



Elizabeth College Assessment Policy

Assessment

When students are given tasks/assignments for assessment, teachers will mark them using course competency-based and TASC (Tasmanian Assessment Standards and Certification) criterion-based assessment. The ratings students receive on each of the criteria over the course of the year will be sent to the TASC as the final assessment for non-pre-tertiary subjects and as the internal assessment for pre-tertiary subjects.

Students should keep a copy of all tasks and the ratings received for each task. It is important to realise that the final rating a student receives on a criterion is not simply a matter of adding a set of ratings together, averaging them and then obtaining a final result. Teachers place more reliance on ratings attained towards the end of the year, which should benefit students as their performance in a criterion should improve as the year progresses.

The final rating is the standard at which the teacher believes students can perform consistently. Receiving an A on a final piece of work in the year does not necessarily mean that the final award for that criterion will be an A.

Teachers also place more weight or importance on certain tasks. A teacher might inform students that a particular task is a major task, or a more complex or demanding assignment and, therefore, will have greater bearing towards the final assessment.

Time Management Skills

While at College it is important for all students to learn time management and study skills, not only to get them through their studies here, but also to prepare them for life after College, whether this is further study or a job. Students need to have a balance between all their commitments. Assessments in all subjects are important. As a general rule students would expect a significant amount of work outside of class time each week in order to meet the learning needs of the subject.

Homework incorporates a broad range of activities. As well as a written task, there may be reading and understanding class work, learning vocabulary or rules, doing associated reading, practising extra problems, completing research or writing sample answers.

Student Responsibilities

1. **Attend all classes**, arrive **on time** and **participate fully** for the duration of the class.
2. It is a **student's** responsibility to follow up on missed classwork or overdue assignments. Teachers will ask students about overdue or missed work and contact a parent/guardian as well if an assignment is overdue, but it is up to the student to talk to the teacher if a deadline is missed.
3. Students should not miss lessons because an assignment is due and they have not completed it.
4. If absent for practical or group work assessments a student should contact fellow group members to ensure that group members are adequately prepared for the assessment and not disadvantaged.
5. **To get all assessment tasks in by the due date**
 - TASC Subjects and VET Courses have content competency and a criterion that assesses your ability to meet deadlines. In order to achieve an "A" on this criterion students would be expected to complete all assignments to a high standard by the due date. If a student is late submitting one or more assignments with inadequate excuses they would be unlikely to achieve an "A" on that criterion.
 - It is not equitable to other students if a student gets more time to complete an assessment task. Some returned assessment tasks contain corrected answers and it may therefore be inappropriate for a teacher to accept assessment tasks after handing back marked ones.
 - Students are placing extra pressure on themselves if they have not done one assessment task and the next one is being given out. Students may have missed out on important feedback and assessment on a specific criterion.
 - Under certain circumstances such as illness, extensions **may** be granted by a teacher, but students must discuss an extension with their teacher **in advance of the due date** (*some teachers may ask for this to be in writing and possibly signed by a parent/guardian*)
 - Supporting justification will be required
 - If students are away from class on the day the assessment task is due, it must be given to the teacher as soon as you return (don't wait until the next class). If the reason for missing the class is unsatisfactory, the work may not be accepted.

Teacher Responsibilities

1. Assessment tasks will be clearly explained, in most cases in writing. Expectations will be clearly spelt out regarding class time given, criteria assessed, word limit etc.
2. Teachers will give you clear warning and information regarding due dates for assessment tasks.
3. Teachers will assess and return tasks in a timely manner.
4. Teachers are not expected to accept late assessment tasks after other students have had theirs assessed and returned.
5. Teachers will contact parents if major assessment tasks are not completed.

Vocational Education and Training Program Assessment

The purpose of assessment is to confirm that a person can perform to the standard set out in the relevant industry's national competency standards. In other words, to assess competence.

The assessment process is the gathering of evidence from a range of sources in order to make a decision about progress towards, or achievement of, competence.

The assessment of the units of competence or elements will be carried out by the VET coordinator, or a suitably qualified teacher.

Competence is based on evidence gathered on a number of occasions and in a variety of contexts and situations. These could include:

- Observations
- Interviews
- Demonstrations
- Simulated scenarios
- Role plays
- Written or oral questions
- Product samples/product development
- Case studies and reports
- Testimonials
- In the workplace
- In the classroom

Assessment activities/tasks are developed to meet the specific evidence requirements of each unit of competence as per the Training Package/Course details.

Competence outcomes are forwarded to the relevant Registered Training Organisation (RTO) - TasTAFE or The Tasmanian Secondary Colleges - on completion of the course. The RTO will issue a Certificate or Statement of Attainment depending on the number of units where competence has been achieved.

Competence is determined at the completion of training.

Units of competence are usually clustered together and are delivered across the whole year, therefore the final assessment of competence does not occur until closer to the end of the college year.

Students are required to provide several pieces of evidence across the year that will go towards determining competence.

Feedback of all evidence is based on "satisfactorily completed" or "needs more work/making progressing" as determined by the delivering teacher.

It is important that you keep a copy of all assessment tasks and feedback.

Teachers will provide a range of assessment tasks for you to provide evidence that can be used to determine competence.