

Cardiff High School

Junior Assessment and Homework Policy

Years 7-10

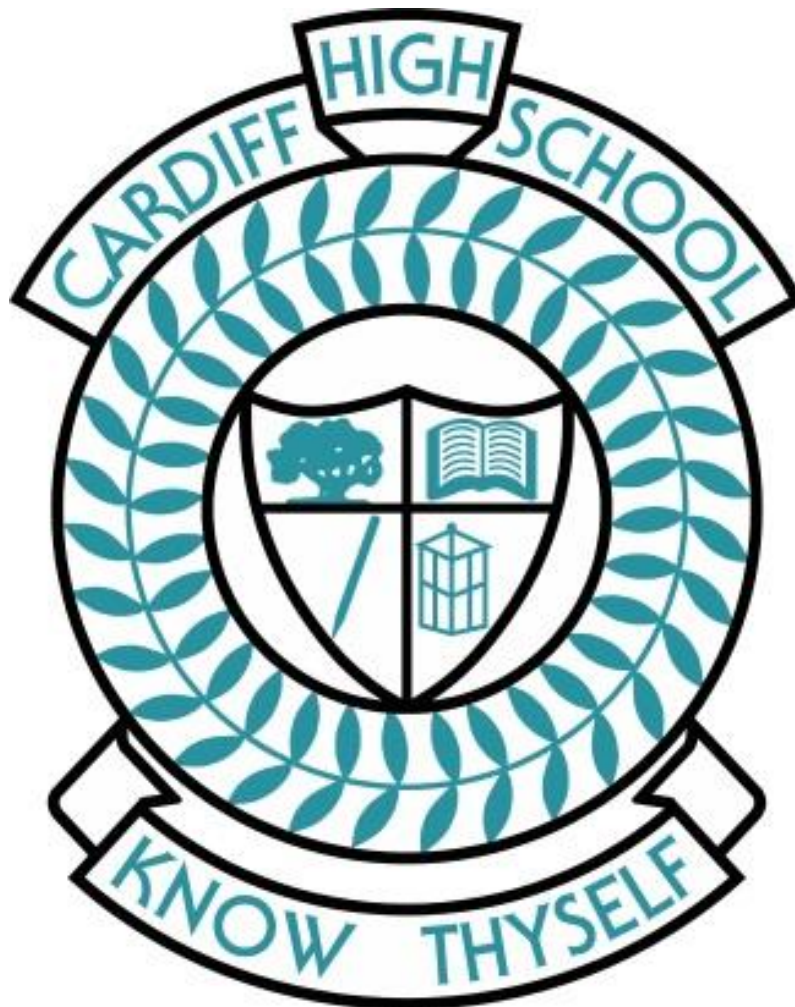


Table of Contents

Rationale	3
Grades	4
General performance descriptors.....	4
Assessment Tasks.....	5
Number of tasks.....	5
Notice of assessment.....	5
Return of completed tasks.....	5
Feedback	5
Submission of Assessment Tasks	5
Loss of marks for late submission of tasks.....	6
'N' Determinations.....	6
'N' Warning Letters.....	6
Illness and Misadventure Appeals	7
The Illness and Misadventure process.....	7
Technology Issues	8
Assessment Task Template	8
Plagiarism.....	8
Process for student plagiarism.....	9
Student Concerns Regarding Assessment Procedures	9
Homework.....	10
Types of Homework.....	10
Amount of Homework	11
Assessment Schedules	11
School Diaries.....	11
Parents and Caregivers and Homework	11
The Homework Environment.....	12
Study	12
Access to Technology.....	12
Examinations and Formal Assessments.....	12
Feed Forward	13
Formal Assessment Task Preparation.....	13
Rules for Junior Examinations.....	15
RoSA	16

SCOPE.....	17
PeriSCOPE – Year 7.....	17
TeleSCOPE – Year 8.....	17
MicroSCOPE – Year 9.....	18
SCOPE – Year 10.....	18
Appendix 1 – Illness and Misadventure Form.....	19
.....	Error! Bookmark not defined.
Appendix 2 – Assessment Task Template.....	20
References.....	23

Rationale

Cardiff High School is focused on raising the academic outcomes and standards for students and preparing them for the challenges and rigours of HSC study in the senior school. The Junior Assessment and Homework Policy provides a framework for students, parents and staff to assist in the effective delivery and completion of assessable tasks and homework to a high standard.

