

[Completion of Assessment Items](#) for policies that may require the award of a V grade.

4.3.6.5 Status (S) Grade

Colleges may award a grade of Status (S) when a student is unable to complete work in a unit because of illness or misadventure. (Refer to 4.3.13 [Special Consideration](#) and 8.9.3 [Students with Major Disabilities](#))

Illness and misadventure refer to events, such as documented sickness or injury, depression, bereavement, mishap, calamity or disaster, that have directly affected the performance of a student in a particular unit of study. Misadventure does not include a lack of understanding of English.

The award of the Status (S grade) should be seen as a “last resort” and only awarded if a student has completed insufficient work in a unit to justify the award of a grade on the A-E scale. A grade of Status (S) should not be given for any other reason.

Status can be awarded in C courses. If Status is given, the students will not be credited with any competencies for the relevant unit.

In situations where a student is suffering from long term illness, colleges should develop a long-term strategy that can encourage study that will be graded A-E and scored (where T unit). Colleges are encouraged to take a “case management approach” to long term illness and not an “ad hoc” semester by semester approach. Situations of long-term illness can be addressed through part-time study, study over 2-5 years or deferment of study.

All instances for the award of Status (S) should be documented within the college.

If the grade S is awarded, the unit counts towards the formation of courses and the units needed for the award of a Senior Secondary Certificate and Tertiary Entrance Statement, within the requirements specified under section 4.3.6.8 Number of Status (S) and Recognition (R) Units Awarded.

Requirements relating to the awarding of a Status grade can be waived in exceptional circumstances with the permission of the Executive Director, BSSS.

4.3.6.6 Recognition (R) Grade

The grade Recognition (R) is awarded to units recognised for studies completed in other jurisdictions.

4.3.6.7 Units from Other Systems

Refer to 8.9.2.1 [Transferring from within the ACT system](#) and 8.9.2.2 [Transferring from outside the ACT system](#).

4.3.6.7.1 Recognition in Specified BSSS Units

Recognition may be awarded in Board units where a student has studied work deemed by the principal to be equivalent to year 11 or 12 studies offered by the college. (Refer to 4.3.14.4 [Courses from Other Jurisdictions](#)) The actual unit awarded in the first instance should be a specified Board unit.

4.3.6.8 Number of Status (S) and Recognition (R) Units Awarded

Units with a grade of Status (S) and Recognition (R) as described above can be given with the following guidelines:

For all accredited (T, A and M) courses, with the exception of 4.3.14.4 [Courses from other Jurisdictions](#).

A minor course must include a minimum of one standard unit for which an A-E grade is awarded, and a score if a course score is to be awarded.

1. First incident of breach of discipline	One or more of the following penalties to be imposed subject to the degree of the infringement: Penalties (a) to (f)
2. Subsequent breach(es) of discipline	One of the following penalties to be imposed subject to the degree of the infringement and previous breach(es) of discipline: Penalties (b) to (g)

Counselling of students is a key component of the process. After the first incident of a breach of discipline, the letter to the student must include a warning about the consequences of subsequent breaches.

4.3.13 Special Consideration

Special consideration at the assessment item level is the ‘first resort’ that schools should use if a student’s assessment performance is affected by illness or misadventure.

Status through the awarding of an S unit grade for more than one occurrence is the ‘last resort’ when the school determines that, due to a student’s illness or misadventure, there is insufficient evidence in assessment items to grade and rank. (Refer to 4.3.6.5 [Status \(S\) Grade](#))

In the event a student has suffered short-term illness or mis-adventure, the school should document procedures for special consideration for specific assessment items and comment the action against the correct Markbook entry.

For any assessment item, affected by special consideration, at least one of the following alternatives will be adopted:

- Alternative assessment items
- Modification of existing assessment items
- Extension on submissions of work of that item
- Deferring assessment of that student until an assessment item/s required for critical assessment can be completed. (Does not apply to the last assessment period in year 12)
- Sitting assessments at times different from other students, with adequate security/controls
- Extra time allowed for assessment items
- Exemption from completing particular assessment items.

The Board expects that schools will establish documented protocols for the selection of appropriate alternatives, taking into account student needs, unit requirements and school constraints.

In a unit where some assessment items are estimated, and an A to E grade is awarded, a minimum of 50% of assessment, by weight, must be substantially completed by the student.

The primary aim is to provide assessment opportunities for that student to demonstrate evidence for grading and ranking in an environment that is not only fair to the student who has suffered the illness or misadventure, but to all students.

