

TORONTO HIGH SCHOOL – ASSESSMENT POLICY

Rationale:

The Toronto High School Assessment Policy is designed to align all faculties such that assessment process and procedures are consistent across the school to support student engagement, task completion and improve student outcomes.

Policy Format:

The Toronto High School Assessment Policy is divided into the following sections and numbered for ease of use:

1. Guidelines on the number and types of tasks being used (p1)
2. Procedures to ensure students are informed in writing of their assessment schedules (p1)
3. Procedures relating to the administration of tasks (p2)
4. Procedures relating to malpractice (p5)
5. Guidelines for maintaining secure records of all marks awarded for assessment tasks (p5)
6. Procedures for providing assessment marks for students who transfer into the school after course commencement (p6)
7. Procedures for dealing with the assessment of accelerants and accumulants (p6)
8. Awarding of marks for an assessment task and providing feedback to students on their performance in tasks and their progress (p7)
9. Procedures for advising students in writing when they are in danger of not meeting assessment requirements in a course (p9)
10. Procedures for conducting school reviews of final assessment marks and appeals to the Board (p10)
11. Communicating the policy (p11)
12. Evaluating the policy (p12)
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14. Illness and Misadventure Appeal Form (p14)
15. Stage 6 Assessment Task Check List (p15)
16. Toronto High School Assessment pro forma (p16)

1 Guidelines on the number and types of tasks being used

1.1 Minimum number of tasks for each course

In the junior years all core subjects are to complete a Half Yearly and Yearly Exam as part of formal course assessment. Year 10 will also engage in Trial School Certificate exams for all core subjects including computing skills.

In the HSC it is suggested 3-5 assessment tasks per course, unless approved by the senior executive. 1 of the 5 assessment tasks will consist of an assessment undertaken in the scheduled Trial HSC exams. For extension courses no more than three tasks is advised. No Assessment Tasks are to run within one week of Trial Examinations. Assessment Tasks scheduled after the Trial Examinations must have approval from the Senior Executive.

VET subjects will be assessed accordingly and referenced against RTO Assessment Schedules. Students can not be recorded as competent for a unit of competency until all assessments for that unit of competency are demonstrated or successfully complete.

1.2 Types of assessment tasks

Assessment task type should vary in nature and reflect outlines specific to the course syllabus documents. Assessment in the form of exams must not exceed the recommended percentage of overall assessment weighting as outlined in course syllabus documents.

2 Procedures to ensure students are informed in writing of their assessment schedules

2.1 Procedures to plan the scheduling of tasks in a coordinated way

Faculties must develop assessment schedules for every year group to complement programming scope and sequence documents prior to the commencement of a new academic year. Assessment schedules must be reviewed throughout the year by faculty members, led by the Head Teacher, and available at faculty audit for Senior Executive.

All year 10, 11, and 12 faculty assessment schedules will be placed on a central electronic calendar so staff are aware of student workloads throughout the year and can plan excursions and extracurricular activities accordingly. The Deputy Principal responsible for VOR's and excursions will monitor this process.

2.2 Using the Stage 6 Assessment Task Check List

This check list must be attached to the front of each Assessment Task pro forma and submitted to the Head Teacher prior to the task notification and the task being distributed to students. The Head Teacher is to complete the bottom section and sign and date the check list. No Preliminary or HSC Assessment Task should be printed or distributed until the Head Teacher has signed the authority to do so. The check list should be filed in the appropriate monitoring folder.

2.3 Informing students and parents about tasks

Students will have a copy of each course assessment schedule pasted into the front of their books. Course assessment schedules will also need to be accessible on laptops where a DET laptop is issued.

Assessment schedule reminders are to be included as a standard publication in the school newsletter. Head Teachers from each faculty is to be responsible for providing this information to the front office for every newsletter publication deadline.

Senior students (Years 10, 11 and 12) will also have an assessment schedule booklet with all assessment schedule details for every subject on the commencement of senior course studies. Students will sign an acknowledgement of receipt register when receiving this booklet. This register is to remain on file with the Year Advisor of the respective cohort.

3 Procedures relating to the administration of tasks

3.1 Providing adequate notice for tasks

A minimum two weeks written notice is required for all formal assessment tasks. As students may be absent on the day that a task is issued, it is strongly advised that staff issue tasks well before the minimum two week notification date.