Grades

Grades are awarded for all assessment tasks using the BOSTES General performance descriptors.

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

A	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 skills to new situations.
B	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.
C	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

<http://arc.boardofstudies.nsw.edu.au/go/sc/sc-grading/cpds/>

Assessment Tasks

Assessment Tasks include examinations, assignments and practical demonstrations. They are used to develop and assess a student's knowledge of content covered in timetabled lessons.

Number of tasks

For compulsory Key Learning Areas (English, Science, Mathematics, HSIE, PDHPE) students will be issued 4-6 Assessment Tasks per year, per subject. Elective classes may issue 1-8 tasks depending on the requirements of the syllabus and number of lessons per fortnight.

Notice of assessment

All subjects will provide students with an Assessment Schedule at the beginning of the course. The Assessment Schedule outlines the number of tasks, names of tasks and dates for submission/completion of tasks.

Return of completed tasks

Teachers will return marked tasks to students within two weeks of the due date for the submission/completion of the task. Due to the nature of some tasks, the teacher may need to collect and keep these tasks once feedback has been provided to students.

Feedback

Students should receive feedback from their teacher within two weeks of the due date for the submission/completion of the task. Feedback may be written or verbal.

Submission of Assessment Tasks

The due date for an Assessment Task is published on either the Assessment Task or a Notice of Assessment Task provided by the teacher. It is the student's responsibility to hand in all tasks on the day they are due following the assessment task submission instructions. If there is any difficulty experienced by the student, staff will be available to assist them before the day the task is due.

If a student cannot submit a task to their teacher on the specified due date, they can email the task to the teacher as proof of completion. However, the task will still need to be submitted to the teacher at the first available opportunity.

Where possible, tasks will not be due on a Friday.

Loss of marks for late submission of tasks

If a task is handed in late, the following deductions will be incurred:

Year 7-8 (Stage 4)

- 1 day late = 20% deduction
- 2 days late = 40% deduction
- 3 days late = 60% deduction
- 4 days late = 80% deduction
- 5 or more days late = 100% deduction. A zero mark is recorded and the class teacher will issue a Causing Concern Letter (Years 7 and 8). Students are still required to complete this task for the purpose of meeting the syllabus requirements and to ensure the award of a Record of School Achievement (RoSA) in the subject concerned.

Years 9-10 (Stage 5)

- 1 or more school days late = 100% deduction. A zero mark is recorded and the class teacher will issue an 'N' Determination Letter. Students are still required to complete this task for the purpose of meeting the syllabus requirements and to ensure the award of a Record of School Achievement in the subject concerned.

'N' Determinations

'N' Determinations are issued to students who do not complete the requirements for a course. If a student has been given an 'N' Determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' Determination was given. The words 'Not completed' will appear next to each 'N' Determined course.

If a student is given an 'N' Determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

<http://www.boardofstudies.nsw.edu.au>

'N' Warning Letters

Schools issue 'N' Warning Letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected. 'N' Warning Letters will only be issued to students in Years 9 and 10 for failure to complete assessment tasks or coursework.

If a student has not completed over 50% of tasks by the end of the assessment period, or has failed to complete 50% of tasks **by the due date**, the school will follow the 'N' Determination process specified by BOSTES.

Illness and Misadventure Appeals

Throughout the year a student may experience difficulty attending an assessment, completing an Assessment Task by the due date, or their performance in an Assessment Task may be affected by illness or misadventure. The school has a process to support these students.

