



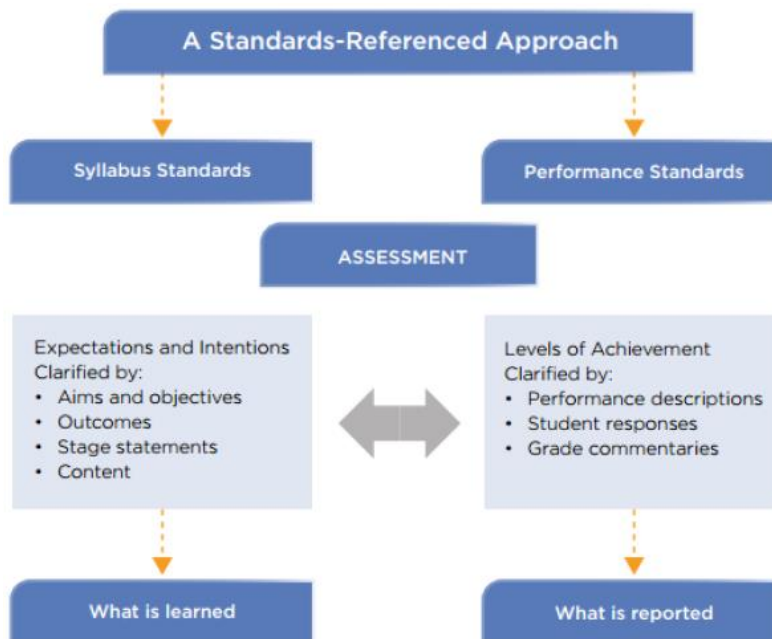
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STAGE 4 COURSE ASSESSMENT PROCEDURE

Cobar High adopts a standards-referenced approach when assessing and reporting on student achievement.

Standards-reference assessment refers to the process of collecting and interoperating information about student's learning. It uses syllabus outcomes as key reference points about students' progress and achievement.



1. The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of student's learning. It is integral to teaching and learning. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

At Cobar High, assessment can be used for a number of purposes, including to:

- Assist student learning
- Provide information on student learning and progression in relation to the syllabus outcomes
- Provide evidence of satisfactory completion of a course

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning. This may also be used to direct teacher programming and planning within the classroom.

Assessment FOR learning	Assessment AS learning	Assessment OF learning
Informs teaching	Students monitor their own learning	Summative assessment
Occurs throughout teaching and learning process	Peer assessment	Provides evidence of achievement at key points
Involves formal and informal assessment activities	Self-assessment and reflection	Provides transparent interpretation across all audiences

A requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- A wider range of syllabus outcomes than may be measured by external examinations
- Multiple measures and observations made throughout the course rather than a single assessment event

2. Scheduling of Tasks

Every attempt is made to ensure that no student has more than two assessment tasks due in any week. Where the assessment tasks involve students in substantial outside preparation, no more than two tasks will be set for completion on any **one** day.

Students will be notified, in writing, of any alterations to the scheduling or nature of assessment tasks, or of any other changes to assessment procedures or policy.

3. Notification of Tasks

Students will be informed **in writing** (in class and via DoE email) of the set dates and details of each assessment at least **two weeks** prior to the task due date. This notification will include:

- the nature of the task (including a rubric)
- the outcomes being assessed
- the weighting of the task
- the due date of the task
- the marking criteria of the task

When a student returns to school from any absence, it is **the student's responsibility** to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach their classroom teacher to ensure that correct information is received and to discuss any necessary re-arrangements to the scheduling of each task.

4. Submission of Tasks

Where possible, tasks should be submitted to the class teacher, with students signing the Task Register.

If the class teacher is not available the appropriate Head Teacher or the Front Office may accept the task. Students must request a CHS Assessment Receipt, if not handed directly to the class teacher (which must be signed and dated by the person receiving the assessment task).

Tasks set outside class time must be submitted by 3:45pm by hand or 5:00pm electronically on the date due.

Electronic submission of tasks where appropriate will be accepted. Tasks must be electronically received by the time set above. If you submit a task electronically, **you must request a delivery and read receipt**. You must keep this email as proof of submission. You must email your task to your class teacher and the school. The school email address is cobar-h.school@det.nsw.edu.au and you will need to ensure that you have your teachers DoE email address.