3.2 Signing for receipt and submission of tasks

All students are required to acknowledge receipt of the assessment task whether it was received in hard copy or electronic format. Acknowledgement is achieved when the students sign and date the THS Assessment Register. When submitting their completed work, students are required to sign and date this same register a second time.

3.3 Students absent from school when assessment information is given out

Where possible students should be emailed assessment tasks and/or have assessment tasks available to them via Moodle on the day they are physically handed out. If a student is absent the day of assessment task notification, it is their responsibility to see their teacher to receive the notification. Students will know when task notification must be provided from information outlined in assessment booklets and faculty assessment schedules. In every case, teachers are to issue students with a written copy of missed information during the next attended lesson if students fail to meet their responsibilities.

3.4 Submission of tasks

Tasks are to be submitted directly to the assessing teacher. In the absence of the student's regular teacher, the Head Teacher of the respective faculty can receive assessment tasks on behalf of the absent staff member. In the absence of both the teacher and respective Head Teacher, tasks can be submitted to a Deputy Principal.

3.5 Teacher absence on the day of a task

In the case of known absence, arrangements can be made with the respective Head Teacher to; reschedule the task, or, go ahead with the task depending on task nature.

In the case of unforeseen absence, the respective faculty Head Teacher will decide to reschedule the task, or, go ahead with the task depending on task nature.

Note: rescheduling any task must be done with consideration of other faculty assessment schedules.

3.6 Students who hand in work late or are absent from tasks

Year 7 and 8 students who hand in work late will be subjected to a faculty consequence, or set of consequences, enforced by the classroom teacher. Assessment tasks handed in late without valid reason will be deducted 50% of the total grades awarded for that task, regardless of the period of lateness, however the task must be resolved within the current reporting period or awarded a mark of 0%.

Year 9 and 10 students who fail to submit work or sit an assessment task, on or before the due date, need to complete an appeal form with all accompanying documentation required to support the appeal. Appeals must be submitted directly to the classroom teacher or faculty head teacher within 3 days of the student's return to school. A zero mark will be awarded for all late tasks and missed tasks where an appeals form has not been submitted, or for tasks that have been submitted with an appeal that was not upheld.

Year 11 and 12 students who are unable to attend or submit an assessment task on the due date must contact the school that day by phone and record a message relating to their absence with the front office. Year 11 and Year 12 students will need to complete the appeals process and act in accordance with the appeals panel decision.

3.7 Parent notification of incomplete tasks or failure to submit tasks

Teachers are to notify parents of incomplete tasks or failure to submit tasks, within two weeks of the official task submission date. The chosen form of notification is to be recorded on the THS Assessment Register; including the date contact was made. Head Teachers are responsible for the monitoring of parent notification and making available THS Monitoring Folders for Senior Executive at faculty audit.

3.8 Prolonged absence

Students with prolonged absence will be judged on a case-by-case basis, through collaborative consultation between Executive and Senior Executive, to design an equitable individualised assessment plan.

3.9 Occasions where estimates are given or substitute tasks administered

Estimates or substitute tasks will be deployed at the discretion of the appeals panel. Estimates and substitute tasks will also be deployed at the discretion of the Senior Executive for; individualised assessment plans, in the event a compromised task is administered, in the event an invalid task is administered, or in the event a non-discriminating task is administered.

3.10 Occasions when zero marks are awarded

Zero marks will be awarded at the discretion of the appeals panel. Zero marks will also be awarded to students who fail to submit or sit a task and do not submit an appeals form. Zero marks will also be awarded in the event of malpractice. In some cases a zero mark will be awarded to Year 7 and 8 students at the discretion of the classroom teacher and the respective faculty Head Teacher.

3.11 Invalid tasks / parts of tasks or non-discriminating tasks

Invalid tasks are tasks that do not directly assess the outcomes intending to be assessed. Non-discriminating tasks are tasks that show no real difference in student ability across a defined body of students.

3.12 Special / Disability provisions in examinations

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation.

Provisions may include braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, exam supervision, individual supervision, permission to take medication, or other provisions as judged appropriate. Special / Disability provisions are overseen by Head Teacher Welfare in consultation with the school's Learning Support Team and the Senior Executive.

