



Glenwood High School



Year 9 Assessment Policy

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Introduction

Year 9 marks the beginning a pattern of study that leads to the Record of School Achievement (RoSA) credentialing and/or the HSC. It is the first half of the NSW, Educational Standards Authority (NESA) Stage 5 curriculum pattern. Stage 5 is studied for two years across Year 9 and Year 10.

Under RoSA credentialing, students are required to attend school, apply themselves, complete coursework, attempt all assessment tasks to the best of their ability and have a positive attitude towards their learning. This is expected across both Year 9 and Year 10.

At Glenwood High School, ongoing assessment is used to determine the level of achievement for every student in each course, rather than rely on a major examination alone. The term ‘assessment,’ means the process of identifying, gathering and interpreting information about student learning. There are many different types of assessment tasks including topic tests, practical work, presentations, pieces of writing, art works, bookwork, comprehension exercises, research projects, computing skills and major assignments.

Each faculty has its own method of assessment to measure student performance within each course. Student performance is measured against ‘course performance descriptors’ designed by NESA, to indicate to teachers, how to grade student work. Teachers use these course performance descriptors to describe student work against a set standard. At the end of each semester, student learning achievement will be conveyed to parents through a school report.

Glenwood High School will provide students with support, however, students must remember that to achieve their very best, they need to make a commitment to succeed. Failure to submit an assessment task, or to make a serious attempt at an assessment task will result in an N-Warning letter being issued. Persistent failure to complete tasks or course work may result in the student failing to complete the Stage 5 curriculum. This may deem them unable to move into in Year 11, for their Stage 6 studies.

It is very important that you read this information carefully. If you have any questions, please ask the relevant Head Teacher, speak with the Deputy Principal or talk to your Year Adviser.

Further information on RoSA credentialing can be obtained on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

Mrs Sonja Anderson
Principal

Mrs Donna Healy
Deputy Principal

“Students must remember that to achieve their very best, they need to make a commitment to succeed.”

Completion of Stage 5

Eligibility

The Record of School Achievement (RoSA) is a cumulative credential that will be awarded by NESA to eligible students as they leave high school. Students need to satisfy the following mandatory course requirements for Year 10.

Students are required to study courses in Years 7-10 in:

- English;
- Mathematics;
- Science;
- History;
- Geography; and
- Personal Development, Health and Physical Education.

During Years 7-8, students are also required to study courses in:

- Creative Arts;
- Technology and Applied Studies; and
- Languages Other Than English.

During years 9-10, students are also required to study an additional 400 hours of elective courses.

It is also a NSW Department of Education requirement that students participate in sport.

In addition, students must:

- participate in courses of study and be accepted by the NESA as having satisfactorily completed those courses of study; and
- attend school until the final day of the school year.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESA;
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Satisfactory completion of each course is judged, among other things, by student attendance and level of involvement in class, the assessment tasks, completed coursework and the student's level of achievement.

RoSA Credentialling

A cumulative credential – recognising all your academic achievements

Instead of reporting the student's results only at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

- The RoSA will show a student's Year 10 grades, as well as the grades assigned for their Year 11 (Preliminary) courses that have been successfully completed. If the student starts a Year 11 course but leaves school before completing it, the student's RoSA will show evidence of their enrolment.
- A student's RoSA will also show results of any VET or Life Skills courses completed in Year 10 and/or Year 11.

A credential for school leavers

The RoSA will be awarded to all eligible students when they leave school.

- If students transfer from one school to another at the end of Year 10 the student will not receive a formal RoSA credential, as the RoSA is available for school leavers only.
- To receive a RoSA, students will need to meet the completion criteria for all courses.
- A student will be able to request a RoSA through the school when the student formally leaves school.
- If a student has completed any Life Skills courses the student will receive a Life Skills Profile of Student Achievement at the same time as a RoSA. On leaving, the RoSA will be available via their NESA Students Online account.

Fair grades for everyone

The RoSA grades will be determined by teachers, using established guidelines and processes to ensure consistency of judgement.

Reporting of courses

The RoSA outlines the courses studied in Stage 5 (Year 9 and Year 10), the indicative hours of each course (100 hours or 200 hours), the grade (A-E) and the course performance descriptor awarded by the school. It is also expected to indicate where course requirements have not been met. Grades are determined by relating each student's achievement to a set of [course performance descriptors](#) developed by NESA. They indicate a student's full range of achievement in each course, providing a detailed report of the student's overall performance.