Situations, other than illness and misadventure, may involve the use of special consideration in the form of extensions of deadlines and alternative assessment items. Other situations for example would include significant sports representation. It is the principal’s responsibility to determine what constitutes the use of special consideration for other events that are not classed as illness or misadventure. These situations should address the need for students to show evidence of performance. The awarding of Status is not appropriate in these cases.

Schools should keep adequate documentation when determining all cases of special consideration. Consideration should be based on enabling a student's performance in assessment items relevant to that unit of study.

Note also that consideration does not imply the subjective alteration of marks on assessment items.

4.3.14 Courses

4.3.14.1 Reporting Units Associated with Courses

Units studied as part of a course are to be grouped together and reported with that course on the ACT Senior Secondary Certificate. A student must be credited with the highest level of course accreditation possible.

No unit that should be associated with a completed course may be reported in Ungrouped Units

No completed T course can be deleted or reduced in course type by placing the units in another T or A course, with the following exceptions:

- where course accreditation allows, all the units from a completed course may be transferred, unchanged, to provide credit in another course which is in the same Scaling Group
- where the units have been accredited as part of an Integrated course. (Refer to 3.3.5.6 [Accreditation of Integrated Courses](#))
- in problem situations the principal should approach the Executive Officer - Certification and Assessment for permission to make an individual change.

4.3.14.1.1 Units from other Courses

Where a course allows, such as an integrated course or specific course rules, units from a course may be counted towards the course type of another course

Where a student has completed less than a minor in a Tertiary accredited course and also some units in the corresponding Accredited course the Tertiary accredited units can be moved into the Accredited course.

Where a student has completed less than a minor in an Accredited course and also some units in the corresponding Modified course the Accredited units can be moved into the Modified course.

When a course is rewritten the units from the old course can be placed under the new course heading in order for the student to obtain one combined course.

Refer to 4.3.14.5 [Duplicate Courses and Content](#)

4.3.14.1.2 Structured Workplace Learning in Courses

Refer to 10.2.4 [Structured Workplace Learning](#).

4.3.14.2 Course Score Calculations

Students are awarded a course score for each T and H course completed. These scores indicate the relative ranking of students within a group and are not designed to show a level of achievement in that course.

Course scores are not reported on the ACT Senior Secondary Certificate. Scaled scores for T and H courses are reported on the Tertiary Entrance Statement.

The distribution shape and the rank order of the group given by the college are maintained. The premises for calculating and reporting course scores are:

4.3.6.2.2 Storage of Unit Assessment Data

It is expected that all record keeping will be in an ACS Markbook. There should be one Markbook for each unit in any one assessment period. A Markbook can be used to process unit scores for more than one unit in an assessment period. For T units the Markbook will include raw marks, standardised scores, Z scores and the addition of all assessment items (in the correct weightings).

Records for A units should include results for all assessment items.

Marks altered must be documented in the Markbook. The reason for alteration must be included in the documentation. The awarding of V grades and Status must also be explained.

All students enrolled in a particular unit must have a record in the correct Markbook. No student or assessment item should be deleted.

Changes to raw unit scores as a result of meshing different units and courses in a scaling group must also be documented in Markbooks.

Markbooks should be complete within two teaching weeks of the end of the assessment period and in the case of the end of year 12 on the day that course scores are due or at a date negotiated with the Executive Officer - Certification and Assessment.

4.3.6.3 Unit Grades (A-E), Participated (Q), Pass (P)

A student's achievement in A, T, and M courses is reported on the Senior Secondary Certificate using a five point A to E scale, relative to the unit goals and against Framework achievement standards. (Refer to 8.3.1 [Generic Achievement standards](#))

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students have demonstrated their ability to complete and submit tasks within a specified time frame.

In an R unit, the grade P is awarded if the student has satisfied the requirements for the unit, otherwise a V grade is awarded.

In a C course or a Structured Workplace Learning unit:

- students are awarded a Pass if they have achieved at least one of the competencies in the unit and have met the attendance (refer to 4.3.8 [Attendance/Participation](#)) and assessment (refer to 4.3.9 [Completion of Assessment Items](#)) requirements. The actual competencies achieved by the student are recorded on the vocational Certificate or Statement of Attainment
- students are awarded the grade Participated if they have complied with the BSSS requirements relating to attendance (refer to 4.3.8 [Attendance/Participation](#)) and completion of assessment items (refer to 4.3.9 [Completion of Assessment Items](#)) but have not achieved any of the competencies in the unit.

