



Elizabeth College  
inspired resourceful learners

# **ASSESSMENT INFORMATION FOR STUDENTS**

The [TASC website](https://www.tasc.tas.gov.au/) is the only source used for course documents. <https://www.tasc.tas.gov.au/>

Covered in this document:

1. Student expectations
2. Scope and Sequence
3. Assessment Notice
4. Submitting Your Assessments on Time
5. Negotiating an Extension
6. Penalty for Late Work
7. Midyear Exam Policy
8. Final Ratings
9. Review Process
10. Course Changes
11. Academic Integrity

## **1. STUDENT EXPECTATIONS**

- You need to attend all your classes, arrive on time and participate fully in class when you are there.
- You should keep a record of your assessments in your workbook or online. Your teachers may provide a sample document or template for you to record your assessments.
- You should submit all assessments by the due date.
- It is your responsibility to follow up on missed classwork or overdue assessments. Your teacher will ask you about overdue or missed work and will contact a parent/guardian as well if a major assessment is overdue, but it is up to you to talk to your teacher ahead of time if you are unable to attend class or meet a due date.
- You should make use of tutorials to catch up on missed work or to get assistance on work you are not fully understanding.
- You should not miss a lesson because an assessment is due and you have not completed it.
- If you are absent for practical or group work assessments, you should contact fellow group members to ensure that they are adequately prepared for the assessment and not disadvantaged.

## **2. SCOPE AND SEQUENCE**

A scope and sequence document is an articulated plan for the delivery and assessment of a course. It has the following characteristics:

- A clear sequence indicating time. Time might be represented as lessons, days or weeks within terms.
- A clear indication of course contents delivery (units, topics, subtopics, activities as per the course document) mapped in the scope and sequence for the course.
- A clear indication of the major assessment tasks that will be undertaken by learners, and the criterion/ia (and criterion elements) each task assesses. These are mapped to the scope and sequence and content delivery indicators.

It is understood that scope and sequence documents may require modification during the teaching and learning process to account for changes to initial plans.

You will be provided with a hard copy (or online) of the scope and sequence document outlining an overview of the year.

### **3. ASSESSMENT NOTICE**

Your teacher will give you an Assessment Notice, either on paper or online. It will tell you:

- The date the assessment needs to be completed and how to submit it
- What you need to do to complete the assessment, such as a task description, format, and word limit
- Which criteria (and standard elements where appropriate) will be assessed
- Where to access information regarding extensions
- The relative weighting or significance of the assessment so you know how much it will count towards your overall rating for a criterion
- What you need to do or show to achieve the ratings available for each criterion
- Expectations around Academic Integrity

You should keep a record of your assessments and you will have the opportunity to check these in your teacher's markbook.

### **4. SUBMITTING YOUR ASSESSMENTS ON TIME**

You need to submit your assessments on the date they are due and complete them to the best of your ability.

It is not fair to other students if you have more time to complete an assessment task. It also puts you under lots of pressure if you have not done one assessment task and the next one is given out. You will also miss out on important feedback if you do not submit an assessment on time.

### **5. NEGOTIATING AN EXTENSION**

If there are legitimate reasons why you are not able to complete an assessment by the due date, you need to negotiate an extension with your teacher.

You must ask for an extension before the day that the assessment is due (no later than 5pm the day prior) and it is better if you email this request.

Reasons why your teacher may give you an extension could include illness, family or personal emergencies or due to absences relating to other learning activities that have impacted on your time to complete the assessment.

Reasons why your teacher may not give you an extension could include going on a holiday, sport or work commitments.

You must submit your assessment on the new due date that you have negotiated with your teacher.

## 6. PENALTY FOR LATE WORK

If you have negotiated an extension for an assessment, and hand it in on the new due date, there will be no penalty for late work.

If you have not negotiated an extension then you will receive a penalty for any assessment submitted up to a week late. The relevant Learning Areas at Elizabeth College will tell you what the penalty for late work is. This is because different learning areas have different criteria for their subjects.

If you do not submit an assessment one week after it is due, and if you have not negotiated an extension, you will receive Z ratings for this assessment.

For students undertaking VET courses and/or UTAS College subjects the requirements may differ and your teacher/s will explain this to you.

