

QA Readiness Checklist for Schools and Teachers

End of Term 3/Term 4

This checklist is designed from a TASC Quality Assurance (QA) lens to help school leaders and teachers ensure they are ready for the Term 4 internal rating submission and verification process. It incorporates TASC requirements, *Standards for Providers* expectations, and key reporting timelines.

Overall Check for Term 3 Priority Actions

In the period for end of Term 3 and start of Term 4, schools should have completed the following in alignment with [TASC Key Dates](#). Further details about each item in the Readiness Check are provided after the table.

PROVIDER STANDARD	READINESS CHECK	COMPLETED
Standard 2: Assessment Validity and Reliability	Assessment records are up-to-date and complete.	☐
Standard 2: Assessment Validity and Reliability	Students at risk of incomplete assessment evidence have been identified.	☐
Standard 2: Assessment Validity and Reliability	Remaining assessment and additional assessment opportunities have been planned or completed.	☐
Standard 2: Assessment Validity and Reliability	Internal moderation activities have been completed or scheduled.	☐
Standard 2: Assessment Validity and Reliability	Draft final internal ratings have been calculated and checked against assessment evidence.	☐
Standard 2: Assessment Validity and Reliability	Students likely to receive one or more 'z' ratings have been identified.	☐
Standard 2: Assessment Validity and Reliability	Students at risk of a Limited Achievement (LA) Award have been identified and informed.	☐
Standard 5: Assessment Rating Review and Appeal	Processes for internal ratings review and appeal have been reviewed and are operating effectively.	☐

PROVIDER STANDARD	READINESS CHECK	COMPLETED
Standard 5: Assessment Rating Review and Appeal	Review and appeal procedures have been communicated to students.	☐
Standard 5: Assessment Rating Review and Appeal	Timelines allow reviews and appeals to be completed before final ratings are submitted to TASC.	☐
Standard 6: Governance and Compliance	Enrolment audit completed and all class lists verified.	☐
Standard 6: Governance and Compliance	Any <i>exceptional</i> course movement requests have been identified and submitted to TASC.	☐
Standard 6: Governance and Compliance	School timelines regarding final internal ratings, student acknowledgement of ratings and verification processes have been published.	☐
Standard 6: Governance and Compliance	Roles and responsibilities for teachers, Learning Area Leaders, TLOs and school leaders have been clearly communicated.	☐
Standard 6: Governance and Compliance	Quality assurance schedule has been established for submission and verification activities.	☐
Standard 6: Governance and Compliance	Record-keeping and archiving arrangements are in place.	☐
Standard 6: Governance and Compliance	Teaching staff understand final internal rating submission and verification requirements.	☐
Standard 6: Governance and Compliance	Quality control processes are in place to check reporting accuracy.	☐
Standard 7: Continuous Improvement	Previous reporting or verification issues have been reviewed and actions implemented to reduce future risk.	☐

PROVIDER STANDARD	READINESS CHECK	COMPLETED
Standard 7: Continuous Improvement	Quality assurance processes have been reviewed and refined for the current year's (and future year's) reporting cycle.	☐
Standard 7: Continuous Improvement	School leaders are confident that final internal ratings can be submitted accurately and on time in Term 4.	☐

Leadership and TLO Checklist

Standard 6: Governance and compliance

School processes

- ☐ Review the school's procedures for final internal rating determination, moderation of ratings, reporting, verification and appeals.
- ☐ Confirm responsibilities are clearly assigned for:
 - Teachers
 - Learning Area Leaders
 - TLO
 - Assistant Principal
 - Principal
- ☐ Ensure *Provider Standard 6* requirements regarding dispute resolution and review of internal ratings are documented and current.
- ☐ Confirm all staff know the school's internal deadlines which should occur before TASC deadlines.

Further information:

- [FAQ-What-are-schools-responsibilities-for-reporting-final-internal-ratings-to-TASC.pdf](#)
- [FAQ-What-are-schools-responsibilities-for-reporting-final-internal-ratings-to-students.pdf](#)
- [FAQ-How-can-schools-manage-late-submission-of-assessment.pdf](#)
- [FAQ-How-do-I-know-if-I-am-marking-comparatively.pdf](#)
- [FAQ-What-are-the-record-keeping-and-archiving-requirements.pdf](#)

Standard 6: Governance and compliance processes

Student enrolments and exceptional course movements

Accurate enrolments are a prerequisite for accurate final reporting. [Course movements](#) closed on **1 September**, and schools are now unable to independently amend course enrolments in TRACS.