Assessing and grading student achievement

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. Throughout Stage 5, students are given assessment tasks that provide them with the opportunity to demonstrate what they know, understand and can do and, in this sense, assessment is integral to teaching and learning.

In setting activities or tasks, teachers have given careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, teachers will build a profile of the achievement for each student in relation to the course performance descriptors.

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

Applying the Course Performance Descriptors

Course performance descriptors are used as an assessment and reporting tool to assist teachers across NSW in making sound and consistent judgements about overall student achievement at the end of a course. Course performance descriptors are a series of positive statements which summarise observable and measurable features of student achievement and assist teachers to award final grades to students based on descriptions of typical achievement from elementary to advanced.

Course performance descriptors describe the main features of a typical student's performance at the end of Stage 5 studies. The areas of assessment consist of the knowledge and skills objectives from the syllabus. Attitudes and values are not assessed for grading purposes. They are nevertheless an important part of the teaching and learning and may be included separately in school reporting.

The five descriptors describe different levels of student performance. In using these descriptors, schools 'match' each of their students to the descriptor which best fits the student's overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student. All course performance descriptors can be downloaded via [the NESAs website](#), through each respective subject's page.

Absence during the year

Through application to the Principal, students may be granted leave for legitimate reasons such as illness, physical injury or emergency family leave. Where leave has been granted during the year, there will be no effect on course completion requirements, provided that the student has completed compensatory assignments during the period of absence or has been able to catch up on missed work on return to school.

If absence is prolonged and work is not possible during the period, the Principal may judge the feasibility of making the work up during the year.

Any extensive period of unexplained absence may result in the non-completion of a course and may impact on your eligibility to commence Year 10 studies.

Please note: application for leave forms are available from the school's website and the front office. Applications for leave of more than 5 days will require evidence, e.g. printed itinerary, doctor's certificate, etc.

An appeal form is also to be submitted detailing any tasks the student will be absent for. The form is to be submitted and completed at least two weeks prior to the absence.

Further advice

The class teacher, the relevant head teacher, year adviser, deputy principal and principal will give you all possible assistance if you ask for it. It is the **student's responsibility** to ask for the help. Ultimately it is the student's **attendance, application and attitude** that will determine their level of success.

Procedure for submitting assessment tasks

Assessment tasks take precedence over all other school and personal activities, including excursions, competitions and sporting events. Under special circumstances and for valid reasons only will the principal or deputy principal grant an exemption. This does not include family outings.

Assessment tasks must be handed in **personally to the class teacher or faculty head teacher** only (not a casual teacher or another teacher in the staffroom) on the due date during the period in which the lesson is timetabled, unless otherwise specified.

In the case of submitted tasks, **students will be expected to email the task on the due date by 9.00am to glenwood-h.school@det.nsw.edu.au**. If the assessment is a **Turnitin task**, students are expected to **submit through their account on the due date by 8:30am**. It is the student's responsibility to ensure the Turnitin task has been successfully submitted by the specified due date and time. This involves the student uploading their task and clicking CONFIRM at the final stage AND ensuring they have received the Turnitin submission confirmation email.

Technology

When submitting technology based work it is the student's responsibility to ensure it is compatible with the equipment and programs to ensure it is compatible with the equipment currently available within the school. You should also supply the teacher with a printed copy of the task (unless other provisions have been made by the teacher). **Technology and computer problems (e.g. broken computer, faulty discs, and printing issues) will not be accepted as valid excuses for late work.**

Students are solely responsible for maintaining backups of all personal data files, independently of the school's computers and network. Students should **save their files in multiple locations** including emailing themselves or saving documents in 'cloud' services. **It is unacceptable for a student to cite technological failure as a reason for an appeal when the student could have saved their work in other locations.** Students must retain electronic copies of their work until the submitted task and results are returned by the teacher.

Multiple assessment tasks

There is an assessment calendar you need to fill in at the end of your assessment schedule document to check how many tasks you have. If you have more than four in one week (excluding examination periods), you need to see your classroom teacher or the faculty Head Teacher, who will consider changing the dates. This needs to be done with either the relevant head teacher or the deputy principal when you **first** receive this handbook.