5. Task Return

Marked tasks will be returned to each student within two school weeks of the due date. Students will receive meaningful feedback (written and oral) on each task.

6. Satisfactory Completion of a Course

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 NESAs; and
- 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; and
- d) **complete** all assessment tasks.

Furthermore, the student must fulfil the **course completion criteria**.

Adequacy of attendance will be determined by the Principal, who must give students early warning of the consequence of inadequate attendance. The Principal may determine that, as a result of inadequate attendance, the course completion criteria have not been met.

7. Misconduct and Malpractice

The following malpractices or misconduct are not acceptable;

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on 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
- 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
- any other actions whereby the student adversely affects the opportunities for other students to perform to their potential

The student must comply with the teacher's instructions in relation to the assessment task. Whenever malpractice during an assessment task by a student is suspected, the incident will be referred to a panel to decide appropriate action. This may result in the student receiving a zero "0" mark for that task.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

8. Unsatisfactory Completion of Set Tasks

CHS expects all students to undertake all assessment tasks set.

The minimum requirement for all courses is that the student undertakes tasks that contribute in excess of 50% of available marks and course completion criteria.

a) **Late submission of tasks**

The deadline for the submission of tasks set outside class time is 3.45pm by hand or 5.00pm electronically on the due date. Work submitted late will receive a zero "0".

b) **Non submission of tasks**

Failure to submit an assessment task will result in zero "0" being awarded.

c) **Non serious/inadequate attempt**

Tasks completed or submitted in a course that are, in the professional judgement of the teacher, not meeting a basic/elementary level of achievement of course outcomes can be awarded a zero "0" mark.

Students who make a non-serious/inadequate attempt will be required to resubmit the task to a standard that meets course outcomes as required by CHS. However, the zero "0" mark stands.

If a student has been given a zero "0" mark because of failure to make a serious attempt at assessment tasks totalling 50% or more of the final course assessment mark, the Principal must certify that the course has not been studied satisfactorily.

When a zero "0" mark has been awarded, the parent will be notified in writing with a Warning Letter and a new due date will be given for the task. If the task is then completed:

- a mark of zero "0" remains for assessment purposes
- the award of "Non-completion" is revoked

If it appears that a student is at risk of not meeting the assessment requirements in a course, the Principal or delegate will ensure that the student and the parent or guardian are informed, in writing, of the problem.

9. Illness or Misadventure

A student absent, due to illness or misadventure, from a task or the day a task is due must provide a valid explanation to cover the absence. Students **must complete an Illness or Misadventure Application Form** (available from class teacher, assessment booklet staffrooms, school website or Front Office) **within two school days of the due date**. Failure to do this may result in a zero "0" mark being awarded.

If illness is offered as a reason it will be necessary where possible to provide a Doctor's Certificate, unless there are extenuating circumstances.

A student absent from school on the day a task is due must:

- make every attempt to hand the task in before the due date; or
- make arrangements for some other person to deliver the task to the school by the due date.

A student who completes a task but feels extenuating circumstances exist can apply for consideration of the circumstances at the time of the task. Students must complete an Illness or Misadventure Application Form (available from class teacher, assessment booklet staffrooms, school website or Front Office).

If an illness or misadventure application is successful an extension of time may be granted on the same task or a substitute task may be arranged at a later time. If this is not feasible, an estimate based on previous assessment tasks or other appropriate evidence may be given. The Principal or delegate must approve the use of an estimate.

10. Reviews and Appeals

Results of individual assessment tasks can only be queried **at the time the task is returned** to the students.

Any student who wishes to appeal against the condition, administration or marking of a task should discuss the concern with the Class Teacher or Head Teacher and then complete an Appeal Form (available from your class teacher, assessment booklet, staffrooms or Front Office) which will be referred to a panel. Students will be informed in writing of the results of their appeal.



