

## Assessment of Years 7–10 Life Skills outcomes

### ACE 3009

*Last Updated: 4 December 2017*

Each student accessing a course based on Life Skills outcomes and content in Years 7–10 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community.

There is no requirement for formal assessment of Life Skills outcomes.

Students accessing courses based on Life Skills outcomes and content may achieve the designated outcomes independently or with support.

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 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.

Schools are not required to use the Common Grade Scale (A–E) or equivalent to report achievement for students undertaking courses based on Life Skills outcomes and content.

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

**ACE 4005**

*Last Updated: 29 March 2019*

Schools must immediately notify NESA via *Schools Online* of Record of School Achievement (RoSA) 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 RoSA or, if not eligible for the RoSA, a Transcript of Study.

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

Schools must notify NESA, 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. NESA will then issue the credentials to which the student is entitled. This includes VET credentials for those Registered Training Organisations (RTOs) for which NESA 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 RoSA, confirm the program of study undertaken by the student at the previous school, and confirm the NESA student number. Students transferring from another NSW school retain the student number allocated by NESA 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 RoSA, the student should be entered for the RoSA 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*.

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

ACE 4021

*Last Updated: 5 April 2022*

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

**Find these amendments in our COVID Changes for 2022.**

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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 disability 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 NESAs 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 NESAs 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 NESAs. 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 NESAs website for further information on retaining student work samples.

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 NESAs, 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.

## **Stage 5 assessment – tasks, programs and adjustments**

ACE 4022

*Last Updated: 4 December 2017*

### **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 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.

## **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: 2 April 2019*

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: 29 March 2019*

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 NESAs.

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

**ACE 5002**

*Last Updated: 2 April 2019*

Schools must immediately notify NESA 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 (RoSA) or, if not eligible for the RoSA, a Transcript of Study.

Schools must notify NESA, 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. NESA will then issue the credentials to which the student is entitled. This includes VET credentials for those Registered Training Organisations (RTOs) for which NESA 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 RoSA, confirm the Stage 6 Preliminary program of study undertaken by the student, and confirm the NESA student number. Students transferring from another NSW school retain the student number allocated by NESA 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.

## 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 courses – allocation and submission of grades**

**ACE 5004**

*Last Updated: 29 March 2019*

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 NESA.