3.13 More than one class following the same course

Common tasks, conditions and marking procedures will be followed in the instance of more than one class following the same course. Assessment tasks in Years 11 and 12 need to be issued at the same time for courses with more than one class. Blind marking, cross class section marking and cross class blanket marking are to be engaged for all year groups where more than one class undertakes a course. Faculties are required to have established processes to accommodate shared marking practices and be able to present faculty processes to Senior Executive at audit.

3.14 Students undertaking VET work placement

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET, and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods.

3.15 Technical Failure

Technical failure is not an excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the HSC Assessment Committee agreement, and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by a Misadventure Appeal Form, if any consideration is to be given by the committee. All such cases will be considered individually.

4 Procedures relating to malpractice

4.1 Procedures for dealing with malpractice in tasks

Suspected malpractice is to be reported to respective faculty Head Teachers for review. Suspected malpractice is to be communicated to Senior Executive by Head Teachers. Students found to have engaged in malpractice will be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher and Senior Executive.

4.2 Procedures for dealing with malpractice in examinations

Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students. All electronic devices must be turned off and away. Students not making a serious attempt to the task, or attempting to plagiarise or cheat will be subjected to penalty. Students found to breach any examination requirements may be removed from the examination and awarded a mark of zero.

5 Guidelines for maintaining secure records of all marks awarded for assessment tasks and ensuring the security of major works

5.1 Procedures used for recording assessment marks by the teacher

Teachers are to record grades in an electronic marks database such as SM Marks and have a printed copy of grades in a central Monitoring folder. Teachers are to also have a copy of printed grades kept in their personal files / rolls in the event of faculty files being misplaced or destroyed.

5.2 Procedures used for recording assessment marks for school records

Assessment marks are to be entered on an electronic marks database such as SM Marks on a regular basis. Management of data entry is at the discretion of the faculty Head Teacher. Printed faculty and individual assessment records are to be available for Senior Executive at faculty audit.

5.3 Procedures for ensuring security of major works

Assessment tasks in the form of practical major works (structures, artworks, furniture etc) are to be placed in a secure environment when the student is not working on that major work. A secure environment is one that prevents ready access to the major work by other students and prevents, as best possible, the event of breakage or destruction. The security of major works during transportation to and from school is the responsibility of the student. Procedures for ensuring security of major works are a faculty responsibility and must be available for Senior Executive at faculty audit.

6 Procedures for providing assessment marks for students who transfer into the school after the commencement of the course

6.1 Procedures for students who enter a junior course

The Head Teacher, in consultation with the classroom teacher, is to determine the appropriate method of assessment for a student new to the school. This may include the student sitting a task already completed by peers, sitting an alternate task, or providing an estimate based on the student's previous school report and / or estimations based on assessments completed at Toronto High School.

6.2 Procedures for students who enter the HSC course after the commencement of the HSC program

Students enrolling into a HSC course after the commencement of the HSC program will be assessed and managed on a case-by-case basis. Where possible, student assessment grades will be estimated based on accumulated assessments from THS course commencement through to THS course completion. In all cases assessment grades and ranks from the student's previous context will be considered when determining accumulated assessment estimates where possible.

6.3 Procedures to monitor the provisional entry of students into HSC courses

Students will be granted provisional entry into the HSC at the discretion of the Principal. This provisional entry will be governed by the successful completion of requirements as determined by the Principal. Provisional requirements will be monitored by the Principal or delegate(s). Failure to meet provisional requirements may lead to exclusion from HSC courses.

7 Procedures for dealing with the assessment of accelerants and accumulants

7.1 Procedures for accommodating accelerants

Students may undertake Preliminary and/or HSC courses in advance of their usual cohort or in less than the Board's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made the Principal in accordance with the principles contained in the Board's Guidelines for Accelerated Progression. Students may accelerate in all courses (grade advancement) or in one or more courses.

Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (i.e. one or more years in advance of their cohort).

For students accelerating by less than two years, schools should simply enter students for their accelerated course(s) for the School Certificate, Preliminary or HSC study pattern(s) via Schools Online. Where the proposed advancement is for two years or more and is likely to lead to early entry for the secondary credentials, the principal must inform the Office of the Board of Studies prior to the acceleration of the student.

7.2 Procedures for accommodating accumulants

There is no time restriction on the accumulation of Preliminary courses. Students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted.

On completion of the accumulation, all patterns of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation.

Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period. Accelerating students may count towards their Higher School Certificate results obtained in advance of their cohort. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

8 Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress

8.1 Awarding marks for an assessment task

Marks must be awarded against explicit marking guidelines. Marks must accurately correlate and reflect outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity.

8.2 Explicit marks and feedback included in written assessment task notification

Assessment tasks must include the following information; academic year group, faculty delivering the assessment task, task number, weighting, due date, detailed task description, outcomes, marking criteria, explicit marking guidelines and work related skills – thus all assessment tasks must be issued using the THS Assessment Task Pro Forma.

Marking guidelines on this pro forma need to be detailed, explicit and show clearly where marks will be allocated. This information is to be provided for students with the understanding that students can essentially use the assessment criteria to grade their own work to gauge assessment task progress and self-assess.

HSC marks submitted to the Board of Studies will not be made available to students.

8.3 Feedback given to student on assessment tasks

Teachers are to tick the explicit marking guidelines sheet that accompanies the student assessment notification to clearly identify where marks have been awarded. Additional and explicit feedback of a meaningful nature articulating assessment task strengths and assessment task areas for improvement in written form is also required for every assessment task so students are aware of what needs to be done to improve in at the next assessment opportunity.

8.4 Reporting progress

Students are to receive written and verbal feedback regarding progress. It is the teacher's responsibility to share constructive feedback with students so productive improvements can be made. Students will receive an overall detailed report on course progress twice per year in a formal report.

Faculties are to write reports in line with the THS Reporting Guidelines document for comments and report outcome progress using the following reporting performance descriptors; Highly Developed = 80% and >, Competent = 50%-79%, Developing = 20%-49%, Experiencing Difficulty = <20%.

8.5 Procedures for distributing *Assessment Rank Order Advice* at the end of the HSC exams

Assessment task rank is to be provided for each assessment task. Cumulative assessment rank should be provided throughout the year or as a result of student request. Cumulative Rank Order is to be provided on official report documents. Cumulative rank to be provided after each assessment task.

8.6 Procedures for adjusting marks for final grades

Raw marks are to be converted into weighted marks as set by assessment task weighting. Assessment weighting marks for all valid assessment tasks are to be totalled to articulate final course achievement. Assessment weighting marks are to be referenced against course performance descriptors and adjusted accordingly to reflect student achievement in relation to performance bands. Adjusting of marks for final grades is to be done in consultation with staff, lead by the Head Teacher, and approved by the Senior Executive. The adjustment of marks must not alter student ranking or affect distribution of marks.

The assessment marks submitted to the Board must establish the rank order and reflect the relative difference between students' performances for the course.

9 Procedures for advising students in writing when they are in danger of not meeting assessment requirements in a course

9.1 Procedures to monitor satisfactory course completion

Teachers are responsible for assessing satisfactory course completion through close monitoring and accurate maintenance of THS Assessment Registration documents and class rolls. Head Teachers are responsible for assessing teacher monitoring effectiveness as part of regular faculty management processes. Teachers are responsible for reporting concerns immediately to the respective Head Teacher so proactive intervention can be deployed.

Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed, and level of achievement. Failure to meet one or more of these requirements may lead to an 'N' or 'Non-Completion' determination. An 'N' determination for a course may make a student ineligible for the HSC.

Teachers are responsible for clearing rectified 'N' warning obligations and communicating student progress to the respective Head Teacher.

9.2 Procedures for identifying and monitoring students in danger of being given an 'N' determination

Head Teachers monitor the administration and clearing of 'N' warning letters. Students accumulating 'N' warning letters or failing to clear 'N' warning letters are to be identified at Executive meetings during discussions regarding 'Students Causing Concern'. Students accumulating significant 'N' warning letters across one or more subjects will be placed on a UPL at the discretion of the Senior Executive and monitored by the respective Deputy Principal.

It is the responsibility of Deputy Principals to maintain contact with the Principal and Head Teachers regarding Unsatisfactory Participation in Learning (UPL) progress. It is the responsibility of the Head Teachers to put forward 'N' nominations when called for by the Principal.

9.3 Procedures to inform parents when students have failed to submit or undertake an assessment task, or have had an appeal upheld

Teachers are responsible for making contact with parents regarding failure to submit or undertake an assessment task. Faculty letters, phone calls home and parent interviews are appropriate methods of communication for students in Years 7 and 8. For Years 9, 10, 11 and 12, an N Warning letter may be used as a method for notifying parents of failure to submit or undertake an assessment task in addition to faculty letters, phone calls home and parent interviews. Parents may also be informed of failure to submit or undertake an assessment task during parent teacher evening.

