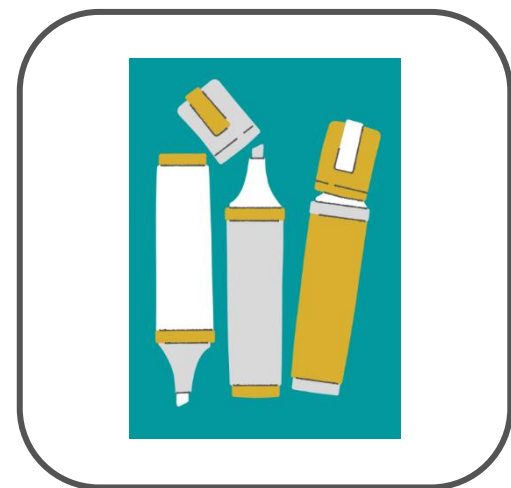


# Final assessment records and reporting

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Tuesday 15 March 2022

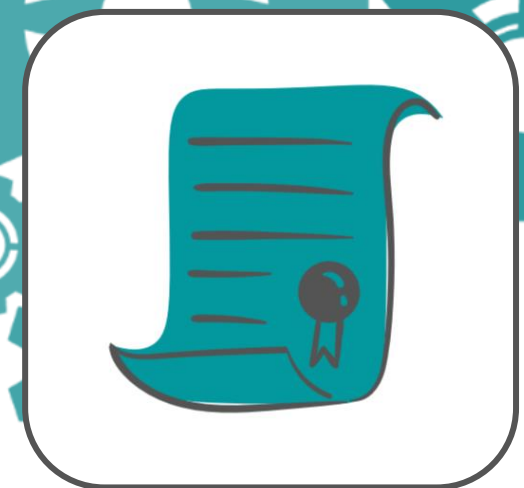
# The Office of Tasmanian Assessment, Standards and Certification



**ASSESSMENT**



**STANDARDS**



**CERTIFICATION**

# OUTCOMES FOR SESSION



## Learning Intentions:

- **Know:**  
The final assessment records and reporting requirements for TASC accredited course delivery
- **Understand:**  
The connections between quality teaching and learning and TASC accreditation requirements
- **Do:**  
Interact with final assessment records and TASC reporting requirements



## Success Criteria:

### You will be able to:

- Identify the connections between quality teaching and learning and TASC accreditation requirements
- Identify and articulate key elements of TASC final assessment records and reporting requirements
- Confidently maintain record for final reporting TASC courses in 2021



## Other Desired Outcomes:

- To establish connections between teachers new to TASC courses and the avenues of support
- To foster confidence in teachers who are new to TASC courses and the TCE

**Scope and  
sequence**

**Learning  
plan**

**Unit/Module  
plan**

**Assessment  
Matrix**

**Record of  
Assessment**

**Attendance  
Record**





# PLANNING, TEACHING AND ASSESSING

## Assessment Matrix

Whatever the format:

- date
- assessment tasks/title
- indication if task is a work requirement
- criterion/ia to be assessed
- criterion standard elements to be assessed (in best practice)
- relative weighting/significance.

DATE	Assessment TASKS	Criterion 1				Criterion 2				Criterion 3				Criterion 4				Criterion 5				Criterion 6				Criterion 7			
		E1	E2	E3	E4	E1	E2	E3	E4	E1	E2	E3	E4	E1	E2	E3	E4	E1	E2	E3	E4	E1	E2	E3	E4	E1	E2	E3	E4
1 February	Task 1	✓		✓		✓	✓	✓	✓	✓								✓	✓	✓	✓								✓
3 March	Task2 ♦			✓							✓		✓		✓	✓	✓					✓	✓	✓	✓			✓	
8 April	Task 3						✓	✓	✓					✓	✓	✓	✓									✓	✓	✓	✓
9 May	Task 4 ♦									✓		✓	✓					✓	✓	✓	✓					✓			
25 July	Task 5		✓		✓	✓								✓		✓						✓		✓	✓				
9 August	Task 6									✓	✓	✓		✓		✓													
15 Sep	Task 7										✓							✓		✓	✓		✓	✓			✓		
22 October	Task 8 ♦	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓

Minor assessment task
Medium assessment task
Major assessment tasks

- ✓ assessable criteria  
♦ Work requirement

Please note – this is an ‘example only’ for the purposes of discussion.



