This professional learning presentation is designed to assist teachers in NSW schools to award Stage 6 Preliminary grades to students for their Record of School Achievement (RoSA).

The accompanying presenter notes provide guidance for delivering the presentation to a group of teachers, principals, school executive or other members of the school community.

The presenter should prepare for the presentation by reading through these presenter notes, watching the Grading for RoSA – Getting it Right video and familiarising themselves with the activities.

The presentation will take approximately two hours. It includes video footage and practical activities designed to enhance teachers’ knowledge, skills and understanding. All elements of the presentation are included in the Consistent Teacher Judgement Portfolio Package.

To deliver this presentation you will require internet access in order to view the video. The video is not embedded in the presentation due to the large file size.

Time allocated: 5 mins

Presenter:
Briefly unpack the dot points on this slide by using some of the information below and/or asking questions of the participants to elicit their existing knowledge.

The information in this presentation and video will be familiar to most teachers and the Board of Studies NSW recognises and values the knowledge and professionalism of NSW teachers. This presentation describes processes and practices that teachers have used for a number of years. Revisiting this information for the introduction of the Record of School Achievement (RoSA), refreshes teacher knowledge and encourages best practice in awarding grades.

• The standards-referenced framework — What is it? A set of published standards used by teachers to assess what students have learnt and how well they have learnt it.
• Published standards – the Common Grade Scale for Preliminary Courses gives an overall picture of the expected standard at the end of the course.
• Grades – for RoSA there are five grades: A–E
• Moderation process – A process for allocating grades based on the informed professional judgement of teachers. Moderation will help ensure that grades awarded are consistent with published standards. This means a grade a student receives in one school is comparable to the same grade awarded anywhere in NSW.

Further support about standards-referencing is available on the Board of Studies NSW website.

Ensure each of the dot points below are discussed.

**Standards – referenced Framework:**

1. How do teachers know what students are expected to learn?
2. outcomes and content within the current syllabus – What kinds of things do we think students need to learn?
## Presenter notes to support the Grading for RoSA- getting it right for Preliminary Courses

| Following teaching programs based on common syllabuses.  
| 2. How do teachers find out how well students have learnt?  
| 2. gathering and recording evidence of students demonstrating their learning  
|   o evidence can be formal and informal  
|   o should follow good principles and practices of assessment  
| 2. using evidence to make on-balance judgement about students’ achievements  
|   o on-balance judgement requires teachers to understand the standards by using the Common Grade Scale for Preliminary Courses.  

Links to the Board of Studies NSW website have been provided here for you to familiarise yourself with the concepts.

**Standard-referenced Framework:**

**Consistent teacher judgement:**

**A to E Grades for Stage 6:**

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### Time allocated: 10 minutes for video and 5 minutes for questions

**Presenter:**
1. View the *Grading for RoSA – Getting it Right* video by clicking on the title. This will take you to the video on the Board of Studies NSW website.
2. At the completion of the video ask participants to briefly discuss any unfamiliar concepts. If there are any questions after this, take note of them and set aside time for discussion at the end of the presentation. Add other questions to this list as you progress through the presentation.

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### Time allocated: 5 minutes

**Presenter:**
Discuss the following points by asking questions.

**Professional judgement**
What is professional judgement based on?
- knowing your students
- being clear about what you are assessing
- considering the nature and quality of your students’ work.

**Collaboration with colleagues**
Why is it important to collaborate with colleagues?
- to evaluate the evidence
- ensure valid, reliable and comparable judgements are made about student achievement.

(Small faculties or sole teachers of a subject may use online web tools to communicate and collaborate with colleagues in different schools or regions.)
**Applying the Common Grade Scale**

Each grade summarises the standard (quality) of achievement.

The grade describes:
- the depth of knowledge and understanding
- the range of skills that students working at that standard typically demonstrate.

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**Time allocated: 3 minutes**

**Presenter:**

Allow participants to read the slide and ask questions.

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**Time allocated: 15 minutes**

**Presenter:**

**Activity**

1. Provide the Common Grade Scale for Preliminary Courses handout to participants and ask them to read each standard and highlight the key phrases and discriminating terms used in each of the grade descriptions.

   For example:
   - A – extensive, apply, highly developed, creative, critical thinking, perceptive, complex.
   - B – thorough, well developed, creative, critical thinking, complex.
   - C – sound, selecting and integrating, appropriate.
   - D – basic, selecting and using, descriptive.
   - E – elementary, applies with guidance, recounting.

2. Discuss each term to ensure participants are clear about their meaning.

3. Request that each participant select one grade (A, B, C, D or E) and instruct them to write two sentences that describe their expectations of ‘What’ and ‘How well’ a student at this level would achieve at the end of Year 11 in the course/s they teach.

