

Policy Title	Assessment & Reporting Policy		
Date approved	25/07/2019	Review Date:	25/07/2022
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ASSESSMENT

RATIONALE

Assessment is a process concerned with gathering information about student competencies. Its focus is not only on what has been achieved by students, but also on how they have gone about their learning.

Accurate and comprehensive assessment and reporting of student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance, including Program for Students with Disabilities (PSD) and other students requiring an Individual Education Plan (IEP) and a Modified Work Program.

SCOPE

This policy refers to student assessment and reporting. It acknowledges the direct relationship between assessment and learning and teaching.

PURPOSE

Assessment is a process which should be clearly directed at assisting students to improve their learning. When used effectively, it provides regular information to students, parents/carer's about the student's progress, therefore assisting to:

- Improve student learning and promote deep understanding
- Develop students capacity to self-assess and reflect to improve their future learning
- Improve curriculum development and pedagogy
- Make judgements on student achievement against goals and standards
- Be accountable to all stakeholders: teachers, students, parents/carer's, school leadership, school and Department of Education and Training (DET).

PRINCIPLES

Assessing students necessitates the use of a range of assessment techniques that includes both formative and summative approaches. Critically, the most valuable feedback is 'formative' feedback and teachers will ensure this is provided in every day classroom practice.

Assessment practices at Reservoir High School will:

- Utilise a range of assessment techniques to assess the full range of intended student outcomes
- Include students undertaking Common Assessment Tasks (CATs) supported by associated rubrics given to students prior to beginning the task
- Be moderated to ensure consistency of judgement
- Provide the student, parent and teacher with appropriate information so that they may ascertain the student's achievement of all subject/unit outcomes and levels of competence
- Pinpoint areas of strength and weakness in the skills and knowledge of the student. This will be linked to processes which would allow the student and teacher to improve learning strategies and techniques
- Provide information to the school which it can use to evaluate and improve the effectiveness of the teaching and learning process.

POLICY

Assessment practices are an integral part of teaching and learning. In learning environments that reflect this principle the teacher:

- Designs assessment practices that reflect the full range of learning program objectives
- Ensures that students receive frequent constructive feedback that supports further learning
- Makes assessment criteria explicit
- Uses assessment practices that encourage reflection and self-assessment
- Uses evidence and analyses data from assessment to inform planning and teaching
- Ensures the tasks link to the Victorian Curriculum standards
- Plans assessment with a focus on the outcomes to be achieved
- Uses a range of assessments including, but not limited to: self and peer assessment; portfolios; projects; questioning; formal tests; research projects; practical reports; investigations; problem solving; modelling; and, learning logs/journals
- Provides student, prior to the commencement of a task, the criteria against which the task will be assessed. Where there are multiple classes, agreed common criteria will be used. Where possible, outcomes will be moderated to ensure consistency across multiple parallel classes. Criteria will be developed by domain specific PLC teachers. In addition, rubrics will be used to indicate progressive stages
- Provides frequent feedback to the student about their performance and progress, both orally and in written form

REPORTING

PURPOSE

Reporting is a process of communicating assessment information to assist student learning. At Reservoir High School reporting to students occurs on both a formal and informal basis, however, reporting to parents generally occurs in a formal way.

All government schools in Victoria are required to provide information on the level of achievement of all students against the Victorian Curriculum. This information must be provided to students, parents and DET.

Teachers are required to make an 'on-balance' judgment about the Victorian Curriculum Achievement Standard an individual student has achieved for each relevant Dimension for each subject, after considering a range of information, including observation of the student in class as well as test, assignment/project results and any other activity which demonstrates required learning outcomes.

Implementation

At least one Progress Report is produced for each student each term. See Appendix 1.

A detailed semester report will be provided at the end of Semester 1 for Year 7 to 12 and end of Semester 2 for Year 7 – 11.

REFERENCES

<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/assessment.aspx>
<https://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf>
<https://www.vcaa.vic.edu.au/Documents/handbook/2019/adhb19.pdf>

REVIEW

This policy will be reviewed as part of the school's three-year review cycle.

APPENDIX 1

PROGRESS REPORTS

These reports are designed to provide parents with information about their child in four areas:

- Preparedness for learning
- Effort
- Level of understanding
- Is work up to date?

Progress Reports are published on COMPASS and can be accessed via the COMPASS parent portal.

SEMESTER REPORTS

Year 7 to 12

Approaches to Learning

The following are a guideline when making a decision on the Approaches to Learning section:

- **Brings required equipment to class:** Are students prepared to learn with books, pens, textbooks, etc?
- **Completes homework and out of class work:** Do students do their homework? (Refer to **Homework Policy**)
- **Behaves well in class:** Do students behave in class?
- **Works to the best of their ability:** Do students work as hard as they can in class? Do students produce their best work?
- **Works independently when required:** Can students work without assistance? Can students plan work and tasks and organise themselves?

The **descriptors** used for these are as follows: **Excellent; Very Good; Good; Acceptable; Needs Attention**

Year 7 to 11

Assessment Tasks

Year 7 to 11 subjects must include **two** assessment tasks per semester, or **three** assessment tasks per semester where the subject is required to include an examination. Sport Education is exempt from assessment tasks.