## 7. MIDYEAR EXAM POLICY

For many of you the midyear exams may be the first time you have attempted this type of assessment. Because the focus at this stage is **Assessment for Learning, midyear internal assessment ratings and exam ratings are reported separately.**

Midyear exams provide an opportunity to simulate final exam conditions. Midyear exam results are only considered for your final internal rating if they benefit you.

## 8. FINAL RATINGS

Grades/marks achieved for each criterion are used to determine your final ratings, the following will be taken into consideration:

Final reported ratings will not be derived by simple averaging.

Later or more recent assessments (*latest and fullest*) are more significant (carry more weight).

Some tasks are more significant (carry more weight) than others, for example:

- a short revision test would not have as much weight as a major essay or project
- a task that is used to assess a few standard elements of a given criterion may not carry as much weight as a task that is used to assess all a criterion's standards
- a task addressing a course's work requirement might reasonably be expected to carry more weight than an assessment that was additional to such a requirement.

### FINAL ASSESSMENT RUBRICS

Your teacher's mark book will have a statement indicating how your final ratings are determined, referring to weightings, type of tasks, latter tasks, etc.

## 9. REVIEW PROCESS

You will be informed of this process via **Home group** as well as by your subject teachers.

- Subject teachers will give you your “Predicted Internal Ratings” by the **Friday of the second last teaching week of term 4.** \*
- **Predicted ratings for PRE, Level 1 and level 2 subjects may be dependent on work completion and submission up to the end of the final teaching week of the year.** Given this advice, it would be assumed that the **final ratings would not be lower than predicted, but may be higher.**
- If you believe your ratings are not an accurate reflection of your work this year, please discuss them with their subject teacher and/or Learning Area manager for this subject.
- If after this discussion you are still concerned then make an appointment with your AP to lodge a review. This must be done by Wednesday of the last teaching week of term 4.

*\*See Appendix 1 for a copy of internal rating template that **will be used***

There will be three copies of your written ratings information:

- 1 copy for you
- 1 copy for your teacher signed by you
- 1 electronic copy of ratings is then provided to the Learning Area Manager

## 10. COURSE CHANGES

Once teaching and learning has commenced you may find a chosen course too demanding, or you may wish to choose a more demanding course. This may lead to movement, for example, from a Level 2 to a Level 3 course in the same learning area, or from a Level 3 to a Level 2 course. Your teachers will consider the following when approving course changes:

- the re-assessment of previously completed assessment tasks against the criterion/ia and standards of the ‘new’ course
- the course content and work requirements of the ‘new’ course are achievable
- the impact of such changes on TASC quality assurance requirements and processes.\*

It is expected that movement between courses would be completed early in the academic year, no later than the end of term one, as individuals’ needs become apparent. Early intervention is required so as to give learners as much time as possible to complete course contents and work requirements, and to have adequate opportunities for formative and summative assessments against the criterion/ia and standards of the ‘new’ course.

*\* Individual learners receiving the qualification have actually been exposed to the knowledge, skills and experience that comprise the course*

## 11. ACADEMIC INTEGRITY

Quality Assurance in regards to academic integrity is the responsibility of all students and teachers. All students, where appropriate, will participate in an academic integrity process (as outlined in this policy)

- Students' work must comply with TASC guidelines on authenticity, plagiarism, and referencing as outlined in the TASC Academic Integrity Guide at [http://www.TASC.tas.gov.au/4DCGI/\\_WWW\\_doc/047444/RND01/Academic\\_Integrity\\_Guide.pdf](http://www.TASC.tas.gov.au/4DCGI/_WWW_doc/047444/RND01/Academic_Integrity_Guide.pdf)
- Learning Area Managers and teacher-librarians will regularly review and/or update Academic Integrity Guidelines
- The EC referencing Guide is a great resource and can be accessed here: <https://elizabethcollege.education.tas.edu.au/intranet/staff/Referencing%20Guide/EC%20Referencing%20Guide%20Version%201.pdf>
- All students, as appropriate, will be instructed in the use of referencing and document preparation tools either through the Library academic integrity sessions, through their subject teachers, or by using the self-paced tutorials available through the Library
- TASC requires that a declaration form must accompany work submitted to TASC stating that the student's work is original and that it complies with the TASC Academic Integrity Guidelines