4. Ask participants to share their sentences with the group and discuss.

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**Best Practice in Awarding Grades**

- administer a range of activities that address a range of outcomes
- consider students’ work samples
- apply the Common Grade Scale for Preliminary Courses

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**Time allocated: 2 minutes**

**Presenter:**

State that the Common Grade Scale for Preliminary courses should be used to award grades at the end of Preliminary courses.

If you have an internet connection, click through to the Board of Studies NSW website to show where the Common Grade Scale for Preliminary Courses can be found.

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**Time allocated: 3 minutes**

**Presenter:**

**Brainstorming Activity**

Ask participants to raise any issues they have experienced when assigning grades and how they resolved them.
Please Note: Course Performance Descriptors are used to guide the awarding of grades for all subjects in Stage 5. The Common Grade Scale for Preliminary Courses is used to guide the awarding of grades for all subjects at the end of each Stage 6 Preliminary course.
The scenarios reflect the processes and practices that teachers may use in schools to award grades in both Stage 6 Preliminary and Stage 5 courses.

Allocated time: Each scenario is under 2 minutes in length. To complete all four scenarios, including discussion, allow 20 minutes.

Presenter:
Activity
1. Ask participants to choose one or more of the four scenarios listed.
2. Click on the number icon to see the video of the scenario.
3. Select the Play button by hovering your mouse over the bottom of the television screen.
4. Play video until question is asked of the participants, then pause the video.
5. Ask participants for their response to the question.
6. Click on pause again to continue the video.
7. Continue with further scenarios as applicable.
Alternatively, if you are unable to watch the animations, selected individuals can role-play the issues using the script included in the Consistent Teacher Judgement Portfolio Package.

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Presenter:
Hover mouse over lower section of television screen to see video controls.
Pause the video when a question is asked of the audience.

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### Time Allocated: 2–3 minutes

**Presenter:**

Raise any further situations participants have experienced when awarding grades.

Discuss as a group how these situations may have been resolved.

**Stimulus examples that school policy should address:**

- Grades for one class are significantly different from the other classes studying the same syllabus content. How could this happen? What structures can be put in place to ensure consistency in grading across the year?
- What if a student hasn’t performed due to unforeseen circumstances. For example: extended illness or being new to the school.
- How do you grade a student who is capable but doesn’t hand in several assignments?

**Questions for special needs and life skills:**

**Q:** How will grades be determined for students with special education needs who have had adjustments made to assessment activities?

**A:** Some students with special education needs may require adjustments to enable equitable access to assessment activities. The adjustments allow students to demonstrate what they know and can do in relation to the course objectives and outcomes. Teachers use this information to...
make an on-balance judgement of the student’s overall achievement at the end of the course. The same grade descriptions are to be used for all students.

Q: Are grades awarded for students taking Life Skills courses?
A: The Board of Studies NSW does not require a grade to be submitted for students taking Life Skills courses. Achievement of outcomes in these courses is recorded as either ‘achieved’ or ‘achieved with support’ on the student’s Profile of Student Achievement.

Q: How should schools report achievement for students with special education needs?
A: Sectors and individual schools may determine the most appropriate method of reporting achievement throughout the year for students with special education needs. For some students, it may be appropriate to report on outcomes and goals identified through the collaborative curriculum planning process. There is no requirement to use grades to report achievement for students taking Life Skills courses.

### Time Allocated: 2 minutes

**Presenter:**
If you have an internet connection, click on each of the dot points above to link through to the relevant sections of the Board of Studies NSW website.

If you do not have an internet connection, the next four slides are images of the relevant sections of the Board of Studies NSW website. This will give the participants an idea of where to go to find more information.

### Allocated time for slides 17–20: 5 minutes

**Presenter:**
These slides provide an overview of the resources available on the Assessment Resource Centre (ARC) and RoSA websites. Teachers are best advised to visit these pages at a later stage. Teachers may also like to advise students to visit this website.

### Allocated time: 5 minutes

**Presenter:**
Return to the questions raised at the start of the session. Have they all been answered?
If not, either answer/seek help from others in the audience to answer or agree to find the answers.
Are there any questions you think the Board of Studies NSW should include in its FAQs?
**Further Activities**

Suggestions for whole-school or faculty planning:

1. Collaboratively design/evaluate existing assessment tasks and plan to collect graded assessment tasks for future reference
2. Collaborative grading of work samples

Time Allocated: 1–3 hours depending on number and complexity of assessment tasks and work samples.

Presenter:
The activities suggested here are designed to follow this 2-hour presentation and are optional.
The Further Activities do not contribute towards Institute Registered professional development.

Resources:
Activity 1 – A short PowerPoint presentation (5 slides) and activity sheet are included in the *Consistent Teacher Judgment Portfolio Package*. Activity 2 – A step-by-step process for completing this activity is included in the *Consistent Teacher Judgment Package*. Student work samples are required and should ideally be sourced from the school. If none are available the Assessment Resource Centre website: [http://arc.boardofstudies.nsw.edu.au/](http://arc.boardofstudies.nsw.edu.au/) contains ungraded work samples that may be used for this purpose.