Grading Assessment Tasks

Assessment Tasks vary from subject to subject. However, Assessment Tasks constructed to assess quality of student work within a subject area with multiple classes, **must be Common Assessment Tasks** to ensure that **all** students in that subject area are assessed equally.

For example, all Year 7 Science classes will undertake the same Research Project; all English Unit 1 & 2 will undertake the same Examination; etc.

The following grades are to be used for Assessment Tasks on Year 7 – 11 reports:

NA	NS	UG	E	E+	D	D+	C	C+	B	B+	A	A+
Not Assessed	Not Submitted	0-29	30-36	37-43	44-50	51-57	58-64	65-71	72-78	79-85	86-92	93-100

YEAR 7 TO 10

Learning Tasks

Students are expected to complete Learning Tasks, which are awarded an S (Satisfactory) or N (Not satisfactory) result. All subjects are required to have a minimum of two Learning Tasks to a maximum of five Learning Tasks per semester. The Learning Tasks section of the report has two columns represented by:

- **Standard:** that is, the quality of work as measured against assessment tools such as rubrics;

The **descriptors** for the 'Standard' column are:

Not Assessed	Not Submitted	Below Expectation	Low	Medium	High	Very High
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- **S or N:** Satisfactory or Not Satisfactory

These are determined as follows:

An **S** result is awarded when the Learning Task is given a rating **other than** "Below Expectation".

An **N** result is awarded when the Learning Task is rated "**Below Expectation**" or **has not been submitted or cannot be assessed**.

Semester Result for year 7 to 10

The overall S or N is **based on** the successful completion of Learning Tasks.

S Satisfactory indicates completion of at least 50% of Learning Tasks at the expected level or above.

N Not satisfactory indicates that **less than 50%** of Learning Tasks were completed and submitted at the expected level. This is despite the student being given the opportunity to complete or resubmit tasks.

VCE UNIT 1 TO 3

Learning Outcomes

Learning Outcomes are outlined in subject specific Study Designs. They describe the knowledge and skills that students need to demonstrate by the end of a semester to be awarded the successful completion of a Unit.

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a **range** of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

Semester Result for VCE Unit 1 to 3

Students are awarded '**S**' or '**N**' for Learning Outcomes as follows:

- To be awarded an overall '**S**' semester Unit result, students must achieve an '**S**' for **each** of the **Learning Outcomes** in the Unit.
- *Where a **student obtains an 'N' for one or more Learning Outcome, the student will be awarded an overall 'N' semester Unit result.***

Note: If a student performs poorly in a SAC/AT or exam, then that is not in itself grounds for that student to receive an 'N'. A SAC could be re-submitted to help achieve an 'S' for the outcome even though the original assessment grade/score must be counted.

VET AND VCAL SUBJECTS

These subjects are assessed against Units of Competency which contribute to the overall subject results. For each VET or VCAL Competency, the possible results awarded by teachers are:

Yet To Do	In Progress	Not Yet Competent	Competent
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REPORTING OPTIONS OTHER THAN S OR N

NA: Not Assessed

There are a number of circumstances when NA may be used:

- NA can be used for **prolonged absence** due to extended illness or if a student was not at school **during this area of study**. For example, overseas holiday (Year 7-10 only) or the student was in hospital. Before the NA is administered teachers must seek **approval from relevant Sub-school via the Year Level Coordinator**. A comment must be made, for example '... received NA for her (assessment task/learning task) as she was overseas when the task was undertaken.'
- All teachers **must** complete the **curriculum as documented**, and all students **must complete all set assessment/learning tasks**.

In a **rare** situation where this is not likely to be possible then the teacher **must seek approval from the relevant Sub-school via their PLC Leader** to use **NA**. The following comment must be added, '...not completed (assessment task/learning task) at the time of reporting due to unforeseen circumstances.'

NS: Not Submitted

If a student **does not submit** a learning task/assessment task, then **Not Submitted** may be used. A comment needs to be included in the comment section of the report to indicate this clearly. For example, '...not **completed/submitted** the (learning task/assessment task) **despite assistance, encouragement and an extension date for handing in the task/report/project/essay...**and as a result has been awarded a **Non Submitted**.'

If **Not Submitted** is awarded, the student is given an **N** for that learning task/assessment task.

Victorian Curriculum Special Circumstances

The options in this section must only be used after consultation and approval from the relevant sub school leader.

The 'reporting period' refers to the whole academic semester.

A '**did not participate**' or '**DNP**' entry is available for students who cannot be assessed in a Victorian Curriculum area/strand/mode due to special circumstances, such as excessive absences. Please ask your sub school team leader which of the following options is the most appropriate for a particular student.

DNP – EX: Exemption from a Victorian Curriculum Area – the student participated in a targeted intervention program instead of a curriculum area or was on an approved extended absence during the reporting period, and has a personalised learning plan in place.

DNP – LE: Late enrolment – the student was enrolled in the school towards or at the end of the reporting period.

DNP – LP: Low participation – the student has low levels of school participation and is not participating in an approved re-engagement program.

DNP – SI: Serious illness – the student was seriously ill during the reporting period.

DNP – UN: Unapproved extended family holiday – the student was on an unapproved extended family holiday during the reporting period.