



Government of **Western Australia**
School Curriculum and Standards Authority



English as an Additional Language or Dialect

Common Oral Assessment Task
Handbook

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to elders past and present.

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School Curriculum and Standards Authority
303 Sevenoaks Street
Cannington WA 6107

For further information, please contact:
Telephone: +61 8 9273 6300

Email: info@scsa.wa.edu.au

Web: www.scsa.wa.edu.au

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Introduction

All students enrolled in the Year 12 English as an Additional Language or Dialect (EAL/D) ATAR course are required to complete the common oral assessment task (COAT) developed by the School Curriculum and Standards Authority (the Authority) for the course.

The COAT is compulsory and forms part of the school-based assessment for the Year 12 EAL/D ATAR course.

The Authority is responsible for developing and providing the COAT to schools. Schools will be required to administer and assess the COAT using the marking key provided as part of the school-based assessment program during the period specified by the Authority in the *Activities Schedule*.

This handbook provides information about:

- the purpose of the COAT
- administering the COAT
- how feedback is used to assist teachers.

Note: SIRS (<https://sirs.scsa.wa.edu.au>) and SIRS2 (<https://sirs2.scsa.wa.edu.au>) are both used throughout the COAT process. Both SIRS and SIRS2 have the same login and password. A table summarising the relevant system to be used throughout the COAT process may be found on page 16.

1. Purpose of the COAT

The COAT is a separate assessment task, with a weighting of 10 per cent for the pair of units, developed by the Authority and distributed to schools for administering to students enrolled in the Year 12 EAL/D ATAR course.

The COAT is intended to be a fair, valid and authentic assessment for students enrolled in the Year 12 EAL/D ATAR course. It allows students to demonstrate their understanding of the content studied in Unit 3 and the oral skills they have developed.

The COAT:

- supports the fair assessment of student achievement in the Year 12 EAL/D ATAR course
- supports subsequent statistical moderation processes for the Year 12 EAL/D ATAR course
- establishes common understandings of the course standards and related content
- is **not** an examination and does not function as an examination.

The COAT is administered and marked by the classroom teacher/s delivering the course using the script, stimulus material and marking key provided by the Authority (see Section 3.3).

Schools are required to submit the audiovisual recordings and the raw marks for each criterion for each student to the Authority (see Sections 5 and 6).

When the COAT has been marked by the teacher/s, and all marks and recordings have been submitted, the Authority reviews a sample of the COAT recordings. The Authority will select a representative sampling from each class to be reviewed through independent marking (see Section 7.1).

The feedback provided in the Authority's reports in SIRS enables the teacher/s of the course at the school to reflect on their marking practice (see Section 8). Teachers will not be required to change student marks based on this feedback; however, teachers will be encouraged to review and, where appropriate, adjust their marking to align with the Year 12 EAL/D ATAR course standard.

The Authority may initiate a grading review or other moderation activities based on the COAT data (see Section 9).

2. Developing the COAT

During Term 3 in the year preceding the administration of the COAT, the Authority notifies schools of the syllabus learning contexts on which the COAT will be based via the *7to12Circular* and the EAL/D course page on the Authority website. This notification enables schools to ensure that at least one of the identified learning contexts is taught prior to the administration of the COAT.

The COAT is developed during the year preceding its administration. The COAT panel consists of:

- one or two contracted writer/s who must not be teaching the Year 12 EAL/D ATAR course
- one or two contracted checker/s who must not be teaching the Year 12 EAL/D ATAR course
- the Authority's Principal Consultant – Curriculum and Assessment for the Year 12 EAL/D ATAR course
- the Authority's Principal Consultant – Examination Development for the Year 12 EAL/D ATAR course.

The Authority's EAL/D Curriculum Advisory Committee (CAC) meets in the year prior to advise on the two COAT contexts. This advice is provided to the panel to develop the COAT.