Extensions

The deputy principal, may grant an extension of time, but only under extreme circumstances. No teacher will grant an extension of time as this is unfair to other students.

Malpractice

Malpractice is any activity that allows a student to gain an unfair advantage over other students. Any instances of cheating, gross disruption, disobedience, copying or submitting work other than one's own (in the class teacher and head teacher's view), will receive **ZERO** marks. Use of any type of software assistance, for example AI software, is considered malpractice. An appeal can then be lodged if necessary.

If the appeal is rejected, the **ZERO** score remains. If the appeal is upheld, the task will receive the result it was assigned when being marked.

Feedback and queries on results

Teachers will provide you with meaningful and helpful advice when assessment tasks are returned. This may include marks, grades, rankings, written or verbal comments, etc. Students should make careful note of this advice as a guide for improving your performance. Mistakes in marking can only be corrected at the time your assessment tasks are returned to you.

Explained absence for an assessment task

Any student absence (lateness or full day) which prevents a student from completing or submitting a task at the start of the lesson on the due date is subject to the appeal process. The student completes or submits the task but receives **ZERO** marks until the appeal is considered.

For a short term absence, where a student has been genuinely sick on the due date, or day of the assessment task, a **medical certificate** completed by a doctor must be submitted with a **Assessment Task Appeal**, before or on the first day of return to school. The student will still be required to complete the task or a substitute task. The form is available online via the school's website.

Where a student has an accident or other misadventure, a statutory declaration or a doctor's certificate must be submitted with a **Assessment Task Appeal**, before or on the first day of return to school. In the case of an examination or in-class task, the student will be required to complete the task or a substitute task on the day of your return. If absent on the day an assignment is due, students are expected to endeavour to submit assignments via email or Turnitin.

In all cases, required evidence including a doctor's certificate and/or statutory declaration must be included with the online appeal submission which must be submitted before or on **the day of return to school after the absence. A student must be prepared to sit or submit the assessment task on the day of return to school or they will be awarded ZERO marks for the task. All medical certificates must cover the entire time of absence from school and not simply the day the task was due for submission or administration. Subsequent doctor's certificates covering the same period of absence must be from the same medical centre.**

In rare cases, such as extended illness, it is possible for the school to give an estimate for a missed assessment task. This can only be considered if the deputy principal has been provided with the relevant documentation. The same procedures apply as described in the points above with the difference being it should be done **as soon as the parent/caregiver is aware of the circumstances. Applications submitted after this will not be considered. Immediate communication with the school is essential.**

If leave has been granted, please check any conditions listed on the application form.

Unexplained absence for an assessment task

If a student is absent for an assessment task and the absence is unexplained, they will receive **ZERO** for the task. An N-Warning Letter will be sent home due to non-completion of course requirements and the task will need to be redeemed to avoid an N-Determination being given. Note: An N-Determination may result in a student not being able to progress to the next year of study, i.e., Year 10.

Please note: a minimum of 2 N-Warning Letters need to be issued for one subject to ensure sufficient warning has been given, before this determination can be made. If an N-Determination is made, then the student may not be able to progress to the next stage.

Conduct during examinations

Examinations are an important part of your progress through school. They help in gauging your progress and, in almost all cases, are an integral part of the assessment process in the school. The following are guidelines that outline student responsibilities and general organisation for major examinations at Glenwood High School.

Students:

- must supply a medical certificate to cover absence from an examination;
- should ensure they have all the necessary equipment for each examination. No borrowing of equipment is permitted in the examination room;
- are not permitted to leave during the examination.

Required behaviour

To be fair to all students attempting to complete their examination, strict rules governing behaviour are necessary. **DISRUPTIVE BEHAVIOUR OF ANY SORT WILL RESULT IN REMOVAL FROM THE EXAMINATION AND A ZERO MARK WILL BE AWARDED:**