A 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. A glossary of key words has been developed to help provide a common language and consistent meaning across Year 7 – 12 assessment.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value
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 (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality (analysis/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	Recognize or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment 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	Recognize 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

2023 STAGE 4 ASSESSMENT SCHEDULE

Week	Term 1 - 2023	Term 2 - 2023	Term 3 - 2023	Term 4 - 2023
1	Eastern Schools Only: 24 – 28 January	A 24 - 28 April	A 17 - 21 July	A 9 - 13 October
2	B 1 - 4 Feb	B 1 – 5 May Visual Arts TAS	B 24 - 28 July TAS	B 16 - 20 October Visual Arts TAS
3	A 6 – 10 February Transition to Year 7 Assessment*	A 8 - 12 May	A 31 July – 4 August Visual Arts	A 23 - 27 October Year 8 VALID Assessment Window
4	B 13 - 17 February Transition to Year 7 Assessment*	B 15 - 19 May Year 8 Check-in Assessment Window Performing Arts	B 7 - 11 August	B 30 Oct - 3 Nov Year 8 VALID Assessment Window Performing Arts
5	A 20 - 24 February	A 22 - 26 May Year 8 Check-in Assessment Window PACE Maths	A 14 – 18 August PACE	A 6 - 10 November Year 7/8 Check-in Assessment Window PACE Maths
6	B 27 Feb - 3 March	B 29 May – 2 June Year 8 Check-in Assessment Window	B 21 – 25 August	B 13 - 17 November Year 7/8 Check-in Assessment Window
7	A 6 - 10 March	A 5 - 9 June	A 28 Aug – 1 Sept	A 20 - 24 November Year 7/8 Check-in Assessment Window
8	B 13 - 17 March NAPLAN Performing Arts	B 12 - 16 June PdHPE	B 4 – 8 September Performing Arts	B 27 Nov – 1 Dec Science
9	A 20 - 24 March NAPLAN PdHPE	A 19 - 23 June	A 11 – 15 September Maths PdHPE	A 4 - 8 December
10	B 27 March – 31 March NAPLAN Catch-up Science	B 26 June – 30 June Science	B 18 - 22 September Science	B 11 - 15 December
11	A 3 – 7 April PACE Maths			A 18 – 22 December



CHS Assessment Receipt

Respect
Excellence
Safety

Cobar High strives for excellence in a safe and respectful environment

Student name	
Class and subject	
Teacher	
Task	

Date handed in	Time handed in	Receiver's Signature	Student's Signature

To be attached to the assessment task and handed to the class teacher

✂.....

Student Copy

Student name	
Class and subject	
Teacher	
Task	

Date handed in	Time handed in	Receiver's Signature	Student's Signature

To be handed to the student as proof of submission



COBAR HIGH SCHOOL NOTIFICATION OF CHANGE IN ASSESSMENT DUE DATE

A copy of this must be kept in the course register.

Subject/Course:	
Task Number:	
Task Description:	
Original Due Date:	
Amended Due Date:	
Reason:	
Date discussed in class:	
Head Teacher Approval:	
DP Approval and amended in booklet and on calendar:	

All students in the course must sign this.

The student acknowledges by signing this that they have

- been given written notification of a change of due date of the assessment task
- accept the amended due date of the assessment task

Student Name	Signature		Date



**COBAR HIGH SCHOOL
ILLNESS OR MISADVENTURE APPLICATION**

Must be submitted within 2 school days of the due date or before due date if applying for an extension

ILLNESS

MISADVENTURE

Student Name:..... Year:.....

Subject/Course:..... Task Number:.....

Task Description:.....

Date Due:..... Due Time:.....

I wish to apply for special consideration for the following reasons:.....
.....
.....

The following documentary evidence is attached (e.g. doctor's certificate, funeral notice, letter from parent or guardian, etc.).....
.....

The school was contacted by phone Yes No

Date of Contact:.....

Student's Signature:.....

Parent/Guardian's Signature:.....

Date:.....

APPROVED

NOT APPROVED

Decision/Reason.....
.....
.....

HEAD TEACHER'S SIGNATURE:..... DATE:.....

A copy of the completed form must be given to the student



**COBAR HIGH SCHOOL
APPEAL APPLICATION**

Date Received:.....

Student Name:..... Year:.....

Subject/Course:..... Task Number:.....

Task Description:.....

Date Due:.....

Nature of Application:

- Appeal against refusal of extension of time.
- Appeal against result of application for consideration of illness or misadventure.
- Other (State reason).....

My reasons explaining and supporting this appeal are.....

Documentary evidence attached which has not been presented before:.....

<input type="checkbox"/> APPEAL UPHELD	<input type="checkbox"/> APPEAL DENIED
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Decision/Reason:.....

PRINCIPAL'S SIGNATURE:..... DATE:.....

A copy of the completed form must be given to the student