

# ROSA Assessment Policy

Years 10 - 11

## RATIONALE

Assessment is integral part of the teaching and learning process at St Benedict's Catholic College. It provides evidence about the degree to which students have developed enduring, transferable understanding in relation to the syllabus outcomes in each course studied. Assessment is the process of identifying, gathering and interpreting information about student achievement.

Assessment will be used to assist students in learning and to provide students with feedback about their progress. Assessment will also be used by teachers to assist in the development of their teaching and learning strategies. Finally, assessment will be used to report on student progress.

Assessment at St Benedict's Catholic College will assist students to become independent, self-directed learners. As a Catholic school, we recognise that assessment must reflect gospel values creating a fair, equitable and just system for all students.

Assessment is an important component of School Reports and the ROSA Credential in Year 10 and Year 11.

## RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In addition to being issued Semester Reports by the College, students in Year 10 and Year 11 will work towards achieving a **Record of School Achievement (ROSA)**. The ROSA:

- is a record of achievement for students who leave school prior to receiving their HSC
- reports results of moderated, school based assessment, not external tests
- is available when a student leaves school any time after they complete Year 10
- is cumulative and recognises a student's achievements until the point they leave school
- shows a result for all courses completed in Year 10 and Year 11

The ROSA is awarded by the NSW Education Standards Authority (NESA) to eligible students. To receive a ROSA, students are required to study mandatory courses in each of Years 7-10 English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. During Years 7-10, other courses in Creative Arts, Technology and Applied Studies and Languages Other Than English must also be studied.

For a student to qualify for the award of a ROSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- complied with other regulations or requirements (such as attendance) imposed by the Minister or NESA and
- satisfactorily completed Year 10.

The ROSA will be awarded to students upon leaving school prior to completing their HSC and will be a cumulative record of achievements until that date. In this respect it will include a record of Year 10 grades and could include a record of courses studied at Preliminary level and those commenced at HSC level

When a student has completed HSC courses and has met eligibility requirements they receive the HSC testamur and would have their Stage 5, Preliminary and HSC results recorded on the HSC Record of Achievement. Students can access the ROSA grades through the *Students Online* website.

## ASSESSMENT PROCESSES

As part of each course, students will complete a range of formal and informal assessments. These assessments form an integral part of the learning process. A range of Formal and Informal Assessments will be used to determine student grades on Semester reports. Formal and Informal Assessments will also contribute to each student's ROSA Grade. It is expected that students complete each task to the best of their ability.

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## **Assessment Details**

Assessment details for each course are included in the *Year 10/Preliminary Handbook of Studies*. For each Formal Assessment Task, students will be issued with an Assessment Task Notification. Students will be provided with this notification in reasonable time so that they can prepare for the task. The Assessment Task Notification will include: Due date of task; outcomes assessed; instructions; marking criteria where appropriate.

Informal tasks and class work are of significance as they assist in skill and knowledge development, identify areas for extension or remediation for the teacher and student, provide opportunities for students to consolidate conceptual understanding and provide evidence of sustained and diligent effort. As such, they will contribute to teachers' judgement of Semester Report and ROSA Grades.

## **Assessment Construction, Marking, Recording and Reporting**

Assessments will cover a range of different contexts, modalities and experiences. Tasks will be constructed and marked in accordance with NESA guidelines. Tasks will be constructed based on the outcomes and details outlined in individual Course Syllabus Documents.

Tasks will be marked based on the standards outlined by NESA in the Common Grade Scale (Year 10) and the Preliminary Grade Scale (Year 11). Where appropriate, tasks will be marked based on marking guidelines related to the wording of the outcomes and the performance standards. Marking is an on-balance process based on teachers' professional judgement and, as such, the teacher's professional judgement cannot be appealed.

Assessment results will not be increased to compensate for factors such as extended illness, misadventure or domestic problems that may have affected a student's performance throughout the course. Teachers will assess the student's actual performance, not potential performance.

As part of the Assessment Feedback process, teachers will issue students with feedback that includes the grade they achieved and, where appropriate, indicators of their performance based on different marking criteria. Students will receive feedback in a reasonable timeframe so that they can improve their understanding of the course.

### **LATE SUBMISSION AND ABSENCE FROM AN ASSESSMENT TASK**

If a Formal Assessment is submitted late, students will be issued with an N Determination Warning letter. Tasks will be considered late if they are not submitted before 8:05 am on the due date (unless otherwise specified in the Assessment Task Notification).

If a student is absent from a Formal Assessment, they will need to provide an Illness/Misadventure Appeal Form. If this does not happen, they will be issued with an N Determination Warning Letter. They will also be expected to contact their teacher and make arrangements to complete the task in their next available class or at a time specified by the teacher.

### **ILLNESS AND MISADVENTURE**

If a student has a valid reason for a late submission or absence from an assessment task, they must submit an Assessment Task Illness/Misadventure Appeal Form accompanied by a Doctor's statement or police report or other professional statement completed using the appeal form (found on the College Website).