# PLANNING, TEACHING AND ASSESSING

# Assessment Record

# PLANNING, TEACHING AND ASSESSING

## Assessment Record

STUDENT NAME: *Dale Black*

Assessment Tasks	Date
Mapping Test	12-Mar
Essay #1	19-Mar
Minor Project #1	5-Apr
Revision Test #1	16-Apr
Essay #2	1-May
Worksheet on seas and oceans	8-Jun
Worksheet on countries	14-Jun
* Minor Project #2	2-Jul
Revision Test #2	1-Aug
* Major Project	1-Sep
Test	4-Sep
* Essay #2	9-Sep

\* address TASC work requirement

Weighting key

Minor task	
Medium Weighting	
Major Task	

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
	C	C-	D	C+		C+
C-		C-		C		
C+	C	C	C+		C+	C+
Z	Z		C-			Z
B	B-	B		B	B	
B	B-	B	B		B	
B			B-	B+		B+
B+	B+	B+	B+	B		
	C+		B	B		B
A	A-	A		A	A	
	A-	A-	A	A	A	A
A	A-	A		A	A	A

FINAL RATINGS

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Final Assessment Rubric:  
<write 'rules' for making final judgements here>

For every individual student assessment record:

- Assessment tasks (Assessment Matrix)
- Date of the assessment
- Ratings per criterion
- Assessment tasks/title
- Indication if task is a work requirement
- Weighting key
- Final assessment rules

*Please note – this is an 'example only' for the purposes of discussion.*

**Assessment information for schools - TASC**

**Internal assessment Information**



# PLANNING, TEACHING AND ASSESSING

## Assessment Record

STUDENT NAME: Dale Black

Assessment Tasks	Date
Mapping Test	12-Mar
Essay #1	19-Mar
Minor Project #1	5-Apr
Revision Test #1	16-Apr
Essay #2	1-May
Worksheet on seas and oceans	8-Jun
Worksheet on countries	14-Jun
* Minor Project #2	2-Jul
Revision Test #2	1-Aug
* Major Project	1-Sep
Test	4-Sep
* Essay #2	9-Sep

\* address TASC work requirement

Weighting key

Minor task

Medium Weighting

Major Task



Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
	C	C-	D	C+		C+
C-		C-		C		
C+	C	C	C+		C+	C+
Z	Z		C-			Z
B	B-	B		B	B	
B	B-	B	B		B	
B			B-	B+		B+
B+	B+	B+	B+	B		
	C+		B	B		B
A	A-	A		A	A	
	A-	A-	A	A	A	A
A	A-	A		A	A	A

FINAL  
RATINGS

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Final Assessment Rubric:

<write 'rules' for making final judgements here>

Please note – this is an ‘example only’ for the purposes of discussion.

