

ASSESSMENT AND REPORTING POLICY

PURPOSE

Greensborough College supports consistent assessment practices which inform reporting on student learning.

This policy outlines Greensborough College expectations for the assessment, recording and monitoring of student performance.

At Greensborough College we believe that assessment is both *for* and *of* learning.

SCOPE

This policy applies to all Year 7-10 students and to staff responsible for assessment and reporting at Greensborough College.

RATIONALE

Greensborough College has developed this Assessment and Reporting Policy to ensure that there is a consistent and formalised approach to:

- providing students with opportunities to demonstrate their abilities
- ascertaining achievement against state-wide Victorian Curriculum and Assessment Authority (VCAA) curriculum standards with an emphasis on growth and each individual's achievement
- document our adhesion to current Victorian Curriculum mandates and best practice in terms of assessment
- ensuring students and parents have access to accurate and timely information about their children's progress.

The specific requirements and expectations of students and staff will depend upon students' year level, specific learning needs and/or course of study undertaken.

An Assessment and Reporting Implementation Guidelines document for staff, consistent with this policy, will be developed and updated as required.

DEFINITIONS

ASSESSMENT

"Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students." (Victorian Curriculum and Assessment Authority 2021)

"Formative assessment is assessment for learning.

Any assessment that is used to improve teaching and learning. It is timely and used to pinpoint student needs, informing teachers' next steps. Best-practice formative assessment is where each step of the assessment process is carefully considered as part of the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like: How is learning progressing? What will be learned next?" (Adapted, but with reference to Victorian Curriculum and Assessment Authority 2021)

“Summative assessments is assessment of learning.

This assessment usually occurs at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of student knowledge, skills and understanding at a point in time. Summative assessments can also be used formatively, since they can inform future planning for student learning.” (Victorian Curriculum and Assessment Authority 2021)

Assessment Feedback has a highly positive impact on learning. Feedback should be timely, consistent and include advice for future improvement.

Common Assessment Tasks (CATs) are used to ensure that the content delivered in classes is consistent and of a high quality. These major assessment tasks are co-created by teachers and administered to all of their students across multiple classes of the same subject and year level. (Reasonable adjustments will be made to tailor the task to the needs of the student).

ASSESSMENT

Teams of teachers will collaborate to design appropriate assessments aimed at gathering ongoing information about student progression and to inform future teaching. An emphasis on formative and ongoing assessment will guide curriculum planning and ensure that teachers can measure student growth against VCAA curriculum standards, and the student’s Individual Learning Goals. Additionally, students with Individual Education Plans (IEPs) will have modified assessment tasks as applicable.

Assessment will:

1. Identify appropriate achievement standards and the criteria used for measuring student achievements and progress against the standards.
2. Address key skills and knowledge of the curriculum at different stages throughout the year.
3. Acknowledge that different learning needs require a range of methods of assessment.
4. Acknowledge that different areas of the curriculum require varying methods of assessment.
5. Provide information to teachers about student knowledge, skills and behaviour to inform the next stage of learning and inform teaching practice.
6. Provide ongoing, constructive feedback to students and parents/carers for student reflection and/or self-assessment to support future learning.
7. Be used to inform curriculum design and documentation.

Common Assessment Tasks (CATs)

In Years 7 to 10, CAT tasks will be used to assess student learning against specific VCAA benchmarks. It is important to note that this judgement is only referring to how a student has performed on one specific task which occurred at a specific point in time and might only assess a small part of a Victorian Curriculum Strand. Students will receive at least two weeks notice of upcoming CATs and a detailed task sheet and rubric/criteria sheet.

Students will verify that the work submitted is their own work and will strive to meet task completion/submission dates. Where timelines cannot be adhered to, teachers and students will negotiate submission of tasks in accordance with the College Work Completion policy.

Once the task is submitted, students will receive written feedback and/or a marked rubric on COMPASS. Feedback can be accessed through the Learning Task section of COMPASS.

REPORTING

Greensborough College will comply with all Department of Education (DET) and Victorian Curriculum and Assessment Authority (VCAA) requirements, including Victorian Curriculum Standards and VCE/VET/VCAL outcomes, for student reporting. Students with additional learning needs will have individual education plans that will guide assessment and reporting practices.

English as an additional Language (EAL) students will also be assessed and reported against the EAL continuum as set by VCAA.

Reporting will:

1. Be an integral part of the learning and teaching process.
2. Enable regular monitoring of student learning, development and achievements.
3. Provide ongoing, constructive feedback to a student that focuses on ways their learning can be further developed.
4. Develop students' capacity to reflect on their learning, their successes and areas for further learning.
5. Provide a range of reporting methods to involve students, parents/guardians/caregivers and teachers.
6. Be reported to VASS for VCE/VCAL and VET students and used to calculate the number of units attained at study score for students who choose to complete exams.