The COAT is:

- a practical oral assessment task based on an interview format
- constructed to be completed in 15 minutes by each student (five minutes preparation and a 10-minute interview)
- based on learning contexts selected from Unit 3
- developed to provide discrimination between students of differing abilities
- designed for students to demonstrate understanding and knowledge of the Unit 3 syllabus content (skills and strategies) learnt throughout the course, referring to stimulus material provided by the Authority and showcasing a student's level of engagement with classroom learning contexts
- developed in conjunction with the marking key that will be used by teachers.

3. Coordinating the COAT at school

3.1. Role of the school

The COAT is administered in schools under invigilated conditions during a period in Term 2 designated by the Authority. It is to be completed within 15 minutes per student.

For the COAT, as for all school-based oral assessment tasks, the school:

- chooses the specific dates and times during which the COAT will be administered
- checks the COAT stimulus materials have been delivered to the school

- ensures that a device with a camera (e.g. laptop, mobile device, tablet) is available to record all students as they complete the COAT. Note: all recordings must be saved in .mp4 format and in accordance with the naming protocol provided by the Authority
- ensures the COAT is assessed by the classroom teacher. Other staff may assist in the implementation of the COAT, e.g. an interviewer and/or a supervisor for the preparation time
- applies, where necessary, its senior secondary assessment policy if a student is unable to sit the COAT within a reasonable timeframe. In the RSCOT file, enter a 'Y' in the absent flag column and leave the criteria mark columns blank where a student was absent from the COAT
- applies the same special arrangements for a student to sit the COAT as for any other school-based assessment the student has undertaken. No application to the Authority is required. Typically, schools refer to the Authority's *Equitable Access to Assessment Policy and Guidelines*
- ensures internal comparability strategies are applied where more than one teacher is delivering the course, i.e. where there is more than one Year 12 EAL/D ATAR class, all the classes complete the COAT during the same time period.

Note: audiovisual recordings submitted to the Authority will **not** be returned to schools after the Authority's reviewing process and will be disposed of in accordance with the Department of Education's retention and disposal policy. Schools are advised to retain a copy of the audiovisual recordings.

3.2. Role of the school's COAT contact

Each school is required to provide the name of a COAT contact when updating their provider contacts in SIRS. This may be the EAL/D teacher. This person will require access to SIRS and SIRS2. The COAT contact is also the **only** person with the access to upload students' audiovisual files to SIRS2.

The Authority liaises with the school's COAT contact regarding the:

- delivery of the COAT stimulus materials
- availability of the WA student number (WASN) identification sheets and marks collection form from SIRS, and the marking key from the EAL/D page on the Authority website
- submission of the audiovisual recordings for all students to the Authority.

Note: the COAT stimulus materials will arrive packed in a tamper-proof bag. The secure bag must remain sealed until the COAT is administered.

The COAT stimulus material consists of one Teacher Guide and one set of ten stimulus images.

The school COAT contact can download a WASN identification sheet for each student from SIRS. This sheet can be used by each student to identify themselves in the saved recording. To download a WASN identification sheet:

1. Log in to SIRS.
2. Click on **Reports**.
3. Click on **Other Reports** and select **Students**.
4. Select report **CSE232** from the drop-down list.

The school COAT contact can download the marks collection form from SIRS2. The marks collection form will need to be photocopied to ensure there is one for each student.

A COAT preparation booklet will be available for download from the EAL/D course page of the Authority website. The school should copy these booklets for the students to use during preparation time. The completed booklets do **not** need to be submitted to the Authority.

The school's COAT contact is responsible for the following activities.

On receipt of the COAT materials

Check the contents to ensure there is a set of stimulus materials for the COAT. Do not open the tamper-proof bag to do this check.

Prior to the task administration period

1. Check student enrolments by running report **CSE028 – Student Course Enrolment by Provider** in SIRS and compare this with the school enrolments.
2. Inform dataservices@scsa.wa.edu.au of any enrolment discrepancies.
3. Check that there is:
 - a WASN identification sheet for each student enrolled in the course
 - sufficient COAT preparation booklets for each student enrolled in the course
 - a copy of the COAT marking key.