Communication regarding incomplete assessment tasks may be articulated in official Half Yearly and Yearly reports provided previous parental contact has been made. It is the

teacher's responsibility to report accurately to parents and ensure previous contact has been made prior to including comments of that nature on official reports. Head Teachers are responsible for monitoring teacher report comments such that official report comments are not the first instance whereby parents are notified of a student's failure to submit or undertake an assessment task.

In the event of an upheld appeal the Appeals Committee will decide on the appropriate method of parental contact and the person(s) responsible for making that contact.

9.4 Procedures to warn students who are in danger of being given an 'N' determination

Teachers are to interview students failing to engage in satisfactory course completion. 'N' warning letters are to be sent home regarding unsatisfactory course completion. Head Teachers are to interview students regarding ongoing unsatisfactory course completion and make parent / carer phone contact.

Students undergoing a UPL are to be interviewed by the Deputy Principal and parent / carer phone contact is to be made. Parental inclusion in the UPL interview is at the discretion of the Deputy Principal. Regular contact home regarding student progress is also at the discretion of the Deputy Principal.

Students failing to meet UPL requirements, and/ or have been officially nominated to the Principal for an 'N' determination by Head Teachers, will be interviewed by the Principal. Parent / carer contact and involvement at this point of intervention will be at the discretion of the Principal.

10 Procedures for conducting school reviews of final assessment marks and appeals to the board

10.1 Procedures when disputes arise over assessment tasks

Disputes are to be put before the Appeals / Disputes Committee. Investigation into claims and recommendations will be made by this team. Findings will be communicated to the person making the complaint by a designated member from the Appeals / Disputes committee.

The HSC Assessment Appeal / Disputes Committee will consist of:

- Deputy Principal (Year 12)
- Year Advisor
- Relevant Head Teacher

If the complainant wishes to appeal the decision of the HSC Assessment Appeals / Disputes Committee, the appeal will be heard by the HSC Review Panel.

The HSC Review Panel will consist of:

- Principal
- Deputy Principal (Year 11)
- Other Head Teacher

10.2 Procedures for conducting school reviews of assessment

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

Board requires all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

Assessment reviews will be conducted through ongoing monitoring at faculty level by respective Head Teachers. Assessment reviews will also be conducted by Senior Executive during faculty audits. Assessment reviews may also be carried out immediately after senior student interviews.

10.3 Procedures for handling appeals to the board

Students wishing to appeal against the grade(s) in any subject awarded to them by the school must submit a written appeal, together with evidence, to their principal. If the appeal is upheld, the principal will send notification of the new grade(s) to the Office of the Board. In order to be successful in such appeals, students will need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school.

Since the appeal is directed to the progressive reporting by the school, the Board will not revise individual tasks or test marks. Appeals management will reflect processes set out in the ACE manual regarding 'Student appeals against Assessment Rankings in HSC Courses'.

11 Communicating the policy

11.1 Student awareness to their rights and responsibilities regarding the assessment program

Teachers are responsible for informing about their rights and responsibilities regarding assessment. This is to be done on a regular basis throughout the year in class. Students will also be made aware of assessment rights and responsibilities throughout the year during cohort meetings and parent information evenings.

11.2 Staff awareness of the assessment policy

Teachers are to be explicitly taken through the assessment policy upon implementation. Awareness of the assessment policy is also to be included in school based induction

programs to casual, temporary, permanent and practicum placement staff members. Regular reference to the THS Assessment Policy is to be made at a faculty meetings and whole school staff meetings throughout the year. Any changes or modifications to the policy are to be immediately and explicitly communicated to staff.

12 Evaluating the policy

12.1 Monitoring and reviewing of the assessment program

An Assessment Review Team made up of at least one representative per faculty will engage in a formal assessment review on an annual basis. This will be led by a school executive member. Reviewing of the assessment program can be undertaken by any staff member throughout the year by forwarding suggestions to the Assessment Review Team Leader for inclusion in the annual assessment review.