September deadline: In early September, schools should have completed enrolment checks and identified any students requiring an exceptional course movement. Delays or any incorrect enrolments may lead to reporting issues, missing internal ratings, verification problems, and inaccurate Statements of Results.

Check:

- ☐ The school can demonstrate that all current enrolments have been checked
- ☐ Teachers have confirmed the accuracy of their class lists
- ☐ All required course movement requests have been submitted via TRACS
- ☐ Evidence is available for all exceptional course movement requests
- ☐ Enrolment records are aligned with reporting records

Further information:

- [FAQ-How-should-schools-manage-student-course-movement.pdf](#)

Standard 5: Assessment Rating Review and Appeal

Student appeals process

September action: Schools should review their appeal procedures before the end of Term 3 so that any rating reviews can be completed before final ratings are submitted to TASC.

- ☐ Confirm the school's internal ratings review/appeals process is:
 - documented
 - communicated to students
 - communicated to parents/carers where appropriate
- ☐ Ensure timelines allow appeals to be completed before final ratings are submitted to TASC.
- ☐ Confirm evidence requirements and review panel arrangements are understood.
- ☐ Establish secure storage arrangements for appeal documentation.

Further information:

- [FAQ-What-are-my-responsibilities-for-internal-assessment.pdf](#)
- [FAQ-What-are-schools-responsibilities-for-reporting-final-internal-ratings-to-students.pdf](#)

Standard 6: Governance and compliance processes

Quality Assurance Systems

- ☐ Develop and communicate a quality-control schedule covering:
 - September enrolment audits
 - October/November internal ratings submission activities
 - November verification activities

☐ Confirm processes for:

- checking missing ratings
- checking data entry accuracy
- teacher sign-off
- verification sign-off
- record retention

☐ Schedule time for TLOs to:

- run Missing Internal Ratings Reports
- run Rating Verification Reports
- submit any post-verification change requests to TASC, with supporting documentation

Teacher Checklist

Standard 2: Assessment validity and reliability and Standard 6: Governance and compliance

Assessment evidence

Term 3 focus: By the end of Term 3, teachers should have identified all students at risk of incomplete evidence and implemented any remaining assessment or reassessment opportunities.

- ☐ Ensure sufficient assessment evidence has been gathered for every criterion.
- ☐ Identify students at risk of incomplete evidence.
- ☐ Finalise any outstanding assessments, additional assessment opportunities, or negotiated submissions.
- ☐ Confirm assessment records are complete and support proposed ratings.
- ☐ Ensure ratings accurately reflect achievement against course criteria.

Further information:

- [FAQ-What-are-my-responsibilities-for-internal-assessment.pdf](#)
- [FAQ-What-are-the-requirements-for-an-assessment-matrix-and-record.pdf](#)

Determining Final Internal Ratings

Late Term 3 and early Term 4: Internal moderation activities should be completed before indicative final ratings are provided to students.

- ☐ Calculate indicative final internal ratings for all students.
- ☐ Ensure ratings are supported by evidence and the Teacher Rationale.
- ☐ Check consistency across classes where multiple teachers teach the same course.
- ☐ Participate in any school-based moderation processes.
- ☐ Review any unusual rating patterns before submission.

Further information

- [FAQ-How-do-I-write-a-rationale-for-final-internal-ratings.pdf](#)
- [FAQ-What-are-schools-responsibilities-for-reporting-final-internal-ratings-to-TASC.pdf](#)

Students with Incomplete Evidence

- ☐ Identify students who have not demonstrated achievement against one or more criteria.
- ☐ Ensure teachers understand that:
 - Blank ratings are treated as "z" ratings during submission.
 - Students should not receive partial ratings.
 - A rating must be entered for every criterion.
- ☐ Discuss implications of "z" ratings and potential Limited Achievement outcomes with affected students.

Important exception:

- ☐ Music (MSM315120) teachers understand the optional criteria requirements and only enter the relevant pathway ratings.

Student Communication Requirements

Standard 6: Governance and compliance

Final internal ratings advice

Prior to result submission to TASC: Students must be informed of their indicative/final internal ratings and provided an opportunity to access the school's review process before ratings are reported to TASC.

- ☐ Students have been informed of their indicative/final internal ratings before submission.
- ☐ Students have acknowledged or signed the school's *Final internal ratings* report.
- ☐ Copies are retained according to school procedures.
- ☐ Students have been informed of:
 - their ratings
 - their right to request a review
 - the process and timeline for review

Further information:

- [FAQ-What-are-schools-responsibilities-for-reporting-final-internal-ratings-to-students.pdf](#)