The WASN identification sheets are available for download from SIRS. The COAT preparation booklet and marking key are available to download from the EAL/D page of the Authority website at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>.

4. Download report **COT001 – COAT Achievements by class** from SIRS for a list of students in the Year 12 EAL/D ATAR course by class.
5. Ensure teachers/supervisors are familiar with how to use the equipment to record and save the COAT in the required .mp4 format.
6. Inform teachers that the marked COAT audiovisual recordings must not be deleted by the school and should be kept in accordance with the school's retention and disposal policy.
7. Inform teachers that a student's mark for the COAT and feedback on their performance can be provided to the student once the administration period is over.
8. From the date provided, a marks collection form can be downloaded from SIRS2. The school should make sufficient copies to assess each student.
9. Brief each teacher and supervisor to explain the administration of the task, marking, recording of marks, submission of raw marks and audiovisual recordings.

On the day/s the school administers the COAT

1. Ensure teachers/supervisors have read the instructions for administering the COAT (see Section 4).
2. Check the teacher has:
 - a WASN identification sheet for each student in the class
 - a sufficient number of COAT preparation booklets for the class
 - a set of stimulus materials for the COAT
 - the marking key for the COAT
 - a marks collection form for each student
 - report COT001 from SIRS, which lists each student's name and their eight-digit WASN
 - appropriate audiovisual technology to record and save each student's COAT.
3. Check the set-up of the interview room/s (see Section 4.1).

4. Advise teachers that they must record on the marks collection form a mark for each criterion and a total mark. Teachers must retain the marks collection forms, consistent with the requirements of the *WACE Manual*.

During the administration of the COAT

1. Be available to provide assistance to the teacher and/or supervisor as required.
2. Check to ensure the COAT is being administered under invigilated conditions.

Following the administration of the COAT

1. Schedule absent students to sit the COAT in accordance with your school's senior secondary assessment policy.
2. Ensure the COAT interviews (audiovisual recordings) have been marked in accordance with the Authority's marking key.

Following the administration and marking of the COAT interviews (audiovisual recordings)

1. Monitor the recording of marks from the teacher into your school's database. A mark of zero (0) should only be used if the student has attempted the assessment but received no marks. The criteria mark columns should be left blank, and the absent flag column should contain a 'Y' for absent students.
2. Upload (using the **RSCOT** format) the COAT total raw mark into SIRS for each student. Do not upload a percentage or a mark out of the weighting of 10 per cent.
3. Check that your upload file has been successfully processed. Verify the COAT marks have been correctly uploaded by comparing the file to the COT001 report in SIRS. Make any necessary corrections.
4. Ensure all of your COAT marks are uploaded into SIRS by the deadline.

Submission of all student audiovisual recordings

1. Check that, when the COAT audiovisual recordings are collected from teachers:
 - the file name is studentnumber.mp4
 - the student number is the eight-digit WASN
 - all recordings are saved in .mp4 format at a resolution no higher than 720p
 - there are no teacher comments or marks included in the audiovisual recording. If a teacher has included these in the recording, they must be removed prior to submitting the audiovisual recordings.
2. Upload the required audiovisual recordings to SIRS2 as follows:
 - Each recording should not exceed the 10-minute interview time allocated for each student.
 - Each student interview must be saved as a separate file and the file uploaded to SIRS2.
3. Contact Paul Cranley, Senior Consultant – Examination Logistics (Paul.Cranley@scsa.wa.edu.au) if you have any issues uploading the files to SIRS2.
4. Check to identify missing student recordings by running the **COT005 – COAT with missing recordings** report in SIRS.

3.3. Role of the teacher/s

Teachers must ensure that at least one of the identified Unit 3 learning contexts from the syllabus is taught prior to the administration of the COAT.