# PLANNING, TEACHING AND ASSESSING

## Assessment Record

		CRITERION 1 apply self-directed, transdisciplinary inquiry skills								CRITERION 2 utilise project management skills to manage the inquiry process				CRITERION 3 determine research methodologies and utilise appropriate tools and methods						CRITERION 4 apply ethical understanding throughout all phases of the inquiry						CRITERION 5 apply personal and social capabilities in the process of inquiry				CRITERION 6 apply creative and critical thinking to analyse and synthesise reasoning and procedures					CRITERION 7 apply metacognition to reflect on processes and transfer knowledge into new contexts						CRITERION 8 communicate in a range of modes and contexts								
Task	Date	Element 1	Element 2	Element 3	Element 4	Element 5	Element 6	Element 7	Element 8	Element 1	Element 2	Element 3	Element 4	Element 1	Element 2	Element 3	Element 4	Element 5	Element 6	Element 1	Element 2	Element 3	Element 4	Element 5	Element 6	Element 1	Element 2	Element 3	Element 4	Element 5	Element 6	Element 1	Element 2	Element 3	Element 4	Element 5	Element 6	Element 1	Element 2	Element 3	Element 4	Element 5	Element 6						
Initial question	22-Feb	A						A																																									
Initial proposal (major)	26-Mar	A	A					A		A	A	A	A	B	A	B		A								A	A	A	A														B				C	C	
Timeline (minor)	29-Mar												A																																				
Smart goals 1	29-Mar											A																																					
Proposal feedback reflection questions	29-Mar					C																																											
Reflective journal (minor)	9-Apr								A	A		A																																					
Proposal resubmit	2-Apr	A	A		A	C+		A						A	A	A		A								A	A	A	A																				
Executive panel presentation	24-May													A	A	A	A	C	A																														
Smart goals 2	30-Apr									A	A	A	A																																				
Data quiz	14-May																																																
Reflective journal + communication log	28-May				A	B-		A	A	A		A																																					
Smart goals 3	27-Jun									A	A	A	A																																				
Peer pitch	5-Jul													NA	NA	NA	NA	NA	NA																														
Literature review	5-Jul				A					A							A	A	A	A	A	A																											
Reflective journal + communication log	2-Jul			A	A	B		A	A	A		A	A																																				
Final Inquiry product	11-Sep	A	A	A	A		A	A		A		A		A	A	A	A	A	A	A	A	A	A																										
Executive summary	11-Sep						A	A		A																																							
Reflective journal + communication log	6-Aug			A	A	B		A	A	A		A	A																																				
Inquiry folio	17-Oct	A	A	A	A		A	A	A	A		A		A	A	A	A	A	A	A	A	A																											
Presentation script + PowerPoint	23-Oct									A																																							
August reports		A								A				A						A						C					C						C												
Internal		A								A				A						A						A					B						B						A						
Exceptional Achievement	12A's, 2B's (5A's, 1B external)																				* Note <b>bold</b> = major assessment * proposal/literature review etc submitted/resubmitted for feedback other times for feedback on students request																												
High Achievement	6A's, 6B's, 2C's (2A's, 3B's, 1C external)																																																
Commendable Achievement	8B's, 5C's (2B's, 3C's external)																																																
Satisfactory Achievement	12C's (4C external)																																																
Preliminary Achievement	7C's																																																

Please note – this is an ‘example only’ for the purposes of discussion.

# COURSE AWARDS

an algorithm dictates an student's final award

## Workplace Maths Level 2

### Award Requirements

[More information](#)

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the 7 ratings.

The minimum requirements for an award in this course are as follows:

#### EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 1 'B' rating

#### HIGH ACHIEVEMENT (HA)

3 'A' ratings, 3 'B' ratings, 1 'C' rating

#### COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 2 'C' ratings

#### SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

#### PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('Z' notation) will be issued with a PA (Preliminary Achievement) award.

## Computer Graphics and Design Level 3

### Award Requirements

[More information](#)

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from external assessment).

The minimum requirements for an award in Computer Graphics and Design Level 3, are as follows:

#### EXCEPTIONAL ACHIEVEMENT (EA)

10 'A', 3 'B' ratings (4 'A', 1 'B' from external assessment).

#### HIGH ACHIEVEMENT (HA)

5 'A', 5 'B', 3 'C' ratings (2 'A', 2 'B', 1 'C' from external assessment).

#### COMMENDABLE ACHIEVEMENT (CA)

7 'B', 5 'C' ratings (2 'B', 2 'C' from external assessment).

#### SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (3 'C' from external assessment).

#### PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings.

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('Z' notation) will be issued with a PA (Preliminary Achievement) award.

# COURSE AWARDS

an algorithm dictates an student's final award

## Computer Graphics and Design Level 3

### Award Requirements

[More information](#)

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from external assessment).

The minimum requirements for an award in Computer Graphics and Design Level 3, are as follows:

#### EXCEPTIONAL ACHIEVEMENT (EA)

10 'A', 3 'B' ratings (4 'A', 1 'B' from external assessment).

#### HIGH ACHIEVEMENT (HA)

5 'A', 5 'B', 3 'C' ratings (2 'A', 2 'B', 1 'C' from external assessment).

#### COMMENDABLE ACHIEVEMENT (CA)

7 'B', 5 'C' ratings (2 'B', 2 'C' from external assessment).

#### SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (3 'C' from external assessment).

#### PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings.

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

[Courses - TASC](#)



# COURSE AWARDS BRINGING ALL OF THE PIECES TOGETHER

## Level Prelim-1 and Level 2

- Internal assessments
- Internal rating submission to TASC

## Level 3 and Level 4 with an external exam

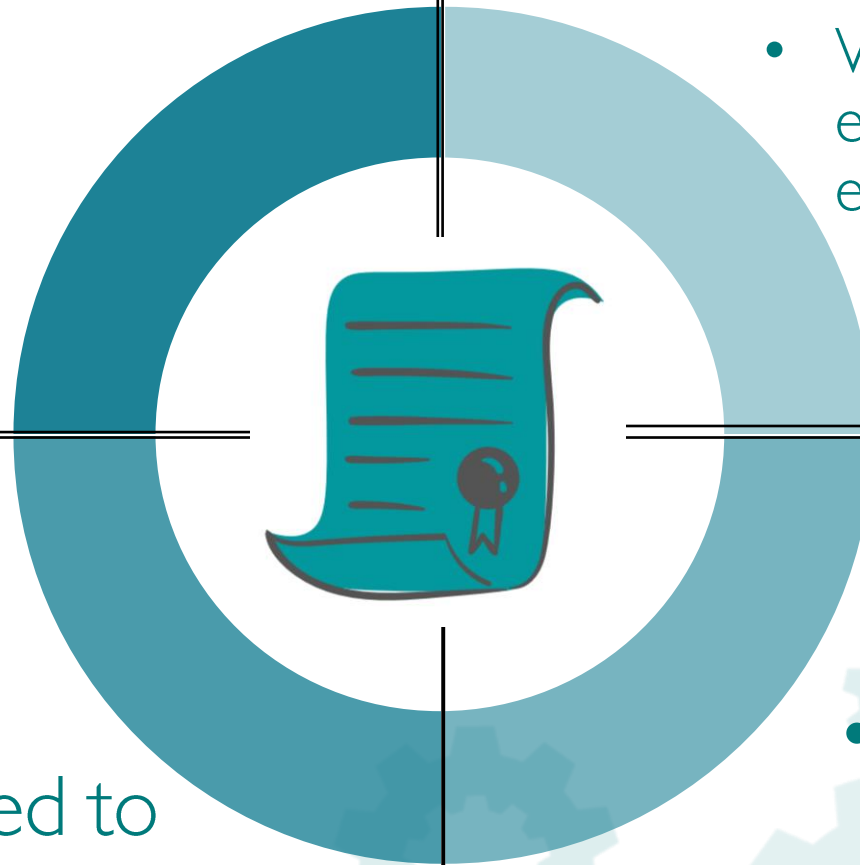
- Written /performance/oral examinations - Students 'sit' externally supervised exams

## Level 3 with an externally assessed folio

- Folio work – submitted to TASC for marking by a marking panel

## All Level 3 and Level 4 Courses

- External assessment/  
External marking





# Sharing *final* internal ratings with students

STUDENT NAME: Dale Black

Assessment Tasks	Date
Mapping Test	12-Mar
Essay #1	19-Mar
Minor Project #1	5-Apr
Revision Test #1	16-Apr
Essay #2	1-May
Worksheet on seas and oceans	8-Jun
Worksheet on countries	14-Jun
* Minor Project #2	2-Jul
Revision Test #2	1-Aug
* Major Project	1-Sep
Test	4-Sep
* Essay #2	9-Sep

\* address TASC work requirement

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
C-	C	C-	D	C+		C+
C+	C	C	C+		C+	C+
Z	Z		C-			Z
B	B-	B		B	B	
B	B-	B	B		B	
B			B-	B+		B+
B+	B+	B+	B+	B		
	C+		B	B		B
A	A-	A		A	A	
	A-	A-	A	A	A	A
A	A-	A		A	A	A

FINAL RATINGS

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Final Assessment Rubric:  
<write 'rules' for making final judgements here>

Weighting key

Minor task	
Medium Weighting	
Major Task	



## Final Internal Ratings Report

TASC provides this example Final Internal Assessment Ratings Report to assist schools to meet Standard 6 under the Standards for Providers. Schools can use their own report to meet the requirements.

