

Record of School Achievement



RoSA

Information Booklet

Year 10 & 11

About the RoSA

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or the Board; and
- completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through [Students Online](#).
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Mandatory curriculum requirements

The RoSA requires mandatory completion of a number of subjects. The Board has the [full list of requirements](#).

Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

- A Profile of Student Achievement is printed and issued by the Board to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can access a record of outcomes achieved via [Students Online](#).
- Teachers are required to indicate outcomes achieved by students in Years 10, 11 and 12 for each course based on Life Skills outcomes and content through [Schools Online](#).
- When entering information, teachers can select from two options:

- Achieved – for outcomes achieved independently or with adjustments required for demonstration on the same basis as their peers.
- Achieved with support – for outcomes achieved with additional support, such as visual or verbal prompts.

Outcomes that have not been addressed in the teaching and learning program or that the student has not achieved will remain indicated as 'Not applicable'.

School attendance

- The Board does not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met.
- One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

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'N' determinations

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- 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.

A principal with appropriate delegation by the Board of Studies may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

The principal is required to notify the Board of any such redemption and eligibility for the RoSA.

2. Awarding grades

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. These are available for a selection of courses on the [ARC](#) (Stage 5) and the [RoSA website](#) (Stage 6 Preliminary).

There are many suitable methods that schools may consider appropriate in supporting teacher judgements about student achievement. Two possible approaches are available through the link below:

Assessing and grading student achievement

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

In setting activities or tasks, you should give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, you can build up a profile of the achievement of each student in relation to the course performance descriptors.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. For students undertaking courses without subject-specific course performance descriptors, (ie. Board Endorsed or Content Endorsed Courses) a grade from A to E should be assigned using the [Common Grade Scale](#).

In establishing an assessment program, you should ensure that the types of assessment activities or tasks used are appropriate to the objectives and outcomes being assessed. Generally, it will be necessary to use a number of different assessment activities or tasks in order to ensure that student achievement in relation to all the knowledge and skills objectives is assessed. Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests.

The assessment program should also reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For example, where a school has placed considerable emphasis on the development of research skills, that emphasis should be reflected in the assessment program. Objectives from the affective domain (ie values and attitudes) should not be used in determining a student's grade.

Where activities or tasks are scheduled throughout a course, greater weight would generally be given to those activities or tasks undertaken towards the end of the course. For example, in a 200-hour course extending over Years 9 and 10, the assessment information collected in Year 10 provides the more complete picture of student achievement. There are, however, a number of different ways of organising the teaching/learning program for a course. The scheduling of activities or tasks and the weights applied should reflect the course organisation. Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Applying the course performance descriptors

Course performance descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

You will make the final judgement of the most appropriate grade on the basis of available assessment information and with reference to the course performance descriptors. In applying these descriptors, you should interpret them in terms of standards that can be achieved by Stage 5 students within the bounds of the course. The same course performance descriptors apply to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10.

The grades awarded should reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For example, where a school has placed considerable emphasis on the development of research skills, that emphasis should be reflected in the assessment program. Objectives from the affective domain (ie values and attitudes) should not be used in determining a student's grade.

Making an on-balance professional judgement

When making a judgement of the grade to be awarded, you need to note the following points:

- You will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities.
- When deciding the number and type of assessment activities, the emphasis should be on the nature and quality rather than on the amount of evidence.
- Assessment activities should give students opportunities to show what they know and can do.
- You should provide opportunities for students to display their achievements in different ways and to work in a range of situations.
- A single piece of work will not cover all aspects of a grade description. Using a single piece of work to make a judgement is therefore not as valid and reliable as an 'on-balance' judgement.
- Each grade description should be considered alongside descriptions for adjacent grades.

There are many suitable models that schools may consider appropriate in supporting teacher judgement. Two possible approaches are available through the links below:

Method 1

This method will be useful where it is not considered desirable to aggregate the information to produce a single numerical mark.

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Decide on the relative importance of each assessment activity.
4. Collect performance information on each student from assessment activities. Letters, symbols or descriptive comments may be recorded for some or all assessment activities.
5. Assemble the information on each student from the assessment activities to provide an overall picture of the student's achievement.
6. Match the overall picture of each student's achievements to the most appropriate column of the course performance descriptor to allocate the grade.

Note: Schools may decide to place greater emphasis on particular syllabus outcomes within their teaching programs and practices. This emphasis should be reflected in the assessment program and therefore, in the determination of grades.

Method 2

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.
8. Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

Grading Board Endorsed and Content Endorsed Courses

Common Grade Scale for Stage 5

The Common Grade Scale is to be used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Physical Activity and Sport Studies and Marine and Aquaculture Technology. The Common Grade Scale describes performance at each of five grade levels.

The student has an extensive knowledge and understanding of the content and can readily apply **A** 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.

The student has a thorough knowledge and understanding of the content and a high level of **B** 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.

The student has an elementary knowledge and understanding in few areas of the content and **E** has achieved very limited competence in some of the processes and skills.

Link to Individual Subject Descriptors can be found on the link below.

<http://arc.bostes.nsw.edu.au/go/9-10/stage-5-grading/cpds/index>

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

This document should be read in conjunction with the applicable Year 10 or 11 College Assessment Handbook.

All documentation is available on both the student's ipad or College website.

Information evenings are held each year which includes RoSA information.

If more information is needed, please contact the College on 8868 3700