Teachers are responsible for marking the COAT in accordance with the Authority-provided marking key and for ensuring that the COAT is included as 10 per cent of the student's final mark.

Any queries about the COAT process should be directed to the school's COAT contact.

The teacher must follow the instructions outlined below.

Prior to commencement of the allocated time for each student

- Issue each student with a COAT preparation booklet, their WASN identification sheet and a stimulus item provided by the Authority.
- Check that students have the required items to complete the task. During the preparation time for the COAT, students should have with them the items they typically use for school-based assessments, e.g. pens, pencils, ruler, print English language dictionary with no notes.

During the allocated time for each student

- At the end of the preparation time, the student is taken to the interview room.
- Interviews may be conducted by the teacher or someone other than the classroom teacher (i.e. an interviewer) but must be marked by the classroom teacher. If the classroom teacher chooses not to conduct the interview, but rather to observe and mark in real time, the classroom teacher should mark independently and not confer with the interviewer.
- The teacher is responsible for monitoring the time during the interview.
- During the interview, the student can refer to their notes but cannot refer to a dictionary or read directly from their notes.
- Apply internal comparability strategies (as for all school-based assessment tasks), i.e. where there is more than one Year 12 EAL/D ATAR class, all the classes complete the COAT during the same period.

At the conclusion of the allocated time for each student

- Collect the COAT preparation booklet, WASN identification sheet, stimulus image and any additional paper requested by the student. These items remain at the school and are **not** submitted to the Authority.

Marking of the COAT

- Teachers are responsible for marking their students' COATs. The COAT must be marked in accordance with the marking key provided by the Authority. A marks collection form is provided for teachers to record student marks.
- Interviews may be conducted by someone other than the classroom teacher (i.e. an interviewer), but must be marked by the teacher. If the classroom teacher chooses not to conduct the interview, but rather to observe and mark in real time, the classroom teacher should mark independently and not confer with the interviewer. The interviewer must not participate in the marking process at all.
- Where schools have more than one Year 12 EAL/D ATAR class, and more than one teacher delivering the course, teachers should conduct an internal comparability process to ensure marks are consistent between classes.
- The school's COAT contact will provide the teacher/s with the marking key and marks collection form that the teacher must use when marking the task. The school's COAT contact is the only person who has access to download the marking key and marks collection form from the commencement of the COAT administration period. The COAT interviews (audiovisual recordings) must be marked in accordance with the Authority's marking key. Marks are only awarded in whole numbers. Half marks must not be used.

- Marks or comments must not be written on the COAT stimulus items or preparation booklet; the marks collection form has been provided for this purpose. The marks collection form is **not** submitted with a student's recording.
- The raw mark for each criterion is entered into the teacher's marks book for each student. The COAT is weighted as 10 per cent of the final mark for the pair of units as indicated in the assessment table in the syllabus.
- As for all school-based assessment tasks, internal comparability strategies should be applied, i.e. where there is more than one class of Year 12 EAL/D ATAR, all the classes complete the COAT during the same period.

Criteria for marking

Oral performance is assessed on what a student is able to demonstrate throughout the interview. A numerical scale will be used to assess student performance in the COAT.

Small group moderation process

Schools involved in a small group moderation (SGM) partnership are not required to moderate the COAT with their partner school/s. All students' criteria marks and audiovisual recordings should be uploaded by their respective schools. Students should be advised that COAT marks will be finalised after the external marking process.

After the external marking process, if schools involved in SGM partnerships are both found to be within tolerance, no further action will be required. If there is a discrepancy between one or more schools within an SGM partnership and the Authority's mean mark, schools in SGM partnerships will be required to review their collective COAT marks through a suitable process as outlined in the *WACE Manual*.

Where the Authority conducts further moderation activities informed by COAT data at a school involved in a partnership, schools are advised to follow the advice in the *WACE Manual*.