### FINAL INTERNAL RATINGS REPORT [YEAR]

Course: TAS215118 – Tasmanian Aboriginal Studies Level: 2

Student's name: Jane Smith

Report date: 18 October 2021

Internal Ratings against Course Criteria:

1	2	3	4	5	6	7
A	B	C	B	B	B	B

Talk to your teacher if you have any questions about your internal ratings. Your teacher can advise you of the school's processes to request a review of your internal ratings if required.

Student's signature: \_\_\_\_\_ Teacher's signature: \_\_\_\_\_

Course criteria:  
The assessment for Tasmanian Aboriginal Studies Level 2 is based on the degree to which the learner can:

- communicate historical and anthropological ideas and information
- apply inquiry skills to plan and undertake investigations into historical and contemporary Aboriginal issues
- use evidence and historical terms, concepts and ideas to support interpretations and arguments
- describe Tasmanian Aboriginal culture and cultural practices, early to contemporary
- describe the perspectives, experiences and effects of colonisation on Tasmanian Aboriginal societies
- describe and assess the role and contribution of Tasmanian Aboriginal people, historically and in the contemporary period
- identify and describe historical and cultural issues of land and place from the perspectives and beliefs of Tasmanian Aboriginal people.

External assessment requirements:  
No external assessment.

Award requirements:  
The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 7 ratings.

The minimum requirements for an award in Tasmanian Aboriginal Studies Level 2 are as follows:

Overall award	Criterion achievement ratings required
EXCEPTIONAL ACHIEVEMENT (EA)	6 'A' ratings, 1 'B' ratings
HIGH ACHIEVEMENT (HA)	3 'A' ratings, 3 'B' ratings, 1 'C' rating
COMMENDABLE ACHIEVEMENT (CA)	5 'B' ratings, 2 'C' ratings
SATISFACTORY ACHIEVEMENT (SA)	6 'C' ratings
PRELIMINARY ACHIEVEMENT (PA)	4 'C' ratings

A learner who otherwise achieves the rating for a SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

# PLANNING, TEACHING AND ASSESSING

## Assessment Record

### Sharing *final* internal ratings with students

#### Document requirements

- Course title
- Student Name
- Date provided
- Place to sign
- Internal ratings against criteria
- Algorithm/Award requirements

*An opportunity for a conversation about the possible awards.*

TASC provides this example Final Internal Assessment Ratings Report to assist schools to meet Standard 6 under the Standards for Providers. Schools can use their own report to meet the requirements.

### FINAL INTERNAL RATINGS REPORT [YEAR]

Course: **TAS215118 – Tasmanian Aboriginal Studies** Level: **2**  
Student's name: **Jane Smith**  
Report date: **18 October 2021**

Internal Ratings against Course Criteria:

1	2	3	4	5	6	7
<b>A</b>	<b>B</b>	<b>C</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>

Talk to your teacher if you have any questions about your internal ratings. Your teacher can advise you of the school's processes to request a review of your internal ratings if required.

Student's signature: \_\_\_\_\_ Teacher's signature: \_\_\_\_\_

Course criteria:  
The assessment for **Tasmanian Aboriginal Studies Level 2** is based on the degree to which the learner can:

1. communicate historical and anthropological ideas and information
2. apply inquiry skills to plan and undertake investigations into historical and contemporary Aboriginal issues
3. use evidence and historical terms, concepts and ideas to support interpretations and arguments
4. describe Tasmanian Aboriginal culture and cultural practices, early to contemporary
5. describe the perspectives, experiences and effects of colonisation on Tasmanian Aboriginal societies
6. describe and assess the role and contribution of Tasmanian Aboriginal people, historically and in the contemporary period
7. identify and describe historical and cultural issues of land and place from the perspectives and beliefs of Tasmanian Aboriginal people.

External assessment requirements:  
**No external assessment.**

Award requirements:  
The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from **7** ratings.

The minimum requirements for an award in **Tasmanian Aboriginal Studies Level 2** are as follows:

Overall award  
**EXCEPTIONAL ACHIEVEMENT (EA)**  
**HIGH ACHIEVEMENT (HA)**  
**GOOD ACHIEVEMENT (GA)**

Criteria:

# PLANNING, TEACHING AND ASSESSING

## Assessment Record

### Sharing *final* internal ratings with students - *Right for review*

Schools will have policies and procedures in place to ensure that the student has are informed about their predicted ratings before the internal ratings are submitted.