The form should be presented to the Director of Learning and Teaching via the Student Office. This may occur prior to the submission date or on the first available occasion after returning to school. Documentation to support the request should be attached to the form. It should not be assumed that the request will be successful.

Students who are absent during the examination period must also contact the Year Coordinator on the morning of the missed examination.

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## MALPRACTICE

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Students guilty of Malpractice will be issued with an N Determination Warning Letter.

Malpractice includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals or Internet without referencing the source
- using the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- 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 including bringing a mobile phone or digital device (other than approved calculator) into an exam room
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

### **Non-serious Attempt**

Students who are deemed to make a **Non-serious attempt** at any assessment task will be issued with an N Determination Warning Letter. A non serious attempt may include not making a genuine attempt to complete any of the sections of an assessment task. It may also include writing significantly off topic or in an inappropriate way.

### **Technical Failure**

Students must protect themselves against technological failure. Technological failure may result in an N Determination Warning Letter. Consideration may be given in relation to technological failures only in **exceptional circumstances**. In these cases students must submit evidence of completed work. This may include: draft work; work saved to removable disk in the case of printer failure; emailed submission

## N DETERMINATIONS AND N DETERMINATION WARNING LETTERS

Students who do not submit or complete coursework (classwork and homework), assessment tasks or for whom there is proven malpractice will receive an *Official Warning: non-completion of course* letter (N-Determination Warning Letter). The purpose of this letter is to alert the student and parent/caregiver of the aspect of the student's academic progress that is causing concern. The letter will include information regarding what the student needs to do to rectify the problem and the date when this needs to be achieved. If a student is unsure of the contents of the letter and the details of the work they need to complete they should contact their teacher. It is the student's responsibility to attend to the problem promptly.

Students who have been issued **TWO (2)** N Determination Warning letters in which they have not rectified the problem will be considered for an N Determination. This may include two letters resulting from the same task or for different tasks. Students who receive in three or more N Determination Warning letters and have completed the required work will also be considered for an N Determination.

A committee including the Director of Learning and Teaching, Assistant Principal and the Year Coordinator will review a student's profile at the near the end of the course and make an on balance judgement in the final N Determination. The decision will centre on BOSTES requirements including consideration on whether the student has:

- Followed the course developed/endorsed by the BOSTES
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

An N Determination in a subject will result in that subject not appearing on the student's ROSA Credential.

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If, as a consequence, the student has less than the required 12 Preliminary units (Year 11) they may not be eligible to move on to the HSC. Furthermore, if the subject was required as part of the student's ATAR pattern of study – they will no longer receive an ATAR.

If a student is N Determined in a Year 10 subject, they may not be eligible to progress into Year 11.

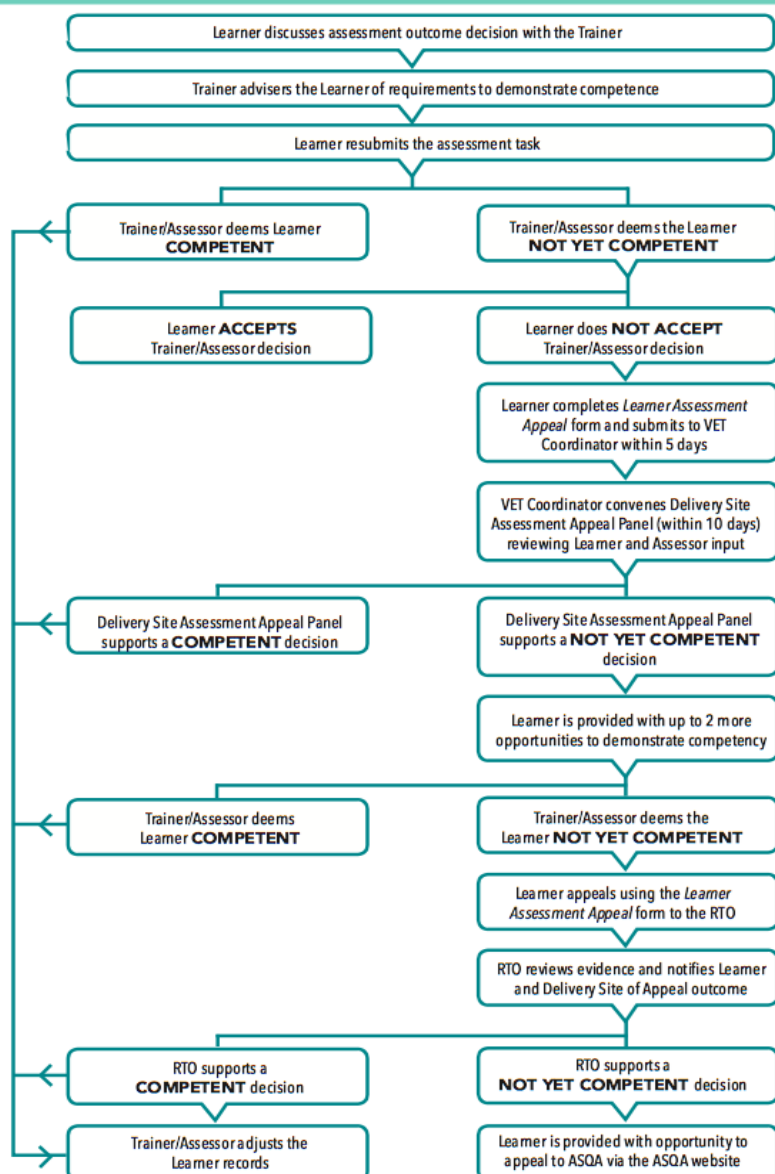
Students whose **attendance** is poor may not satisfy course completion criteria.