4. Administering the COAT

4.1. Preparation and interview room set-up

In their preparation time, the student will be given their WA student number (WASN) identification sheet, stimulus material and a COAT preparation booklet to make notes. Specific requirements for the preparation area are that it:

- should be quiet
- has a seat and desk for the student
- has a timer.

The interview room is where the student responds to the interviewer's questions. The interview must be recorded using audiovisual equipment. The audiovisual recording must clearly capture the interviewer's and student's voices, and the student's non-verbal communication. Specific requirements for the interview room are that it:

- should be a quiet room – no surrounding voices/noise
- should not have an echo
- has a white/neutral coloured backdrop behind the student
- has a seat and desk for the interviewer and for the student
- has a recording device for the interviewer – see below for specifications

- has wi-fi or a stable internet connection (if required for recording purposes)
- has a timer.

During the preparation time, the student prepares for the interview by making notes in their COAT preparation booklet, referring to their print English language dictionary if needed.

Students should be aware that the teacher will choose the questions; therefore, the notes students develop should assist them to effectively discuss issues, ideas, texts and topics related to the contexts they have studied and link them to the focus questions and images where appropriate.

4.2. Audiovisual recording specifications

The recording device should include the following specifications:

- internal or external camera
- internal or external microphone
- installed video recording software. Webex®, Microsoft Teams® or Zoom® are suitable online meeting platforms for recording the COAT. They are compatible with most operating systems and offer a free account option
- a folder specifically set up on the computer for filing each of the saved recordings or cloud-based storage that can be accessed by the teacher and/or COAT contact.

A laptop with a rear-facing or external camera is ideal for recording the COAT. This allows the interviewer to monitor the recording in real time, and the student will not see their image being recorded.

If a teacher does not have access to a laptop with a rear-facing camera or an external camera, but does have access to a laptop or computer, the COAT interview recordings can be preconfigured and then recorded using a mobile device with a camera, such as a smartphone or tablet. Webex or Microsoft Teams can be used if the settings (recording the meeting, saving to an account with cloud storage etc.) are configured using a laptop/computer prior to the administration of the COAT. This will help ensure that the recordings are saved to a server rather than the mobile device's internal storage.

It is not recommended that schools use a mobile device to record students' COAT interviews, as this may result in the files being saved only to the mobile device. These are often large, high resolution audiovisual files in an incompatible format. Significant work is then required to transfer files to a computer, ensure the file format is correct and the file size is small enough to upload.

It is also not recommended that schools use a video camera with external storage to record students' COAT interviews, as substantial editing and compression is needed to make the upload process manageable for teachers/school administrators.

4.3. Pre-testing audiovisual recordings

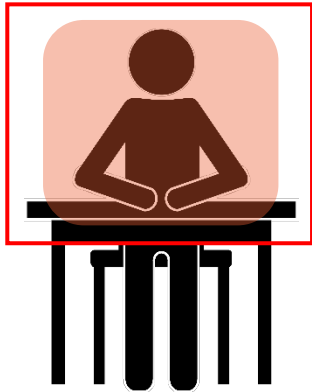
It is important to test the equipment before the COAT is administered to ensure that the teacher/supervisor is familiar with how to use the equipment

The recording process should be undertaken by school personnel. The hiring of professional recording companies is strongly discouraged.

4.4. Audiovisual recording device set-up

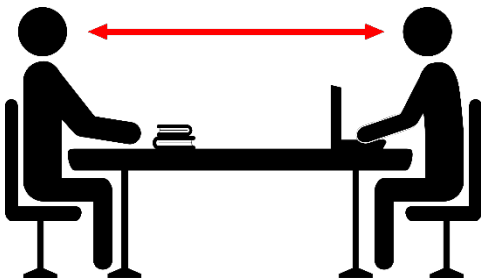
The camera should be angled towards the student to capture the upper part of their body as shown in the images below. The camera should be positioned close enough to record the student's non-verbal expressions and still capture the interviewer's voice. The suggested distance from the student to the camera is 1.5–2 metres. If the COAT is conducted remotely, ensure the student is positioned so that their head and upper body are within the frame.

