

Assessment at the end of a Year 11 course – grading student achievement

ACE 5003

Last Updated: 11 October 2021

This rule is affected by changes made to RoSA and HSC rules and requirements in 2021 and 2022.

Find these amendments in our COVID Changes for 2021 and COVID Changes for 2022 ACE rules.

Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus and reflect the NESA school-based assessment requirements as detailed in the Assessment and Reporting document.

NESA's grading system is intended to describe the student's achievement at the end of each Year 11 course.

Schools are required to award and submit A to E grades to NESA for all students completing any Year 11 Board Developed or Board Endorsed Course, except VET courses and Life Skills courses.

At the completion of the course, teachers make professional on-balance judgements on the basis of all available assessment information to decide which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the Common Grade Scale for Preliminary courses and with reference to other material produced by NESA to support the consistent awarding of grades.

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

Students with disability 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.

Schools are required to keep student work samples and the associated assessment activities for all Year 11 courses (except VET and Life Skills). If requested, these work samples and assessment activities are to be submitted to NESA for review to ensure there is consistency in the awarding of grades across the state.

A minimum of three work samples, representing the upper, middle and lower range of achievement of the current cohort, should be retained for each course in a format that can be uploaded electronically. Each work sample should demonstrate performance towards the end of the course that is typical of students awarded a particular grade (A to E) by the school. Work samples must be students' original work, not teachers' comments on a performance or submitted work. They should relate to assessment activities conducted in the latter half of the course and be labelled with the relevant grade.

Where a school assigns an 'N' for a student's achievement in a course, a Grade A to E will still need to be submitted. This is the grade that will be awarded to the student if they make a successful appeal to NESA against the 'N' determination.

Preliminary course assessment – areas, tasks, programs and adjustments

ACE 8070

Last Updated: 1 April 2019

Assessment components and weightings

NESA's syllabuses and assessment and reporting documents provide information about mandatory assessment requirements for the HSC courses and Preliminary courses.

Setting assessment tasks

In setting assessment tasks, teachers should give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement of these objectives and outcomes, teachers can build up a profile of the achievement of each student in relation to the Common Grade Scale for Preliminary courses.

Establishing an assessment program

In establishing an assessment program, teachers should ensure that the types of assessment tasks used are appropriate to the objectives and outcomes being assessed. Generally, it will be necessary to use a number of different assessment tasks in order to ensure that student achievement in all the knowledge and skills objectives is assessed.

The scheduling of tasks and the weights applied should reflect the course Assessment and Reporting document.

Adjustments for students with disability

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning. Providing an adjustment does not restrict a student's access to the full range of grades or marks

HSC school-based assessment: non-completion of Preliminary courses studied with an external provider

ACE 8084

Last Updated: 1 April 2019

The external provider is required to notify the home school of a student's non-completion of course requirements. The home school is required to include all such students in their cohort in documentation returned to NESA.