12.2 Features of quality assessment tasks

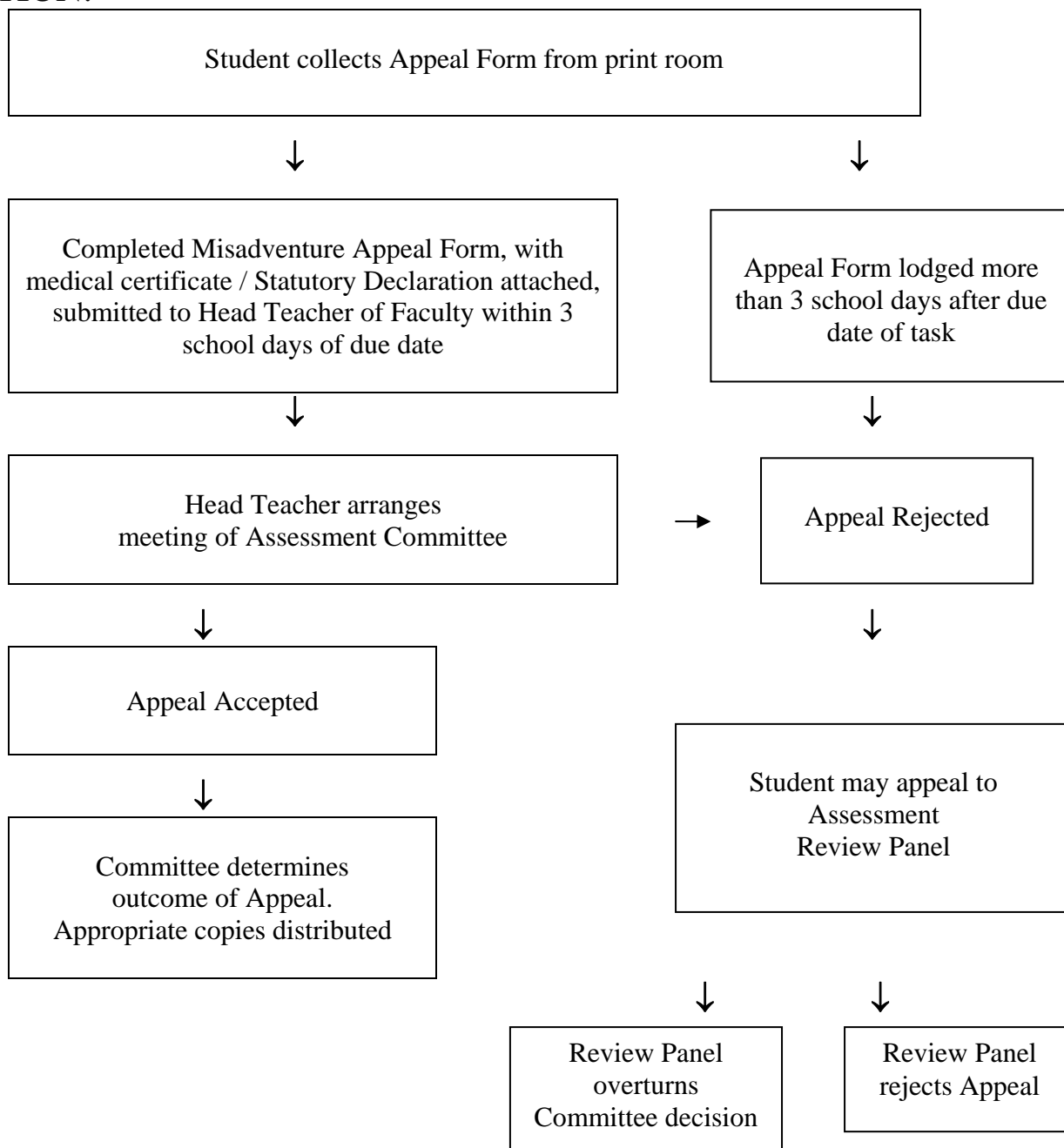
Quality assessment tasks are designed to focus on outcomes, presented in an assessment type appropriate for the outcome being assessed, give students an opportunity to demonstrate their level of achievement of the outcome in a range of different tasks, reflect the weightings and components specified in the relevant syllabus, explicitly communicate assessment criteria and marking guidelines for each task linked to the standards by including wording of syllabus outcomes and relevant performance descriptions, and clearly define marks earned on individual tasks expressed on a scale sufficiently wide to reflect the relative differences in student performance.