Students' academic achievements are reported in a number of ways:

1. Continuous Reporting Online

Results and feedback for all Common Assessment Tasks (CATs) throughout each Semester will be made available online through COMPASS Learning Tasks for students and parents/carers to view. As a norm, feedback should be provided by teachers within three weeks of the task being completed. This may be extended to allow for moderation to occur.

Students will also undertake regular formative assessments which will be conducted through the Renaissance Program in English and Essential Assessment Program in English and Mathematics and results and learning goals will be available to students and parents/carers online.

2. Interim Reports

An interim report will be shared with students and their families in Term 1 and 3. The purpose of this reports is to assess student progress in relation to learning behaviours and class attendance. A Learning Behaviours Rubric has been developed and will be provided to help students and parents understand the areas of assessment and promote a more consistent reporting approach amongst staff.

In addition to the interim report, students and their families will have an opportunity to discuss learning progress and future planning with the subject teacher and/or our student welfare and engagement leaders.

3. Semester Reports

A Semester report will be made available to students and families/carers at the end of Term 2 and Term 4.

Years 7 to 10 Semester reports will include:

- subject description
- balanced, evidence-based judgements about student progress and achievement against the Victorian Curriculum F-10 achievement standards using evidence gained from a range of formal and informal assessment tasks and activities undertaken over a period of time
- class attendance
- demonstration of learning behaviours
- Common Assessment Task (CAT) grades and comments
- Semester Exam results where applicable

SHARED EXPECTATIONS AND RESPONSIBILITIES

It is everyone's responsibility to be aware of the school's assessment and reporting policy. This section outlines the specific and practical applications of the policy to clarify the expectations to the school community.

Responsibilities and expectations for **Curriculum and Domain Leaders**:

- Support the implementation of this policy by developing supporting documents for teachers
- Design and review the Assessment and Reporting Schedule and Implementation guide
- Provide professional learning and oversee the assessment and reporting processes throughout the year
- Set up reporting templates
- Ensure that there is a rubric and/or criteria sheet for each task available on *COMPASS Learning Tasks*
- Create regular opportunities for moderation of assessment to ensure consistency in judgements

Responsibilities and expectations for **teachers**:

- Conduct pre-assessments and make judgements to set appropriate learning targets for students
- Support the development of skills and knowledge for students to participate fully in the processes of assessment
- Work in teaching teams to ensure assessment criteria are consistent
- Select assessment techniques that best suit the context of the learning outcomes and the type of evidence that is required
- Design assessment to reflect students' proximal development and developmentally appropriate content
- Provide modified assessment tasks as required to cater for all students
- Implement formative assessment prior to final summative piece
- Inform students of assessment criteria when tasks are set
- Upload rubrics and/or criteria sheets to *COMPASS Learning Tasks* which clearly identify expectations
- Provide revision materials for tests
- Provide opportunities for students to check on and reflect on their learning
- Assess and moderate student achievements according to the criteria
- Provide timely and constructive feedback to students and parents/carers about their child's performance. Quality feedback is constructive and growth-oriented, uses descriptive language and where possible includes areas for improvement to ensure all students continue to improve along a learning continuum
- Report on achievement in formative and summative assessment
- Use the College five-point scale for reporting
- Maintain up to date records of student achievement
- If there are matters of concern, teachers will contact parents and make an appointment as the need arises
- Notify the Sub-School Wellbeing and Engagement Leader of concerns about student progress

Responsibilities and expectations for **students**:

- Ensure they are aware of all assessment requirements, including expectations, criteria and due dates
- Work to the best of their ability
- Actively participate in self-evaluations
- Submit work on time
- Initiate contact with teachers regarding missed assessments, extension requests and other issues pertaining to the assessment
- Keep copies of all returned assessment
- Act on feedback provided on assessment
- Communicate with their parents, often, openly and honestly, about their submission of work and results of the assessment tasks they have undertaken.

Responsibilities and expectations for **parents/carers**:

- Provide a device and resources as listed on the booklist
- Attend conferences with teachers
- Monitor their child's progress by checking results and feedback on *COMPASS Learning Tasks*
- Inform the school of any issues which may impact on their child's performance

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook/manual
- Reminders on COMPASS
- Discussed at staff briefings/meetings
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Discussed at student forums
- Hard copy available from school administration upon request

IMPLEMENTATION GUIDELINES

College staff should refer to the Assessment and Reporting Implementation Guidelines. These guidelines will be reviewed annually and will detail relevant assessment and reporting requirements to be completed by teachers over the course of a school year.

RELATED POLICIES AND RESOURCES

<https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy>

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/Index.aspx>

[Pages - VCAL assessment \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/)

<https://www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/Index.aspx>

POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2021
Approved by	Principal
Next scheduled review date	This Policy will be reviewed as part of the school's three-year review cycle. December 2024