A student may submit an Illness and Misadventure Form (See Appendix 1) if they are affected by:

- Illness – either personal or the illness of a family member
- Bereavement
- Sporting representation – for school approved activities
- School Excursions
- Other – events that have adversely affect a student’s completion or performance in a task that are worthy of consideration.

The Illness and Misadventure process

It is a student’s responsibility to collect an Illness and Misadventure Form from the subject’s Head Teacher, or a Deputy Principal.

If a student **knows that they will be absent for a task**, they need to complete and submit the Illness and Misadventure Form **prior to their leave or absence**.

If a student is **unable to attend school on the day of a task**, they will need to complete and submit an Illness and Misadventure Form **within three school days of their return to school**.

If a student’s **performance in a task is affected**, they will need to complete and submit an Illness and Misadventure Form **within three school days of the date of the task**.

Students are required to support their application with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include

a

- Medical Certificate
- Funeral Notice
- Statutory Declaration
- School representation Note
- Sport representation Note

Technology Issues

The school does not give consideration for issues relating to technology that prevent a student from completing a task. These may include:

- Breakdown of equipment including computers and printers
- Lack of printer toner or paper
- Access to internet
- Loss of power
- Other

Assessment Task Template

All Assessment Tasks issued at Cardiff High School use a common Assessment Task Template (see Appendix 2). The Assessment Task provides students with all of the information they need to complete the task including the task weighting, due date, a description of the task, an assessment criteria, the syllabus outcomes assessed, submission instructions, and the marking guideline the teacher will use to assess the completed task. Students are also required to sign that the work they are submitting is their own and is not plagiarised.

Plagiarism

“Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.”

(Board of Studies, HSC Assessments and Submitted Works, Advice to Students, 2006)

Plagiarism in assessment tasks occurs when students use someone else’s work and claim it as their own.

Examples include:

- Using another student’s work or ideas
- Copying text or images directly from a book or the internet
- Copying text or images directly from a book or the internet and making limited changes

Process for student plagiarism

Plagiarism when completing Assessment Tasks will result in:

- the loss of some or all marks
- the student being referred to the Head Teacher for counselling regarding academic responsibility when completing tasks
- a letter issued to parents regarding the student’s plagiarism. In Years 7 and 8, this will be a Causing Concern Letter and in Years 9 and 10, an ‘N’ Warning Letter.
- The student will need to complete and submit all parts of the task where plagiarism is identified.

Student Concerns Regarding Assessment Procedures

The information set out in this booklet is provided as a guide. Individual class teachers will provide specific details and dates for the assessment programs in each subject. Students are encouraged to discuss the assessment procedures with their class teacher and/or the Head Teacher concerned. Any concerns about marks awarded for any individual tasks are to be made directly to the teacher concerned at the time the mark is given. Unresolved problems may be dealt with by the Head Teacher responsible for the subject, in consultation with the Deputy Principal or Principal.

Homework

Homework is a valuable part of schooling. It allows for practising, extending and consolidating work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline.

(NSW DET Homework Policy)

Homework is an important tool in extending students' knowledge and learning. Regular homework is set in most subjects for students in Years 7-12. Homework allows students to:

- Take responsibility for their learning
- Develop research skills
- Develop concentration and self-discipline
- Reinforce information learnt in class
- Extend their abilities across a variety of learning pathways
- Work at their own pace
- Plan and organise their time

Types of Homework

Generally, there are three types of homework given at Cardiff High School:

- 1. Assessment Tasks:** or assignments, are tasks that require students to undertake research into a given topic or area. Examples include investigations, essays, group tasks and research papers. Some Assessment Tasks may be taken home to complete whilst others will be completed in class.
- 2. Practice Exercises:** Extends and helps reinforce skills and knowledge learnt in the classroom. Examples include mathematic exercises, spelling lists, writing extension questions and essays and reading novels.
- 3. Study, Revision and Preparation:** involves additional methods of memorising work to help consolidate learning. Examples include reading, writing study notes, creating lists and completing practice quizzes.