- Timeframes are important
- Your planning and assessment documentation supports the end result
- Final ratings are based on the assessment record
- Written notification and archiving student verification

#### Final Internal Ratings Report

#### TASC providers for standards - Standard 6

#### TASC Standards for providers

TASC

TASC provides this example Final Internal Standards for Providers. Schools can use this template.

### FINAL INTERNAL RATINGS

Course: **TAS215/18 - Tasmanian Aboriginal Studies Level 1**

Student's name: **Jane Smith**

Report date: **18 October 2021**

Internal Ratings against Course Criteria:

1	2	3	4
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

Talk to your teacher if you have any questions about the internal rating processes to request a review of your internal ratings.

Student's signature: \_\_\_\_\_

Course criteria:  
The assessment for **Tasmanian Aboriginal Studies Level 1** includes:

1. communicate historical and anthropological ideas
2. apply inquiry skills to plan and undertake investigations
3. use evidence and historical terms, concepts and ideas
4. describe Tasmanian Aboriginal culture and cultural practices
5. describe the perspectives, experiences and effects of colonialism
6. describe and assess the role and contribution of Tasmanian Aboriginal people
7. identify and describe historical and cultural issues of Tasmanian Aboriginal people

External assessment requirements:  
**No external assessment**

Award requirements:  
The final award will be determined by the Office of Tasmanian Assessment, Standards and Reporting.

The minimum requirements for an award in **Tasmanian Aboriginal Studies Level 1** are:

Overall award	Minimum requirements
<b>EXCEPTIONAL ACHIEVEMENT (EA)</b>	4 A's
<b>HIGH ACHIEVEMENT (HA)</b>	3 A's and 1 B
<b>COMMENDABLE ACHIEVEMENT (CA)</b>	2 A's and 2 B's
<b>SATISFACTORY ACHIEVEMENT (SA)</b>	1 A and 3 B's



## FINAL INTERNAL RATINGS DUE DATES

- **Level 3 and Level 4** internal ratings are due to TASC by end of October, early November each year
- **Level 1, 2 and Preliminary** internal ratings are due to TASC by mid-November November

Take away question:

What quality assurance mechanisms does 'our' school have to ensure that the final internal ratings are accurately submitted?



## VERIFICATION OF INTERNAL RATINGS PERIOD

- Internal ratings verification period for **Level 3 and 4 courses** end early November each year
- Internal ratings verification period for **Level 1, 2 and Preliminary courses** mid November

This is a time where *minor corrections* may be made.

Verification process – DoE schools

Verification process – Catholic and independent school



## Where to for support?



- TASC
  - [TASC website](#)
  - School-based TASC Liaison Officer
  - [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au)
- Years 9-12 Learning
  - [Years 11 and 12 website](#) (cross sector support)
  - [Online resources](#)
  - [Communities of practice](#)
- Student career and pathway planning support  
[Careerify](#)

# Where to for support?



[Years 11 & 12 - Years 11 & 12 \(education.tas.gov.au\)](https://education.tas.gov.au)

Select Language ▾

DEPARTMENT OF EDUCATION *learners first*



## Years 11 & 12

Search this site



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**COVID-19 Advice – 2022**

### Years 11 & 12

[Course Development](#)

[Years 11 and 12 Moderation](#)

[Learning Areas](#)

[Relevant TASC Documentation](#)

[Planned Course Provision](#)

### Vocational Learning

[Vocational Learning](#)

[Career Education](#)

[Vocational Education and Training](#)

[Apprenticeships and Traineeships  
for school-aged learners](#)

[Work-Based Learning](#)

### The Years 9 to 12 Project

[The Years 9 to 12 Project](#)

[Packages of Learning](#)

[General Capability Short](#)

[Qualifications](#)

[Years 9 to 12 Teaching, Learning  
and Assessment Guides](#)

[DRAFT Integrated Model for  
Course Design and Delivery](#)

[Focus Area Profiles](#)

### Quality Teaching

[Communities of Practice](#)

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# Where to for support?



