitting grades.

Where a student who is undertaking one or more Life Skills courses transfers from one school to another before the end of Term 2, Year 11, the new school has responsibility for reporting on the Stage 6 Life Skills course outcomes achieved. The new school may need to consult the previous school about outcomes achieved. If the transfer takes effect after the end of Term 2, Year 11, the previous school is responsible for reporting on the Stage 6 Life Skills course outcomes achieved.

Year 11 students who arrive from interstate or overseas

Where the principal determines that a Year 11 student arriving from interstate or overseas could meet the requirements for satisfactory completion of Stage 6 Preliminary courses, the student should be entered for the Preliminary courses via Schools Online.

VET documentation

Schools are responsible for ensuring that they meet their obligations as RTOs. All Vocational Education and Training documentation must be correct and up to date. All completed competencies need to be entered on Schools Online.

Further information

For further information regarding Year 11 leavers, arrivals and transfers, see:
ACE 5003 Assessment at the end of a Stage 6 Preliminary course – grading student achievement
ACE 5004 Preliminary courses – allocation and submission of grades

ACE 5005 Record of School Achievement – credentialling of Stage 6 courses for students who leave school prior to obtaining the Higher School Certificate

ACE 5006 Profile of Student Achievement – procedures for Stage 6 Preliminary Life Skills courses and Stage 6 HSC Life Skills courses for students who leave school prior to obtaining the Higher School Certificate

Assessment at the end of a Stage 6 Preliminary course – grading student achievement

ACE 5003

Last Updated: 21 July 2015

Schools are required to submit grades for all students completing any Stage 6 Preliminary Board Developed or Board Endorsed Course, except VET courses and Life Skills courses.

The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

No specific allocation of marks is required for any syllabus objective or outcome.

The grades awarded should reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For example, where a school has placed considerable emphasis on the development of research skills, that emphasis should be reflected in the assessment program. For the purpose of awarding grades, assessment of values and attitudes must not be included.

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) recommends that for a 2-unit course, 3–5 assessment activities are sufficient to gain an adequate picture of student achievement.

The Board's grading system is intended to describe the student's achievement at the end of each Stage 6 Preliminary course. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Common Grade Scale for Preliminary Courses and other material produced by the Board to support the consistent awarding of grades. In applying the Common Grade Scale for Preliminary Courses, teachers should interpret them in terms of standards that can be achieved by Stage 6 Preliminary students within the bounds of the course.

Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Stage 6 Preliminary syllabus outcomes.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Preliminary courses.

Schools are required to retain samples of student work and corresponding assessment tasks in Stage 6 Preliminary courses specified each year by BOSTES. The samples retained should be work completed towards the end of the Stage 6 Preliminary course and at various points in the distribution of A to E grades. Schools should consult the BOSTES website for further information on retaining student work samples. See: <http://www.boardofstudies.nsw.edu.au/rosa/principals-teachers.html>.

Where a school wishes to assign an 'N' for a student's achievement in a course, a Grade A to E should still be submitted so that, if the student appeals successfully to the Board, the grade can be reinstated.

See ACE 8070 Preliminary course assessment – areas, tasks, programs and disability provisions and ACE 5004 Preliminary courses – allocation and submission of grades for further information.

Preliminary courses – allocation and submission of grades

ACE 5004

Last Updated: 21 July 2015

Schools must allocate grades to all students for any Stage 6 Preliminary course completed.

Schools must submit grades using Schools Online by the due date published by the Board of Studies, Teaching and Educational Standards NSW (BOSTES).