Amount of Homework

The amount of homework given to students will vary depending on:

- **Year level and age** – the amount of work increases in senior years of study
- **Skill level** – students in higher level classes will be given work in greater volumes that is more challenging
- **Number of timetabled lessons** - the volume of homework can be expected to be proportionate to the number of timetabled lessons
- **Nature of the subject** - some subjects will give more homework than others
- **Time of year** - a greater volume of study and revision is expected during examination periods
- **Commitments of students** – including sport, work and social and cultural activities

Assessment Schedules

At the beginning of the school year students are issued with assessment schedules for each subject. This information is provided to students and parents to inform them of the number and nature of tasks that students will have to complete.

School Diaries

All Year 7 students and all students who have paid the General Contribution Fee are issued with a school diary at the beginning of the school year. Students are expected to use their diary to keep a record of all homework given in lessons to help them plan their workload and submit tasks at the specified due date.

Parents and Caregivers and Homework

The following tips were provided by the Department of Education Homework Policy to enable parents and caregivers in the supervision of their children's homework.

- Take an interest in your child's homework
- Support your child to set time aside each day (for homework)
- Provide a dedicated place for homework and study if possible
- Assist teachers to monitor homework by signing completed work if requested, and be aware of the amount of homework set
- Communicate with teachers any concerns about the nature of homework or your child's approach to homework
- Encourage your children to read and take an interest in current events
- Alert the school to any domestic circumstances or extra-curricular activities which may need to be taken into consideration when homework is being set or marked

The Homework Environment

To effectively complete homework and study, students require a dedicated area within the home. This area must be quiet, comfortable and free from distraction and give students access to materials that they may need including stationery, textbooks and a dictionary. Access to a computer and the internet is highly desirable, however, this is not essential.

Study

Students in all years will need to undertake study throughout the year to consolidate their learning and to prepare for examinations. Without regular revision, students will quickly forget much of the information that they have learnt. Whilst reading can be a useful way of learning, students are encouraged to explore other methods of study including:

- Creating study notes
- Studying with a friend
- Practice quizzes
- Creating mindmaps and wordlists
- Brainstorming
- Reciting aloud

Access to Technology

Whilst most students have access to computers and the internet at home, those who are not able to use this technology will not be disadvantaged when completing homework and assignments. Students are able to access computers, the internet and printing facilities in the school library before school, at recess and lunch. If students or parents have concerns about the requirements of a particular task, please contact your child's teacher.

Examinations and Formal Assessments

Examinations (exams) and Formal Assessments are used to assess student knowledge. Exams may be written or verbal and vary in the length of time. Formal assessments may include a presentation, speech or practical demonstration. These forms of assessment may be conducted throughout the year, from in-class topic tests to more formal and extensive Half-Yearly and Yearly Examinations.

Feed Forward

Formal Assessment Task Preparation

Teachers at Cardiff High School implement and structure formal assessment task preparation to:

- Support student achievement of learning outcomes
- Encourage strong engagement with the entire program of learning, including the ability to evaluate and correct their work and utilise drafting processes.
- Ensure that the process is fair and manageable for students and teachers.

Research indicates that student learning is enhanced if:

- The teacher explains and defines the criteria for assessment and the student engages thoughtfully in all learning activities for each module of study.
- The teacher targets specific strength/s and the student works to maintain and improve the strength/s
- The teacher suggests specific areas for improvement and the student works to improve in the specific area/s
- No reference to grades/marks or to comparisons with other students' work is made by the teacher.

Consequently the following assessment preparation guidelines will be followed. Teachers will prepare students for their formal assessment tasks in the following ways:

- Composing and teaching the faculty program relating to the outcomes, concepts and activities addressed in the program.
- Providing relevant and appropriate written and/or spoken feedback on learning activities and a practice question students may develop from the prescription for the relevant unit.
- Teaching the process of self-evaluation based on the relevant faculty checklist for extended answers.
- Indicated to students the preferred method of submission for draft feedback.
- Staff will endeavour to return feedback to students within **seven school days of submission.**

The teacher will not:

- Be expected to provide feedback of any kind on the formal assessment task question or draft responses to the formal assessment task question within **three school days** of the task.