**Years 11 & 12**

Search this site



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[Home](#) » [Communities of Practice](#) **Department of Education**

Print this page



## Communities of Practice

Years 9 – 12 Learning has established a number of Microsoft Teams sites for teachers of Years 9 to 12 students. The intention of these Teams sites is to provide a space that will allow you as teachers to collaborate and develop a community of practice across sectors, and share resources and ideas with your peers working in similar learning areas.

The content found on these Teams sites is just a starting point, with content increasingly driven by the teaching community, sharing resources that you find most effective in supporting your students learning from home. The following outlines the Teams sites that have been established.

### How to Join a Community of Practice

If you are a DoE teacher, please [access join codes and instructions](#).

If you are a teacher from the Catholic or Independent sector you need to have an email address associated with a Microsoft Office 365 account. If your school email address is already linked with an Office 365 account, please [register](#). If you don't have an email address linked to an Office 365 account, please [create an account](#) first and then [register](#). More help on MS Teams is available at the [Microsoft Education Centre](#).

### Full list of Teams sites available

Microsoft Teams sites for Senior Secondary Courses



Microsoft Teams sites for VET subjects



**Independent and Catholic Schools**



## Online Resources **Department of Education**

### Online Canvas Course Development for Years 11 and 12

#### About the courses

The courses will support students in extension high schools, colleges and non-government schools, as well as providing curriculum support for teachers. They are designed to suit a variety of learner contexts ranging from fully online through to augmenting face-to-face delivery. The courses represent one way of presenting the relevant TASC course, but teachers are encouraged to adapt the content to meet their own needs.

#### Accessing the resources

These courses are available for viewing in Canvas. The following documents provide additional information on how to access and download these resources:

- [DoE Teachers – How do I view Years 11 and 12 resources if I teach at a DOE school? \(using generic login\)](#)
- [DoE Teachers – How do I view and access Years 11 and 12 resources via Canvas Commons \(using my DOE credentials\)](#)
- [How do I access Years 11 and 12 resources if I teach at a Catholic or Independent school? \(using generic login\)](#)
- [How do I download an offline version of a Canvas Course?](#)

Canvas courses available for use in 2021



Virtual Learning Tasmania Canvas content currently available



Canvas modules currently under development



# Where to for support? – Department of Education



## Department of Education Teacher Support

The Department of Education's Principal Education Officers Years 11 and 12 (North and South) from the Years 11 and 12 team are available to further support teachers in schools and Colleges with the TASC requirements outlined today.

### Principal Education Officers - Years 11-12 Contact details:

#### South

Emma Aorangi [emma.aorangi@education.tas.gov.au](mailto:emma.aorangi@education.tas.gov.au) WK: 61656395 0428548096

Sandra Guerzoni [sandra.guerzoni@education.tas.gov.au](mailto:sandra.guerzoni@education.tas.gov.au) WK: 61658029 0417745985

#### North

Adrian Lewis [adrian.lewis@education.tas.gov.au](mailto:adrian.lewis@education.tas.gov.au) WK: 0422195541

Susan Oakden [susan.oakden@education.tas.gov.au](mailto:susan.oakden@education.tas.gov.au) WK: 0436812968



# Where to for support? – Catholic Education Tasmania



Catholic Education Tasmania:  
TASC/Senior Secondary Specialist – Project 23

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Catholic Education Tasmania

# Where to for support? – Independent Schools Tasmania



Independent Schools Tasmania

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# OUTCOMES FOR SESSION



## Learning Intentions:

- **Know:**  
The final assessment records and reporting requirements for TASC accredited course delivery
- **Understand:**  
The connections between quality teaching and learning and TASC accreditation requirements
- **Do:**  
Interact with final assessment records and TASC reporting requirements



## Success Criteria:

### You will be able to:

- Identify the connections between quality teaching and learning and TASC accreditation requirements
- Identify and articulate key elements of TASC final assessment records and reporting requirements
- Confidently maintain record for final reporting TASC courses in 2021



## Other Desired Outcomes:

- To establish connections between teachers new to TASC courses and the avenues of support
- To foster confidence in teachers who are new to TASC courses and the TCE

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