Reservoir High School

Diversity. Respect. Excellence. Success.

Policy Title	Assessment & Reporting Policy		
Date approved	01/12/2025	Review Date:	01/12/2028
Revision No:		Revision Date:	

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 a Disability Inclusion Program (DI) and other students requiring an Individual Education Plan (IEP).

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 tiered Common Assessment Tasks (CATs) and School Assessed Coursework (SACs) 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.

Reservoir High teachers will use Compass Learning Tasks to provide continuous reporting of tiered Common Assessment Tasks (CATs) throughout each semester ensuring parents and students can access ongoing feedback on student progress.

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 Learning Area and Capability 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

Progress Reports are produced for each student in terms 1 and 3. See Appendix 1.

CAT and SAC results, including comments, will be published in Compass Learning Tasks within a two week period after their due date.

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

Home - Victorian Curriculum F–10

REVIEW

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

Principal Signature:  Date: 6/11/2026

APPENDIX 1

PROGRESS REPORTS

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

- **Preparedness for class:**
  - Brings required equipment to class, such as stationary, textbooks, and exercise books when required
  - Brings planner to every class
  - Comes to class on time, between the time of the warning bell and the start of lesson bell
  - Lines up before the start of class and waits to be seated
  - Pays attention to learning intentions and success criteria

- **Behaves respectfully:**
  - Considers the safety of self and others at all times
  - Communicates in a kind and considerate way towards others
  - Able to display and develop appropriate communication skills
  - Listens actively to others speaking
  - Allows others to finish speaking before responding
  - Puts hand up when wanting to contribute to discussion
  - Enters the classroom quietly
  - Uses appropriate manners, such as saying 'please' and 'thank you'
  - Is consistently willing to assist others

- **Completes all set tasks**
  - Completes classwork in a timely manner
  - Is up to date with all work/learning
  - Completes homework tasks by due date
  - Submits all CATs and on time

- **Effort**
  - Stays focused and on task during lessons
  - Completes classwork to the best of their ability
  - Participates actively in discussions and activities
  - Seeks help or clarification when needed
  - Shows persistence when learning is challenging

- **Completes all set homework.**
  - Submits homework on time and fully completed
  - Shows care and effort in homework tasks
  - Uses homework to reinforce class learning
  - Seeks help if unsure about homework requirements

The **descriptors** used for these are as follows: **Well above expected level, Above expected level, At expected level, Working towards expected level, Emerging Skills, Not Shown**

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:

- **Behaviour:** Follows the school's mantra - Fair, Kind and Safe; respects self and others; follows instructions

- **Effort:** Perseverance with tasks; completion of homework and class tasks; participation and collaboration in learning
- **Organisation:** Meets deadlines; follows CAT/SAC rubric; keeps organised notebook; uses planner consistently

The **descriptors** used for these are as follows: **Well above expected level, Above expected level, At expected level, Working towards expected level, Emerging Skills, Not Shown**

Year 7 to 10

The following policy requirements should be read in conjunction with the '**Year 7 – 10 Compass Assessment and Reporting Procedures'** document located in Compass.

Common Assessment Tasks

An assessment task is a task designed to gather information about student competencies and understanding of the knowledge and skills being taught. Assessment Tasks focus is not only on what has been achieved by students, but also on how they have gone about their learning. Common Assessment Tasks (CATs) are tasks common to all classes in multiple class subject - across a year level. A CAT infers an assessment regime that is consistent: Same rubric same assessment items within a subject, which must be administered by teachers in that subject. CATs must be tiered to allow for different entry and exit points, ensuring that all students can access the task at a level appropriate to their learning needs. This approach supports differentiation and allows students to demonstrate their understanding in varied and meaningful ways.

A Common Assessment Task can be undertaken in many forms. These include a rich task/research project or product, a significant writing task, an oral presentation or a test. Common Assessment Tasks are both formative and summative in their nature. CATs are formative in that feedback includes comments on ways students can improve. CATs are summative in that teachers report on student achievements at the end of a unit of work.

All continuous reporting will contain student achievement grade and comments. The comment will include what the student has achieved and how they can improve.

Grading system used for Common Assessment Tasks (CATs)

Common Assessment Tasks vary from subject to subject. However, the grading system used for both formative and summative feedback to students and parents is consistent to all CATs in Years 7-10.

The following grades are to be used for Common Assessment Tasks on Year 7 – 10 reports:

Contributes to overall N result			**Contributes to overall S result**				
NA	**NS**	**Not shown**	**Emerging skills**	**Working Towards Expected Level**	**At Expected Level**	**Above Expected Level**	**Well Above Expected Level.**
Not Assessed	**Not Submitted**	**0-39**	**40-49**	**50-61**	**62-78**	**79-90**	**91-100**

Semester Result for year 7 to 10

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

S Satisfactory indicates completion of at least 50% of Common Assessment Tasks at the student's expected level or above.

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

Additional Reporting Options:

SL: Submitted Late

- A CAT submitted within the late period will be reported as 'Submitted Late' (**SL**)
- **Year 7 & 8 -** Late work will only be accepted within 10 days of due date to be awarded an "SL".
- **Year 9 & 10 -** Late work will only be accepted within 5 days of due date to be awarded an "SL".
- A CAT submitted within the late period will be graded according to its rubric. This is to provide accurate written feedback in the comment section when reporting. Report comments for late submission of work must begin with "Work has been submitted after due date".

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.

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** to use **NA**. The following comment must be added, '…not completed (assessment task/learning task) at the time of reporting due to unforeseen circumstances.'

- **NA** can be used when students have not followed CAT protocols and teachers cannot authenticate work. Examples of these circumstances are plagiarism and cheating. A comment needs to be included in the comment section of the report to indicate this clearly. **In such a situation the teacher must notify and discuss using NA with Sub school, Student Learning and PLC Leader.**

Victorian Curriculum Reporting

All subject teachers report on Victorian Curriculum to students and parents every semester. The Learning Areas and Capabilities reported in each subject are located in the Curriculum Framework Policy. Every student receives a Summary page of their achievement levels in a 5 point scale against all Victorian Curriculum Learning Areas and Capabilities. In each subject report, the teacher judgment on student achievement level for the specific Learning Area and Capability assessed are presented in a 5 point scale.

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.

VCE UNIT 1 TO 3 (including VCE VM)

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/SAT or exam, then that is not in itself grounds for that student to receive an 'N'. A SAC could be re-submitted, or a teacher may use evidence of understanding of the Outcome from classroom activities to help achieve an 'S' for the outcome even though the original SAC/SAT score must be counted.

SACs and SATs (School Assessed Coursework and School Assessed Tasks)

In Units 3 and 4, students undertake scored SAC and SATs. The score achieved contributes to the calculation of the Study Score and ultimately the ATAR a student receives. The SAC or SAT is developed by the classroom teacher following the guidelines and requirements as outlined in the study specific *Study Design* and *Assessment Handbook*. All SACs and SATs must adhere to authentication guidelines as outlined in the relevant ***Study Design**, the **VCAA Administrative Handbook*** and in the Reservoir High ***Senior Studies Handbook*** which can be accessed via the Reservoir High website: Senior Studies – Reservoir High School

Students in Units 3 will receive a score on their Semester report to indicate their achievement in the SAC or SAT. The score a student achieves is subject to a process of both internal school-based moderation and external moderation based on student achievement in the end of year exams.

Students in Unit 1 and 2 will receive a score for SACs and SATs on their end of Semester Reports.

VET SUBJECTS

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

Yet To Do	In Progress	Not Yet Competent	Competent