- Co-construct, write or rewrite parts of the student's work.
- Indicate grades, bands or marks or draft work but rather provide comments and strategies to improve work.
- Accept more **than two draft submissions** from each student, with the exception of Major Work Projects.
- Prioritise feedback to support students moving up to the next level of accomplishment. Students who undertake all prescribed feedback should understand this does not guarantee them full marks but instead should improve the overall quality of their response.

Students will prepare for their formal assessment task in the following ways:

- Engaging with the entire program of teaching and learning activities as taught by their teacher.
- Asking relevant questions and listening to and engaging in class discussion with their peers and teacher regarding the learning activities, concepts and practice question.
- Evaluating the quality of their class work based on scaffolds, criteria lists and checklists provided by their teacher.
- Completing home study tasks to develop knowledge and understanding of concepts, content and skills.
- After students have completed all class learning activities, teachers will accept **two complete** practice response to a question the student has created or sourced. Students must also use the self-evaluation checklist to compose the response as a guide.

Rules for Junior Examinations

Students are required to sit for their exam at the time advised by the teacher. Students will receive at least two weeks' notice that they will be completing an exam. Students who are unable to attend an exam for any reason will be required to go through the school process relating to Illness and Misadventure.

The following rules apply for all Year 7-10 exams held at Cardiff High School:


1. **Mobile devices are to be switched off** during exams. Under no circumstances are mobile devices to be accessed during an exam. Loss of some or all marks may result.
2. There is to be **no talking during exams**. Students will be given one warning. If the student speaks for a second time they will be removed from the examination room and zero marks will be awarded.
3. Students who arrive late for an exam will not be given extra time.
4. Students **must bring their own equipment** to examinations.
5. Students are to **write in blue or black pen**, or pencil only as per teacher instructions.
6. Generally, students will **not be allowed to visit the toilet** during an exam unless it is an emergency. Students are encouraged to access the toilet prior to exams.
7. Students may **seek clarification of a question by raising their hand** and waiting quietly and patiently for the teacher to assist them.
8. Once students complete their exam they must **sit quietly until the end of the exam**.

RoSA

The RoSA is a cumulative credential for students. All students in Years 7-10 are working towards the completion of their RoSA.

The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. The Board of Studies Teaching and Education Standards (BOSTES) issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

School leavers who are not eligible for the RoSA will receive a Transcript of Study.





RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement
and has received the results shown below.

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Mark	Performance Band
Board Developed Courses					
2014	English (Standard) (2 unit)	61/100	58/100	60	3
	Senior Science (2 unit)	58/100	53/100	56	3
	Modern History (2 unit)	81/100	74/100	43	1
Board Endorsed Courses					
2014	Computing Applications (2 unit)	N/A	63/100	N/A	N/A

NOT ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE
Student Number: 13340678
Issued by BOSTES without alteration or release on 20 February 2014 at Sydney, NSW, Australia


RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement
and has received the results shown below.

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
Board Developed Courses		
2013	English (Standard) (2 unit)	E
	Mathematics General (2 unit)	E
	Senior Science (2 unit)	D
	Ancient History (2 unit)	C
	Modern History (2 unit)	D
Board Endorsed Courses		
2013	Computing Applications (2 unit)	C

NOT ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE
Student Number: 13340678
Issued by BOSTES without alteration or release on 20 February 2014 at Sydney, NSW, Australia



SCOPE

SCOPE (School Certified Oral Presentation Experience) is an educational enrichment activity that encompasses all years from 7 to 10. The nature of the project changes and develops as students progress from Year 7 through to Year 10. SCOPE is designed to encourage students to think deeply about their learning and to develop skills in planning and reflective thinking. It is designed to help the students develop confidence in their abilities and take responsibility for their learning.

