

Assessment and Reporting Policy

1. Background

Melton Secondary College has a clear commitment to ensure that students perform to the best of their ability and strive for academic excellence in an effective and stimulating learning environment. Effective Assessment and Reporting gives feedback to teachers on what has been learnt and what needs to be learnt next, to students on what they have mastered and what they need to strive to master in the future and to parents/guardians on progress towards the expected standards.

Our assessment policy is a reflection of the total pastoral care of students, and seeks to support students through close monitoring of data and promotion of study and organisational skills.

2. Purpose

The purpose of this policy is to support all students in meeting or surpassing individual targets for achievement and/or standards expected in the AusVELS, VCE and VCAL Curriculum Frameworks. It is also expected to support teachers in tailoring their teaching to individual student need and provide a way for teachers to communicate with parents/guardians about their child's progress.

3. Guiding Principles

- 3.1 All staff are expected to provide instruction and learning activities that enable each student to develop their knowledge and skills in each subject.
- 3.2 Formative and summative assessment should be an integral part of instruction.
- 3.3 Assessment should measure the discipline standards and the general capabilities that underpin success.
- 3.4 Teachers should use a variety of assessment tasks to enable a wide range of skills to be measured.
- 3.5 It is recognized that formal examinations are used as a significant form of assessment in Year 12 and therefore students need practice at this type of assessment in earlier years.
- 3.6 Individual goal setting is an important practice because it allows high performing students to be challenged to perform above expected levels and allows students on Individual Learning Plans to see when they are making progress.
- 3.7 Consistency and fairness of assessment practices are imperative at the VCE level as the judgements teachers make directly impact on students' future opportunities.
- 3.8 All students are expected to demonstrate high degrees of application and participation. All students are required to meet the appropriate assessment criteria in each subject to earn a 'Satisfactory' result for that Unit. Satisfactory completion will be determined by the teacher giving due consideration to the student's performance on the assessment tasks and to the level of attendance.

4 Implementation

- 4.1 It is the responsibility of:
 - The Learning Area Leaders to provide classroom teachers with the detailed information they need in relation to assessment,
 - The Teaching & Learning Coaches to provide teachers with data from standardized tests to assist teachers with judgements and to personalize learning,
 - The Education Support Teacher to assist teachers to set individual learning goals and modified assessments for students funded under the Program for Students with Disabilities or who have Individual Learning Plans.

More specific information about responsibilities in in Appendix A.

4.2 Assessment Year 7-10

- 4.2.1 In order to be awarded an S (Satisfactory completion) for a Unit a student will meet the attendance requirement (see Attendance Policy) and achieve at least a D grade in the majority of assessment tasks (generally that is three out of four Assessment Tasks).
- 4.2.2 Teachers will make judgements against the six-monthly progression points of the AusVELS based on the total work completed in class and for homework. Assessments Tasks will be one of the sources of information teachers can use to make these judgements.
- 4.2.3 Each Assessment Task in Years 7-10 will be graded from A+ to E with the additions of UG or UA. E and UG indicate unsatisfactory performance. UA indicates the student response was unable to be assessed due to repeated or long term absence. Students with a genuine absence (supported by parent notification) will be required to undertake Assessment Tasks at an alternative time.
- 4.2.4 The grading system to be used is as follows:

| Grade | Marks equivalent |
|-------|---------------------------|
| A+ | 90 – 100 |
| A | 80 -89 |
| B | 70-79 |
| C | 60-69 |
| D | 50-59 |
| E | 40-49 |
| UG | <40 |
| UA | Genuine long term absence |

- 4.2.5 Teachers may deem it appropriate to set and assess against personalized goals for students who receive PSD funding or who have an Individual Learning Plan.
- 4.2.6 Learning to study for and achieve well in formal examinations is a learned skill. Therefore opportunities will be provided each semester in Year 9 English and Mathematics for teachers to teach these skills and for students to practise them. In Year 10 all subjects will have an examination each semester.

4.3 Assessment – VCE

- 4.3.1 Teachers will base their assessment practices on the current VCE and VCAL Administrative Handbook, subject Study Designs and Assessment Handbooks. All rules and procedures will be in alignment with these documents.
- 4.3.2 Teachers will include formative assessment tasks in the teaching and learning sequence that leads to a learning outcome. Student performance on the formative assessment tasks can be used to measure satisfactory completion of a learning outcome. This is measured as Satisfactory (S) or Not Satisfactory (N). **Diagnostic feedback should be provided to students before they attempt the Graded Assessment Tasks and School Assessed Coursework (SACs).**
- 4.3.3 Formal Examinations are a major part of assessment for all VCE Studies. Learning to study for exams in an essential skill for success in VCE. All Unit 1 & 2 Units will hold a Unit Exam and report the result as a percentage. Practice exams will be held for Unit 3 and Unit 4.

4.4 Assessment - VCAL

- 4.4.1 Teachers will base their assessment practices on the current VCE and VCAL Administrative Handbook and the VCAL Assessment and Planning Guide. All rules and practices will be in alignment with these documents.
- 4.4.2 The purpose of assessment in VCAL is to assess a student's achievement of learning outcomes by collecting evidence about the performance of learners and making a judgment about whether they have met the requirements of the learning outcomes. Test-based assessments are generally not appropriate assessment strategies for VCAL units.
- 4.4.3 Assessment in VCAL should focus on integrated projects/activities. In developing an integrated or holistic approach to VCAL delivery, a number of outcomes from one or more strands can be

grouped into logical, assessable activities that take into account project-based or thematic activities. When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit of competency.

4.5 Reporting

- 4.5.1 Parents/guardians of students in Year 7 – 10 will be provided with two Progress reports each year (Terms 1 and 3) and the opportunity to discuss their child’s achievements at a Parent/Teacher/Student Interview.
- 4.5.2 Parents/guardians of students in Year 7-10 will also receive 2 written reports which provide information on Learning Behaviours, Attainment as measured against the AusVELS Standards and Achievement on Assessment Tasks.
- 4.5.3 Parents/guardians of students who receive PSD funding will also receive information about progress towards individual goals.
- 4.5.4 Parents/guardians of students in Years 11 & 12 will receive progress reports on a regular basis. Written reports will be provided for Units 1, 2 and 3.

5 Evaluation and Review

This policy will be reviewed as part of the school’s four-year review cycle or as necessitated by changes/developments which may occur through requests by School Council, Parents, Students or Teachers within the timeframe stated above.

6 References

School Policy and Advisory Guide, DEECD, 2012.
VCE and VCAL Administrative Handbook

This policy needs to be read in conjunction with the College’s Promotions Policy and the Attendance Policy.

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