In an E course, a student's achievement will be shown as a Pass for each registered unit awarded. The Board does not prescribe the distribution of Unit Grades. It does publish distribution statistics. (Refer to 9.2.3 [Unit Grades in H courses](#))

4.3.6.4 Not Assessed (V) Grade - (Units do not Count)

A V grade is awarded when a student does not satisfy the assessment or attendance requirements of a unit. While a V grade will appear on some printouts it will not appear on the Senior Secondary Certificate or Statement of Achievement. Refer to 4.3.8 [Attendance/Participation](#) and to 4.3.9 [Completion of Assessment Items](#) for policies that may require the award of a V grade.

4.3.6.5 Status (S) Grade

Colleges may award a grade of Status (S) when a student is unable to complete sufficient assessment

in a unit because of illness or misadventure. (Refer to 4.4 [Equitable Assessment and Special Provisions](#))

The award of an S grade must be seen as a last and sparingly used option and only awarded if a student has received estimates for more than 50% of assessment by weight in a unit but has otherwise satisfied the learning goals of the unit. An S grade cannot be given for any other reason.

In situations where a student is suffering from long term illness, colleges should develop a long term strategy which provides access to courses of study that can be graded A-E and scored (when T units). Colleges are encouraged to take a case management approach to long term illness and not ad hoc or semester by semester approaches. Situations of long term illness can be addressed through study over 2-5 years, including part-time or deferment of study.

All instances for the award of an S grade will be documented by the college and recorded in ACS.

If an S grade is awarded, the unit may count towards the formation of a course and the units needed for the award of a Senior Secondary Certificate and Tertiary Entrance Statement, within the requirements specified under section 4.3.6.8 [Number of Status \(S\) and Recognition \(R\) Units Awarded](#).

4.3.6.6 Recognition (R) Grade

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4.3.6.7 Units from Other Systems

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4.3.6.7.1 Recognition in Specified BSSS Units

Recognition may be awarded in Board units where a student has studied work deemed by the principal to be equivalent to year 11 or 12 studies offered by the college. (Refer to 4.3.13.4 [Courses from Other Jurisdictions](#)) The actual unit awarded in the first instance should be a specified Board unit.

4.3.6.8 Number of Status (S) and Recognition (R) Units Awarded

Units with a grade of Status (S) and Recognition (R) as described above can be given with the following guidelines:

For all accredited (T, A and M) courses, with the exception of 4.3.13.4 [Courses from other Jurisdictions](#).

A minor course must include a minimum of one standard unit for which an A-E grade is awarded, and a score if a course score is to be awarded.

A major course must include a minimum of 2 standard units with an A-E grade, and a score if a course score is to be awarded.

A major/minor course must include a minimum of 3 units with an A-E grade, and a score if a course score is to be awarded.

A double major course must include a minimum of 4 standard units with an A-E grade, and a score if a course score is to be awarded.

Units with a grade Status (S) and Recognition (R) cannot be awarded to students completing an abridged package.

At least 8.5 of the A, T, M, H, C, E or W units being used to meet the minimum units required for the issue of an ACT Senior Secondary Certificate must not have Status grades.

Officer - Certification and Assessment. The Executive Officer - Certification and Assessment will calculate an appropriate ACT course score based on documentation and correspondence with the original state.

4.3.13.5 Duplicate Courses and Content

Identification of duplicate content in courses is generally done at the course accreditation/registration stage. However, the responsibility for preventing undesirable overlap of content studied by a student rests with the principal of the student's home college.

Where a student undertakes two or more courses which the Executive Director, BSSS determines to be substantially alike, only one of the courses or applicable units will be reported on and count towards the requirements for a Senior Secondary Certificate and Tertiary Entrance Statement.

- If one or more of these courses is being studied at an institution other than the student's home college, the home college course will be the one counted and reported on the certificates
- If all courses are being studied at the home college the principal will decide which course/units are to be retained
- If two or more courses which have significant overlap of content are being studied at institutions other than the home college, the principal of the student's home college will determine which course/units are to be reported on and count towards the student's certificates.

In making the decision on which course/units to retain, the principal should take into account the accreditation type of the course and the course type completed by the student.

The Office of the BSSS will inform colleges of any cases of apparent duplication or overlap of courses which come to notice.

4.4 Equitable Assessment and Special Provisions

4.4.1 Principles

The Board supports the following principles of equitable assessment and special provisions:

- All students must have reasonable opportunity to demonstrate their knowledge, skill and learning outcomes when faced with adversity outside of their control, such as disability, illness or misadventure.
- Protocols for the selection of special provisions should be documented and consistently and equitably applied. They should consider student needs, unit requirements and school constraints.
- The long term learning outcomes of the student should be a central consideration.
- Special provisions must maintain assessment against the achievement standards, unit goals and unit content descriptions and not reduce validity and reliability of the assessment.
- Special provisions should not give one candidate an unfair advantage over another.
- A student's assessment results should reflect performance, not potential.
- Assessment practices should be consistent with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.
- Students may choose to study towards their Senior Secondary Certificate over an extended timeframe as required.
- There should be alignment between students receiving special provisions in the AST and

school-based assessment.