Table 1. Guidance for audiovisual set-up



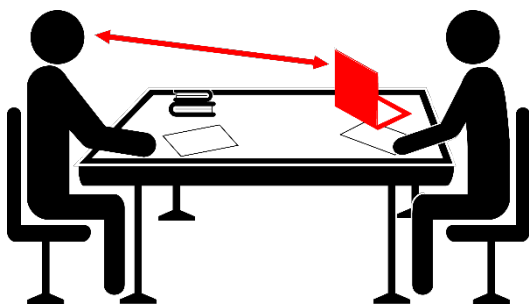
Framing for audiovisual set-up

- The student's head and upper body must be in the frame.



Distance between the interviewer and student

- 1.5–2 metres
- The interviewer should be close to the recording device to ensure that it is recording properly.



Proximity of recording device to the student and interviewer

The recording device:

- may be directly in front of the interviewer or next to the interviewer, angled towards the student
- should be 1.5–2 metres from the student or close enough to capture the student's voice and show the student's head and upper body
- should be close enough to the interviewer to clearly capture the interviewer's voice. The interviewer should not be in the frame.

4.5. Student preparation

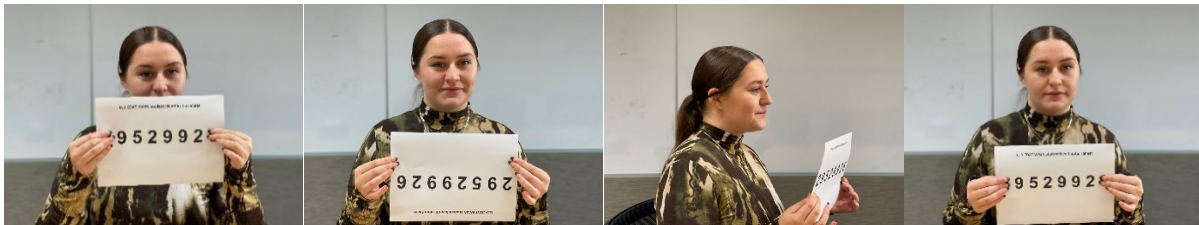
Students must not wear or carry anything that identifies them or their school. Therefore, uniforms or other items of clothing, equipment or stamped/labelled material through which a school may be identified must not be visible in the recording.

At the commencement of the interview, the interviewer should ask the student to state their WASN. The student should then be asked to hold, with both hands, their WASN identification sheet in front of their upper body (see the image below), ensuring all eight digits of the student's WASN are clearly visible. Once this image has been captured, the student can place their WASN identification sheet on the floor.

Acceptable position for holding the WASN identification sheet:



Unacceptable positions for holding the WASN identification sheet include:



4.6. Interview

During the COAT, the student engages in an interactive discussion with the interviewer/teacher.

The student should not present a sustained utterance such as a prepared speech, rather, they should respond to the questions as asked by the interviewer/teacher. A student who launches into a monologue or who recites rote learned material will be stopped by the interviewer/teacher, thanked politely and asked another question to redirect the discussion and to elicit spontaneous conversation. The student should understand that in doing this, the interviewer/teacher is assisting them to maximise their performance.

The student should only talk about issues and topics related to Unit 3. This should include, but is not limited to, the learning context to which the image and focus questions relate.

The student should respond to the interview questions with their ideas and opinions inspired by the image, drawing on their knowledge and understanding of the topics they have studied in Unit 3. The student should give precise examples from texts, where appropriate, to demonstrate their understanding of the focus and content of Unit 3.