PeriSCOPE – Year 7

PeriSCOPE is an educational enrichment activity that links school with wider learning experiences by allowing the student to present aspects of knowledge and interests that otherwise might not be addressed in the school curriculum. It is an exercise in the relevance of acquired learning, the building of confidence and planning skills that culminates in a 5 minute presentation based on an activity of student choice.

Students are provided with a booklet containing a number of tasks of which they complete only one. The choice of task is up to the student. Students are encouraged to ask for help and advice from teachers, parents, friends, etc. in their endeavours and are to use their initiative in the completion of the chosen task.

The PeriSCOPE project is non- assessable and designed to allow students to showcase their abilities early in their transition to high school. As such, it is conducted towards the end of Term 1.

TeleSCOPE – Year 8

Students in Year 8 undertake the TeleSCOPE project. TeleSCOPE links classroom work with wider learning and reflection. It is an exercise in the building of confidence, self-esteem, planning, process and self-assessment skills that culminates in an interview based on learning achievements.

A booklet containing one task from each subject area is issued early in Term 1. The tasks contained in this booklet form the basis of the project. These tasks are a normal part of classwork and are all assessable.

As the year progresses, students organise a display folder that contains all of the completed tasks. At the end of Term 2, students undertake a 5 minute interview with a member of staff where they discuss two or three of the tasks completed during Semester 1. They are asked to reflect upon what they have learned and achieved during this time and are questioned about their goals for the remainder of the year. A Self-Assessment and Learning Contract is completed as part of this review. Students receive assistance on how to prepare for the interview mid-way through Term 2.

MicroSCOPE – Year 9

MicroSCOPE is a project that makes further links between classroom work, wider learning and reflection. It is an expanded exercise in the building of confidence, self-esteem, planning, process, self-analysis and communication skills that culminates in a 10 minute interview with a member of the School Executive, based on the learning achievements of each student.

A booklet containing one MicroSCOPE task from each subject is issued early in Term 1. All tasks are assessable. These tasks form the basis of the interview and must be retained in a folder by the student. As well as discussing specific tasks, students focus on their learning achievements throughout the year and reflect on ways they might improve. A self-assessment is undertaken as part of the process. Students are given assistance in the preparation of their interview towards the end of Term 3.

SCOPE – Year 10

The SCOPE project culminates in Year 10. Students undertake an *oral presentation* as part of their studies. During the year, students are required to collect evidence of planning, process and product in their learning. They are required to present this evidence at a presentation/ interview towards the end of Term 4.

The SCOPE project is an important component of the Year 10 curriculum at Cardiff High School as it *develops and assesses social skills, communication skills, decision-making skills, problem solving skills, goal setting abilities, self-discipline and the ability to work independently*. It is important to note that the *SCOPE* tasks issued by each department are a normal part of course work; they are not additional to course requirements. Careers classes play a significant role in the preparation of the SCOPE presentations with all students preparing a mandatory resume and reviewing the interview process as part of their studies.

The presentations take place in front of an interview panel comprising three members: a teacher, a community representative and a Year 9 student. The panel participants are trained in the process prior to the interview and award a grade based on a student's ability to discuss their learning. A report is written on each student's performance and a certificate of achievement is included in the Year 10 reports.

In order to gain the highest outcome, a student is required to present evidence of the learning process in all subjects as well as being able to clearly discuss aspects of planning, problem solving and self-analysis. Each subject has designed a particular task for the SCOPE project and it is this task that must be presented at the interview. Students must ensure that they understand the requirements of the SCOPE task in each particular subject area by liaising with their individual subject teachers. Since self-assessment of learning is such an important component of the SCOPE process, students are encouraged to constantly self-assess and document their thoughts throughout the year concerning their progress.

Appendix 1 – Illness and Misadventure Form



Cardiff High School Illness/Misadventure Appeal Form Years 7-12

Note: All applications for Illness/Misadventure appeals must be submitted to your class teacher within three school days of your return to school.