- No food, drink, digital devices or mobile phones are permitted in the examination room. All phones and smart watches are to be switched off, locked in Yondr pouches and kept in student bags.
- Only equipment needed for the examination should be taken into the examination venue. All other materials (including magazines and novels) are not permitted;
- Electronic devices such as an organiser, dictionary or computerised watch are not permitted into the examination room, unless approved by the NESA;
- Students must not attend a test while under the influence of alcohol or illicit drugs;
- Students should comply with the school rules governing the wearing of hats inside the examination room;
- Once seated, students should remain silent, face the front and not communicate with other students without the permission of an examination supervisor;
- Students must behave in a way that is not likely to disturb the work of any other student or upset the conduct of the test;
- Students must make a serious attempt at answering all questions in the test;
- Non-serious attempts at any examination will not be marked. In addition, examination papers with offensive writing or graffiti will not be marked;
- Students will not be permitted to leave the examination room for the toilet. If a student has a medical complaint which makes this necessary, medical information should be provided to the Deputy Principal in advance of the examinations, in order for the required accommodations to be made.
- Students must stop writing when advised to by the supervisor.
- Test material cannot be removed from the test room.
- All work produced for marking in examinations must be the students original work.

Malpractice and breaches of examination rules

Students who are caught cheating, that is bringing into the examination room notes, devices or non-approved calculators, will receive a mark of zero. Students will still be required to complete the examination in order to assess their learning. Students that are disruptive in an examination room will be removed from the venue, receive a mark of zero and complete the exam with the relevant Head Teacher.

Non-serious attempts at examinations/assessment tasks/coursework

Non-serious attempts in examinations, assessment tasks and coursework are identified during the marking process. Non-serious attempts include frivolous or objectionable material. Students who provide answers to test questions in a language other than English will also have a mark of **ZERO** awarded. Non-serious attempts will result in the issuing of an N-Warning Letter.

N-Warnings

NESA has delegated to principals the authority to determine whether students have satisfactorily completed the mandatory curriculum requirements. If, at any time, it appears that a student is at risk of receiving an N-Determination (non-completion of course requirements) in any course, the Principal must:

- a) advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an N determination;
- b) advise the parent or guardian in writing (if the student is under the age of 18);
- c) request from the student/parent/guardian a written acknowledgement of the warning;
- d) issue at least one follow-up warning letter if the first letter is not effective;
- e) retain copies of all relevant documents.

If a student is issued with a N-warning, they must remain at school on Mondays in periods 4 in the library or the Learning Hub, where they will be provided with support to complete all the required work.

Students who have not complied with the course completion criteria and who have received at least two written warnings may be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the N-Determination.

A student who is given an N-Determination in a mandatory course in Stage 5 may not be eligible to commence Stage 6 studies. Remember, Stage 5 is Year 9 and Year 10.

Students have the right to appeal against an N-Determination and will be provided with the opportunity to do so. The appropriate form can be obtained from the principal. Appeals against N-Determinations should be lodged with the principal, who will advise the student of the date by which his or her appeal must be submitted. If the student is dissatisfied with the result of the school review of the appeal, the student should advise the principal that he or she wishes to submit an appeal to be referred to NESA.

It is the student's responsibility to submit the N-Determination appeal with accompanying evidence.

Redeeming N-warnings

Where a student is at risk of not meeting the NESA course completion requirements, the school must warn the student in writing and provide opportunities for the student to catch up, additionally allowing time for the completion of tasks or the correction of issues. This is achieved through a collaborative process, involving the teacher, the Head Teacher and the Deputy Principal and results in the issuing of an N-Warning Letter. Faculty interviews (by phone and face to face) may also occur in addition.

Students will be encouraged to redeem N-warnings, if there are grounds for an appeal, however, **the onus rests with the student** to ensure that all necessary documentation is completed and submitted (including medical certificates) to the Deputy Principal within a week of the issuing of the N-Warning Letter. The Deputy Principal will then make a decision as to whether the appeal is granted or not. In the case of an unsuccessful appeal, a zero mark will be awarded. However, the task must still be completed to the satisfaction of the Head Teacher concerned to redeem the N-warning.

It must be noted that because of poor attendance or refusal to participate in class, practical activities, excursion experiences, experiments, whole class demonstrations and the like often cannot be easily re-presented or redone and will only occur if practical to do so. Missing important in-class lesson experiences may render a student incapable of receiving a higher grade.