4.4.2 Eligibility

4.4.2.1 Disability

A student is eligible for special provisions if they are considered to be disadvantaged by a functional disability. This may be for some or all assessment tasks.

Formal diagnosis by a medical practitioner, psychologist or relevant consultant is not necessarily required and can be imputed.

Schools must maintain the following:

- Current evidence of the functional effect of the disability. For example, a dyslexia diagnosis should also include information such as current reading and writing speed. 'Current' refers to documentation within 2 years prior to the start of the current year.
- Documentation of provisions implemented in assessment tasks.
- Agreement with the student or carer as appropriate.
- If imputed, schools should also detail why the student cannot obtain relevant documentation and diagnosis.

4.4.2.2 Illness

A student is eligible for special provisions if they are considered to be disadvantaged by an illness during or immediately prior to an assessment.

Students should provide appropriate medical evidence, such as a medical certificate, to the school.

4.4.2.3 Misadventure

A student is eligible for special provisions if they are considered to be disadvantaged by an unforeseen mishap, calamity or disaster.

Students should provide appropriate documentary evidence to the school as soon as practically possible.

4.4.2.4 Other

Special provisions for situations other than illness and misadventure, such as state/national sports representation or work placements, may be approved by the principal. Estimates are generally not suitable in these circumstances.

4.4.3 Types of Special Provisions

Equitable assessment and special consideration can take different forms depending on the student, situation, and assessment requirements. These could be condition or task modifications, deferring assessment or exemption (Estimate).

Assessment requirements and special provisions should be clearly communicated to the student.

4.4.3.1 Modifications to Assessment Conditions

Reasonable adjustments to the assessment conditions to mitigate disability, illness or misadventure may include, but not limited to:

- Extensions or extra time
- Rest or movement breaks

- Change of location
- Use of appropriate aides such as a scribe, word processor or screen reader.

4.4.3.2 Task Modifications or Alternate Assessment

Assessment of the key knowledge, understandings and skills of the unit may be made accessible to students with the disadvantage of disability, illness or misadventure through reasonable task modifications or alternate assessment.

4.4.3.3 Deferring Assessment

Schools may defer assessment for completion outside the assessment period. Schools may use the Pending (Z) unit grade in ACS for this purpose while assessment is deferred. Processes must be in place to ensure deferred assessment is followed up and legitimate grades and scores are entered.

4.4.3.4 Assessment Estimate

Exemption to an assessment may be appropriate if it is not possible for a student to complete the task with condition or task modifications while maintaining the integrity of the task or due to time constraints. Estimates should be the last resort.

A result should be estimated by using other assessment results available in the current or past semesters. Extra weight may be given to assessment of a similar type.

Estimated assessment items should be identified in ACS through the relevant flag.

As per section 4.3.6.5 [Status \(S\) Grade](#), a student should not be awarded an A – E grade if more than 50% of assessment, by weighting, is estimated.

4.4.4 Equitable Assessment and Special Provision Decision Process

Schools are responsible for determining how a disability, illness or misadventure disadvantages or has disadvantaged a student on an assessment task or tasks and the appropriateness of any type of special provision or special provision plan. These decisions should be made systematic through a centralised decision-making process to ensure equity and consistency.

Care should be taken that modifications do not overly change the relevant cognitive demand in demonstrating the achievement standards or, particularly in T courses, give an unfair advantage over other students.

Schools are required to have a process of review for special consideration decisions for students who wish it.

4.5 Storage and Release of Assessment Data

4.5.1 College-Based Information

The data used to compile unit grades or scores, and course scores should be retained or disposed of by colleges in accordance with the Territory Records Act 2002, the Territory Administrative Records Disposal Schedule (TARDiS) and the policies and procedures of the relevant sector authorities. Unit reports to students that contain the unit grade/score and the teacher comment are held by colleges. Colleges' faculty records, lists of units or courses and certification data should be held in accordance with the procedures referred to in this section. These should be retained or disposed of in accordance with Territory and sector requirements.

4.5.1.1 College Responsibilities Relating to Changes in Data

Colleges are responsible for developing and documenting procedures for tracing and recording edits