Suggested interview timing

Interview content:	Suggested duration:
Question 1 (literal)	approximately 1 minute
Question 2 (inferential)	approximately 2–3 minutes
Question 3 (analytical)	approximately 3 minutes
Question 4 (evaluative)	approximately 3 minutes

The focus questions are organised by level of difficulty/complexity. A minimum of three questions must be asked by the interviewer/teacher, the order of which is at the interviewer's/teacher's discretion. The student should be given the opportunity to address the more conceptually demanding questions.

Follow-up questions asked by the interviewer/teacher should be open-ended and provide the student with the opportunity to express ideas and opinions. Questions should guide students to demonstrate their knowledge, understanding and skills from the syllabus through the contexts from Unit 3.

The student should use their responses to demonstrate their oral English language communication skills, including using Standard Australian English with flexibility and precision. The student should not read from their notes, but use them for reference only or as a memory prompt when asked questions by the teacher.

The interviewer/teacher begins the interview by greeting the student and it is expected that the student will respond, for example:

Interviewer/teacher: Hello, we will start the COAT now. Can you please hold up, with both hands, your WASN identification sheet? Thank you, you can put it aside now. You have been given an image and some focus questions to consider in your preparation time. What image number do you have?

Student: My image number is <...>.

Interviewer/teacher: Thank you. Let's begin. (*Asks the first question*)

The literal question provides an opportunity for the student to warm up before answering the more complex questions. However, the interviewer/teacher guides the questions and may choose to begin with any of the focus questions. The interviewer/teacher **must** ask at least three out of the four focus questions. The questions may be asked in any order. Follow-up or clarifying questions may and should be asked as appropriate. These questions should assist students to make connections between the stimulus and what they have studied in Unit 3, including, but not limited to, what they learned about an issue from a text or texts they have studied.

The maximum time allowed for the COAT interview is 10 minutes. The interviewer/teacher is responsible for conducting the interview within the allotted time and should be aware of the time throughout the interview, ensuring that at least three out of the four questions are asked, and the student has enough time to demonstrate the required skills, knowledge and understandings reflected in the marking key.

At the end of the interview, the COAT preparation booklet and WASN identification sheet must be collected from the student.

4.7. Special provisions

The Authority recognises that access to the COAT for students with a diagnosed disability, impairment, illness or impediment, could be significantly affected and adjustments may be required.

Schools are authorised to determine and implement adjustments fairly. The Authority's *Equitable Access to Assessment Policy and Guidelines* should be referred to for further information regarding adjustments and the evidence required. The guidelines can be downloaded from the Authority website at <https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>.

The School of Special Educational Needs: Sensory will inform the Authority of any student who requires a modified COAT. International schools need to email the Authority at specialprovs@scsa.wa.edu.au regarding students who require a modified COAT.

4.8. Absent students

If a student is absent when the COAT is administered but returns to school within the period when the COAT is scheduled, they are expected to complete the task under invigilated conditions. However, as for all school-based assessments, the school should apply its senior secondary assessment policy should a student not sit the COAT, and ensure the student is advised of the outcome of this action.

4.9. Compromised COAT

If a teacher suspects that a student has acted in a way to gain an unfair advantage in the COAT, they should apply the school's senior secondary assessment policy. If a school suspects that the COAT has been compromised to such an extent that it is no longer valid or reliable, the school must notify the Manager – Examination Development at the Authority.

5. Uploading COAT marks to the Authority

Schools upload the COAT raw marks by criteria for each student (using the RSCOT format) into SIRS. Marks must **not** be converted to a percentage or a mark out of the weighting of 10 per cent.

For detailed processes on recording and uploading data, and the reports available, refer to the COAT section in the *Data Procedures Manual* on the Authority website at <https://scsa.wa.edu.au/publications/data-procedures-manual>.

Schools must check that the upload has been successful by running the **COT001 – COAT achievements by class** report in SIRS.

6. Submitting audiovisual recordings

All COAT audiovisual recordings must be uploaded to the Authority via SIRS2. Only the school assigned COAT contact person can upload these files. Schools will need to ensure that they begin the upload process as soon as possible to allow sufficient time to upload all student recordings by the due date.