Quality assessment tasks rely on students getting meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance. Quality assessment tasks demonstrate ranking and relative difference between student results from different levels of achievement of the specified standards. Marks submitted to the Board for each course are on a scale sufficiently wide to reflect adequately the relative differences in student performance.

MISSED ASSESSMENT TASK:

It is the student's responsibility to initiate his/her own appeal.

ACTION:



- NB:
1. Student collects form with 3 school days from task, or of student's return to school.
 2. If student was ill, a medical certificate must be supplied.
 3. If under age 18 and not self-supporting, parent must sign form as well.



TORONTO HIGH SCHOOL
ILLNESS AND MISADVENTURE APPEAL FORM

Note: The following checklist must be completed prior to submission to relevant Head Teacher. This form must be submitted no later than 3 days after return to school. In cases of prolonged absence contact with the school is to be made via phone. See over for details of what constitutes valid illness or misadventure.

Student Name: _____ **Class:** _____ **Teacher:** _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED.

- | | |
|---|--|
| <input type="checkbox"/> Course, subject, name of task and due date completed | <input type="checkbox"/> Parental/Guardian signature and date completed |
| <input type="checkbox"/> Classroom teacher comment completed | <input type="checkbox"/> Student signature and date completed |
| <input type="checkbox"/> Reason for request for Special Consideration completed | <input type="checkbox"/> Doctor's Certificate/Statutory Declaration attached |

Course: HSC ☐ **Preliminary** ☐ **School Certificate** ☐ (Tick One)

Subject: _____ **Task Name:** _____ **Due Date:** _____

Reason for Appeal: **Illness** ☐ **Misadventure** ☐ (Tick One)

Details:

Teacher Comment:

Documentation Attached: **Doctor's Certificate** ☐ **Statutory Declaration** ☐ (Tick One)

Parent/Guardian Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Appeal Upheld: **Yes** ☐ **No** ☐

Deputy Principal's Signature: _____ **Date:** _____

Alternative Task ☐ Like-Student Estimate ☐ (DP/HT to complete)



TORONTO HIGH SCHOOL STAGE 6 ASSESSMENT TASK CHECK LIST

This checklist must be attached to the front of each Assessment Task and submitted to the Head Teacher prior to the task notification and the task distributed to students.

☐ HSC ☐ Preliminary HSC ☐ VET

☐ Assessment notification is attached

☐ Head Teacher Administration informed for calendar entry

☐ School newsletter reminder

Teacher: _____

Subject: _____

Task Title: _____

Date submitted to Head Teacher: _____

Date of Task: _____

Section below to be completed by Head Teacher

☐ Task aligns with the same task in the assessment book as distributed to students.

☐ Task aligns with the outcomes being assessed

☐ Outcomes being assessed align with those in the assessment book as distributed to students

☐ The date of the task allows for a minimum of a two week notice to students

☐ The date of the task does not fall within an 'assessment free' period

☐ Weighting given to task is in accordance with those in the assessment book as distributed to Students

☐ Marking guidelines/criteria provide clear descriptions of the quality of response required to receive each mark

Head Teacher: _____ Date: _____

NB: No Preliminary HSC or HSC Assessment Task is to be printed or distributed until the Head Teacher has signed this authority to do so.

☐ Filed in HSC Monitoring Folder



TORONTO HIGH SCHOOL



TASK NUMBER WEIGHTING DATE/TIMING MODULE/UNIT	

Due Date:

TASK DESCRIPTION

OUTCOMES

MARKING CRITERIA

MARKS	MARKING GUIDELINES	STUDENT CHECK
# - #	<ul style="list-style-type: none">	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
# - #	<ul style="list-style-type: none">	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
# - #	<ul style="list-style-type: none">	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
# - #	<ul style="list-style-type: none">	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
# - #	<ul style="list-style-type: none">	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>

Use the marking guidelines above to mark your own assignment.

These guidelines are what your teacher will use to award you marks.

By evaluating your work as you go, you can improve the quality of your assignment and your overall grade.

WORK RELATED SKILLS		
<input type="checkbox"/> Self Management	<input type="checkbox"/> Communication	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Initiative & Enterprise	<input type="checkbox"/> Teamwork	<input type="checkbox"/> Technology
<input type="checkbox"/> Learning	<input type="checkbox"/> Planning & Organising	<input type="checkbox"/> X-Cultural Understanding

(Tick the 'Work Related Skills' you have developed as a result of completing this task)