1. Student Details

Name: _____ Year: _____

2. Task Details

Course: (please tick) ROSA Preliminary HSC

Subject: _____ Teacher: _____

Name of Assessment task: _____ Date Due: _____

3. Details of absence (please tick)

Reason for absence	External Documentation Required
Illness	Medical Certificate
Bereavement	Funeral Notice
Sporting representation	Statutory Declaration
Excursion	School representation Note*
Other:	Sport representation Note*

** Signed by teacher*

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

4. Teacher Recommendation:

Appeal Supported: YES NO

Teacher Signature: _____ Date: _____

5. Head Teacher Recommendation:-

Appeal Supported: YES NO

Head Teacher Signature: _____ Date: _____

6. Principal's Decision


Appeal Accepted Appeal Declined

Comment:

Signed: _____ Date: _____

Mr G Erskine
Principal

Appendix 2 – Assessment Task Template

Cardiff High School Excellence, Opportunities and Success			
Assessment Task Notification			
Year 7			
Assessment Overview			
Faculty/Course:		Weighting:	
Year Group:		Issued Date:	
Title:		Due Date:	
Task Number:		Marks:	
Task Description			
Outcomes Assessed			
Submission Instructions			
I confirm that this is all my own work. I have not plagiarised the work of others.			
Student name:		Student Signature:	
Teacher's signature: _____		Head Teacher's signature: : _____	



The Student:	Range
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Shows a sophisticated ability to use effective spelling and punctuation	A Enter mark range here Outstanding
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Shows a well-developed ability to use effective spelling and punctuation	B Enter mark range here High
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Shows a sound ability to use spelling and punctuation	C Enter mark range here Sound
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Shows some ability to use spelling and punctuation	D Enter mark range here Basic
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Shows little ability to use spelling and punctuation	E Enter mark range here Limited
<input type="checkbox"/> Work not submitted or not meeting minimum requirements <input type="checkbox"/> Evidence of significant plagiarism	N Zero Marks
Comment: 	

Teacher's signature: _____

Head Teacher's signature: : _____



(N.B. Descriptions, Achievements and Marks Below are for sample only – delete them and this before use)

Assessment Criteria	Achievement Indicators	Marks
1. Description of Assessment Element 1	Outstanding Student Achievement Level Description	Outstanding Mark Range
	High Student Achievement Level Description	High Mark Range
	Sound Student Achievement Level Description	Sound Mark Range
	Basic Student Achievement Level Description	Basic Mark Range
	Limited Student Achievement Level Description	Limited Mark Range
2. Description of Assessment Element 2	Outstanding Student Achievement Level Description	Outstanding Mark Range
	High Student Achievement Level Description	High Mark Range
	Sound Student Achievement Level Description	Sound Mark Range
	Basic Student Achievement Level Description	Basic Mark Range
	Limited Student Achievement Level Description	Limited Mark Range
3. Description of Assessment Element 3	Outstanding Student Achievement Level Description	Outstanding Mark Range
	High Student Achievement Level Description	High Mark Range
	Sound Student Achievement Level Description	Sound Mark Range
	Basic Student Achievement Level Description	Basic Mark Range
	Limited Student Achievement Level Description	Limited Mark Range
4. Description of Assessment Element 4	Outstanding Student Achievement Level Description	Outstanding Mark Range
	High Student Achievement Level Description	High Mark Range
	Sound Student Achievement Level Description	Sound Mark Range
	Basic Student Achievement Level Description	Basic Mark Range
	Limited Student Achievement Level Description	Limited Mark Range
<i>Marks awarded above are indicative of the grades earned below</i>		
A Enter mark range here Outstanding	B Enter mark range here High	C Enter mark range here Sound
		D Enter mark range here Basic
		E Enter mark range here Limited
		N Zero Marks
Comment:		

Teacher's signature: _____

Head Teacher's signature: : _____

References

www.det.nsw.edu.au/policies/curriculum/schools/homework/PD20020003.shtml

www.curriculumsupport.education.nsw.gov.au/policies/homework/index.htm

www.schools.nsw.edu.au/gotoschool/a-z/homework.php

<http://amow.boardofstudies.nsw.edu.au/>