7. Reviewing COAT marks

The COAT review process is one of the Authority's moderation activities. It involves the independent marking of a sample of recordings from all classes in all schools.

7.1. Reviewing the Authority-selected samples

A representative sample of up to six student recordings from each class is marked by an Authority-selected marker.

Where there is a large difference between the teacher's mark uploaded by the school and the Authority's mark, the recording is re-marked independently by a second marker.

8. Providing COAT feedback to schools

After all data has been collected and analysed by the Authority, the school is provided with access to download SIRS report COT007 for the Year 12 EAL/D ATAR course.

The feedback provided in the SIRS report enables the teacher/s of the course to reflect on their marking standards. Based on the feedback, teachers may consider:

- patterns of final scores outside the tolerances
- patterns of relative student performance by item
- what information the data provides about the teacher's interpretation of the COAT marking key
- how other course assessment tasks and marking keys align with the feedback from the COAT
- to what extent the data can inform the future design, pitch and focus of school-developed oral production tasks and marking.

Where there is more than one Year 12 EAL/D ATAR class at the school, and more than one teacher delivering the course, teachers should discuss the feedback, reach a common understanding and apply the feedback consistently.

Where there is only one Year 12 EAL/D ATAR class, the teacher is advised to discuss feedback with the Head of Learning Area, Deputy Principal, colleagues from their professional network and/or the Authority's Principal Consultant – Curriculum and Assessment for the Year 12 EAL/D ATAR course.

Should the review process indicate that marking standards for the Year 12 EAL/D ATAR course at the school differ significantly from statewide standards, the teacher should adjust their marking practice for the remaining assessment tasks for the pair of units.

Where the Authority determines there is a serious and significant disparity between the school and external marking standards, further follow-up actions will be provided by the Authority.

9. Reviewing school COAT results

As part of the Authority's moderation activities, a grading review, school visit or other moderation activities may be initiated for those schools with the largest difference between the teacher's mark and the Authority's mark. Moderation activities will be conducted during Term 3.

In extreme cases, the Authority may decide to externally mark all the COATs from a school and require the school to use the Authority's marks.

10. Using SIRS and SIRS2 in the COAT process

The table below identifies the relevant system to be used throughout the COAT process.

Process	SIRS
Updating COAT school contact details	SIRS
Downloading a list of students in the Year 12 EAL/D ATAR course by class (COT001)	SIRS
Checking the Year 12 EAL/D ATAR course enrolments (CSE028)	SIRS
Downloading the COAT preparation booklet	EAL/D page of website
Downloading the WASN identification sheet	SIRS
Downloading the marking key	EAL/D page of website
Downloading the marks collection forms	SIRS2
Uploading COAT raw marks	SIRS
Verifying uploaded COAT raw marks (COT001)	SIRS
Uploading audiovisual recording and student audiovisual files	SIRS2
Checking for missing student audiovisual recordings (COT005)	SIRS
Downloading COAT feedback report (COT007)	SIRS

11. Contacting the Authority

Query	Team	Contact
Enrolments	Data Services	dataservices@scsa.wa.edu.au or 9273 6344
Syllabus and COAT content enquiries	Principal Consultant – EAL/D (Curriculum and Assessment)	louise.dodman@scsa.wa.edu.au or 9273 6785
Login and password (SIRS and SIRS2 have the same password)	SIRS Helpdesk	sirshelp@scsa.wa.edu.au or 9273 6719
Receipt of COAT stimulus materials	Examination Logistics	paul.cranley@scsa.wa.edu.au or 9273 6795
Upload of student recordings	Examination Logistics	paul.cranley@scsa.wa.edu.au or 9273 6795
Upload of marks	Data Services	dataservices@scsa.wa.edu.au or 9273 6344
Feedback reports from SIRS	Principal Consultant – EAL/D (Curriculum and Assessment)	louise.dodman@scsa.wa.edu.au or 9273 6785