Unsatisfactory completion of assessment tasks in a subject may require the student to repeat the course and Year 9. A letter will be sent home to notify parents/caregivers of the failure to complete requirements of the course, including failure to submit assessment tasks. This notification will occur towards the end of the year for students who have not redeemed their N-Warnings that were issued during the course. **It is important**

that all N-Warning letters be treated with the utmost seriousness. Parents are encouraged to contact the school for advice and information on how to support their child in redeeming N-warnings.

Appeal process

If an assessment task or examination is missed, is overdue or any other anomaly arises, the **Assessment Task Appeal** process must be followed. The form is available online via the school's website. Any student in these circumstances receives a **ZERO** mark until the outcome of the appeal process is communicated.

On the first day a student returns to school following an unexpected absence, or as soon as the student knows he/she will be away, the *Assessment Task Appeal* must be completed and submitted, with the relevant supporting documentation. Failure to follow these guidelines will result in the **ZERO** mark being upheld and an N-Warning Letter being issued.

- PLEASE NOTE: Poor attendance resulting in a missed assessment notification is not grounds for an appeal.
- **Students will be expected to complete or submit the task on the first day of their return to school. Where possible, submitted tasks should be emailed to the teacher or submitted on Turnitin, on the due date and time and a hard copy submitted on the first day of return to school.**

This does not mean the first day in which they have a lesson in that course.

The student has the responsibility of reporting to the relevant deputy principal to collect a form, then complete and submit the form with the relevant documentation to the relevant deputy principal. **Students must be ready and prepared to do the task on the first day of return to school after their illness/misadventure.**

NB: Difficulties in preparing for assessment tasks will not be considered for compensation. In exceptional circumstances, the principal will consider reviewing results gained under adverse conditions.

Student reports

Students will receive two reports throughout the year. A Semester One report issued at the completion of the Semester One (Half-Yearly) and a Semester Two report issued at the completion of Semester Two (Yearly - a cumulative report for the whole year).

Assessment and Reporting are explicitly connected. The assessment tasks, along with examinations and learning behaviours all contribute to what your child is reported on. Reports at Glenwood High School are outcomes based, this means that the level of achievement is being reported upon, not the mark achieved in the assessment task or examination.

A parent-teacher evening occurs in Term 2 and parents are encouraged to contact the child's teacher or year adviser if they would like to discuss the progress of their child outside of the reporting periods.

Outstanding	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 to new situations.
High	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.
Sound	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.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

Variations to policy

This table outlines any changes made to the policy since its publication in Term 1, Week 1, which can be viewed on the digital copy of the policy on the school website.

<i>Section of policy</i>	<i>Date of change</i>	<i>Details of change</i>

Glossary

<i>Assessment tasks</i>	The items of work or performance that are counted towards the award of a grade in any individual course.
<i>Course Performance Descriptors</i>	Indicate at what level the student has achieved within a course. They are: A, B, C, D, E. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's RoSA.
<i>N-Award</i>	Issued as a result of failing to complete appropriate assessment tasks or failing to attend sufficiently to complete the coursework.
<i>N-Warning</i>	The school is required to notify parents, caregivers and students if the student is in danger of not completing Year 10 or of not completing an individual course.
<i>Redeemed</i>	The student undertakes to complete the assessment task or work missed. The teacher will negotiate an appropriate timeline to complete the work and may set an alternate task.
<i>RoSA</i>	The Record of School Achievement is the default credential awarded to students once they have successfully completed their studies in either Year 10, Year 11 or Year 12. Students who successfully complete Year 10, 11 or 12 will receive their RoSA from NESAs once they leave school, via their student online account.
<i>Turnitin</i>	Turnitin is a digitally-based assessment submission tool that allows both students and teachers to ensure the work produced fulfils the expectations relating to academic integrity. The web-based software allows for the production of an 'Originality Report', which checks the submitted works of students for plagiarism. Being an online tool, it also allows students to submit assessment tasks (as directed by teachers) digitally. Turnitin is an effective method in which to allow students the opportunity to check their work, utilise technology in the submission of their work, and prepare them for future tertiary applications and workplace expectations.

Appendix

The information and forms outlined below can be accessed in the subsequent pages:

Appendix 1 – Glossary of key words

Appendix 2 – Assessment Task Appeal Form

Appendix 1: Glossary of key words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. Using the glossary will help you to understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Appendix 2: Link to GHS Assessment Task Appeal-
[GHS Assessment Task Appeal](#)



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