The Principal is the final arbitrator on any matters that arise regarding the final assessments and an N Determination.

## VOCATIONAL EDUCATION AND TRAINING (VET)

CATHOLIC EDUCATION | DIOCESE OF WOLLONGONG

### RTO ASSESSMENT APPEALS PROCEDURE



VET courses such as Hospitality and Construction are competency-based courses. In a competency-based course, assessment of competencies is element/performance criteria. This means that students are judged against a prescribed UOC (each element/performance criteria) not against the performance of other students.

Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards.

When students successfully demonstrate competence against a particular UOC they will be judged as 'competent'. There is no pass/fail. Students are either 'competent' or 'not yet competent'.

The units of competency students achieve will be recognised on a National vocational qualification.

Students therefore are being continually assessed and attendance in each lesson is extremely important.

VET students will be assessed in practical lessons. It is expected that students have relevant equipment to complete the practical lesson. Students failing to bring correct equipment will be issued with an 'N' Warning Letter.

If at any time it appears that a student is at risk of being given an N determination in any vocational course, the Principal must follow the same procedure as for any other NESA course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an N determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive an N determination.

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## Mandatory Work Placement

Work placement is a mandatory requirement for completion and accreditation of your VET course. Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by the BOSTES and will not receive a certificate or statement of attainment. This might mean that students will receive an N Determination for the Preliminary Course or the HSC.

Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practise and develop the competencies that are part of the course. The workplace supervisor will supervise the students performance on the job.

Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement. This is a free service to students.

Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to them.

Students who do not undertake Work Placement at the prescribed venue as organised by the school will receive a non-Completion of Work Placement warning letter that will jeopardise the satisfactory requirements for work placement.

## DISABILITY PROVISIONS FOR ASSESSMENTS

Disability provisions in the Year 10 and 11 are practical arrangements designed provide equitable access to Assessment Tasks. Any student with a disability recognised in the Commonwealth *Disability Standards for Education 2005* can apply for Disability Provisions. The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

([Australian Human Rights Commission](#)).

The provisions granted are solely determined by how the student's assessment performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

Students who wish to apply for disability provisions should see the Learning Support Coordinator. Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an assessment situation.

## INVALID TASKS

A task may be declared invalid if it has been compromised through specific forms of malpractice or if it fails to provide valid and reliable assessment data. If a task is declared invalid, the task will need to be completed again. If this occurs, a new task will be designed and Assessment weightings may need to be adjusted for the task. Students will receive a new Assessment Task Notification, notifying them of the new details.

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## APPEALS PROCESS

Appeals will only be considered if due process has not been followed in regard to the administering of an assessment task. Appeals cannot be on grounds that question the teacher's professional judgements in allocating a mark to an assessment task.

If a student wishes to appeal, they must submit a written application to the Principal with all appropriate evidence within **five school days** of receipt of the final mark for the task. This appeal must be signed by both the student and their parent/caregiver.

## BASIS OF DISCRETION

It is always at the discretion of the Principal and Director of Learning and Teaching to take other actions as deemed appropriate in any given situation.

## SUPPORTING DOCUMENTATION

- CEODoW - Assessment and Reporting Policy
- Preliminary Handbook of Studies; Year 10 Handbook of Studies
- NSW Education and Standards Authority:  
[http://www.boardofstudies.nsw.edu.au/hsc\\_assessment\\_policies/hsc\\_assessment\\_std\\_ref\\_fwkw.html](http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/hsc_assessment_std_ref_fwkw.html)
- ACE Manual
- NESA Official Notices

## POLICY RELEASE DETAILS

**Reviewed by** Policy Committee **Review Date** 10/10/2018

**Approved by** Michael Hanratty **Approval Date** 10/10/2018

**Evaluation** 3 years - 10/10/2021

**Access** Internal - SBCC Administration Google Drive  
External - SBCC Website

Date of Implementation 31/1/2019

Principal .....

Date: .....