### Teachers will:

- Model best practice in acknowledgement of all sources for any information handed out to students or used in the planning of courses
- Make sure that all students, as appropriate, in their subjects understand the concepts of academic integrity and are aware of the TASC guidelines as appropriate
- Work with librarians to ensure that all students early in the academic year have access to academic integrity tools such as referencing software, citation generation tools, and Turnitin as appropriate
- Ensure that all students who submit externally assessed work such as folios and independent studies use Turnitin or a similar academic integrity tool, encouraging them to store any drafts of their work on Turnitin or a similar academic integrity tool as they go, which will provide them with a report as part of their assignment completion process
- Raise concerns about academic integrity with individual students and offer strategies for students to correct their methodologies and work in accordance with accepted academic integrity guidelines.

### Students:

- Are encouraged to make use of help from teachers and/or librarians on referencing and academic integrity
- Are strongly encouraged to save (for example on Turnitin) any drafts of their work which is to be externally assessed

- Must submit all externally assessed work, such as folios and independent studies, through an academic integrity tool and they must supply a report to their teacher as part of their assignment completion process
- Must participate in a consultation process if academic integrity breaches have occurred. You will have access to support from the relevant Learning Area Manager and Assistant Principal if required
- Must follow the TASC requirements for submission of externally assessed folios.

**Library staff will:**

- Provide and manage Turnitin as an educational tool which can be used to assist in the development of academic integrity skills and in the detection of plagiarism
- Select, identify, and manage a range of appropriate electronic referencing tools to support all required referencing styles, developing correct citation skills e.g. in-text referencing, bibliographies
- Offer a College-wide program to support students and teachers in developing an understanding of academic integrity and plagiarism, including:
  - sessions for teachers, classes, and individual students on the use of referencing tools
  - sessions on the use of Turnitin in collaboration with class teachers
- assist and work with teachers and students to overcome issues and problems (e.g. high similarity %, quotations, citations) that result from the use of Turnitin.

**APPENDIX 1**



**Elizabeth College**

**Recommended Internal Ratings for .....**

**Teacher:**

**Student:**

| Criteria        | 1 | 2* | 3 | 4 | 5* | 6* | 7* | 8* |
|-----------------|---|----|---|---|----|----|----|----|
| Internal Rating |   |    |   |   |    |    |    |    |

Signed - Teacher:

Date:

Signed - Student:

Date:

**COURSE CRITERIA** *Insert relevant subject criteria from syllabus document*

The assessment for .....TASC level 3 will be based on the degree to which the student can:

1. Collect, process and communicate information
2. \*Demonstrate understanding of .....
3. \*Demonstrate knowledge and understanding of .....
4. Demonstrate knowledge and understanding of .....
5. Demonstrate knowledge and understanding .....
6. \*Demonstrate knowledge and understanding of .....
7. \*Demonstrate knowledge and understanding of .....
8. \*Demonstrate knowledge and understanding of .....

\* = externally assessed criteria

**AWARDS** *Insert relevant algorithm from syllabus document*

The final award will be determined by the Tasmanian Assessment Standards and Certifications Authority from the **XX** ratings (**X** ratings from the internal assessment and **X** ratings from the external assessment). The minimum requirements for an award in .....TASC level 3, are as follows:

**EXCEPTIONAL ACHIEVEMENT (EA)**

**HIGH ACHIEVEMENT (HA)**

**COMMENDABLE ACHIEVEMENT (CA)**

**SATISFACTORY ACHIEVEMENT (SA)**

**PRELIMINARY ACHIEVEMENT (PA)**

A student who otherwise achieves the ratings for an SA (Satisfactory Achievement) or higher award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement).

A student who gains a PA award receives TCE credit points but does not get any Literacy, Numeracy or ICT ticks attached to the syllabus. These are only awarded to students who receive an SA rating or better.

***If you believe your ratings are not an accurate reflection of your work this year, please discuss them with your subject teacher and/or Learning Area manager for this subject.***

***If after this discussion you are still concerned then make an appointment with your AP to lodge a review. This must be done by Wednesday of the last teaching week of term 4.***