



## HUME CENTRAL SECONDARY COLLEGE ASSESSMENT AND REPORTING POLICY

### POLICY PURPOSE

This policy has been designed in line with Department guidelines on assessment and reporting to ensure rigorous and authentic assessment of student outcomes. Hume Central Secondary College has a consistent and formalized approach to providing students with opportunities to demonstrate their achievement, against clearly documented learning goals, derived from the relevant curriculum standards for each subject and unit.

Teachers provide feedback to students about their progress in multiple ways throughout the learning cycle. Student achievement is determined through examining the evidence they produce and matching this to statements on a rubric which indicate the level the student has achieved. In this way, we are able to monitor students to determine what progress has been made in terms of their knowledge and skills.

### POLICY STATEMENT

This policy will act as a guide for teachers, parents and students to ensure that the College's high standard of professionalism and integrity with regard to the rigorous and authentic assessment of student learning is maintained.

### AIM

This policy aims to provide school leaders, teachers, parents and students with a guide as to:

- types of assessment opportunities which may be used as an opportunity for students to demonstrate their learning;
- different modes of feedback available for use by teachers in communicating with students about their learning progress throughout the learning cycle;
- use of student evidence and rubrics in determining the level of student achievement;
- the level of progress expected within a given period of learning.

### POLICY COMPONENTS

The assessment and reporting policy is broken into the following components:

- i. Assessment
- ii. Reporting and determining student achievement

### I. ASSESSMENT

Students at Hume Central Secondary College will, within a learning program, have multiple and varied opportunities to demonstrate learning and achievement. These assessment opportunities are documented through **unit planners** documented in google drive and may consist of:

- **Hurdle tasks** are learning tasks that build students' knowledge, understanding and skills in preparation for summative tasks. Students are given an opportunity to resubmit hurdle tasks to achieve a satisfactory level prior to undertaking SACs/CATs. In VCE, hurdle tasks are a coursework requirement to demonstrate achievement of a set of outcomes.
- Common formative assessment tasks or **CFATs** are learning tasks designed to enable students to test their skills and knowledge and receive feedback on the standard achieved at that stage of the unit.
- Common assessment tasks or **CATs** are designed to gauge to what extent the student can demonstrate the learning outcomes
- School assessed coursework or **SAC** is a score based assessment designed to gauge the level of achievement of a set of outcomes as specified in the VCE study design.

Consistency with regard to the summative assessment task for each unit is expected across all classrooms. At times, modifications to the task may be necessary in order to cater for students with additional learning needs who are placed on an Individual Learning Program at the start of the year. At VCE Years 11 – 12, summative assessment tasks/SACs will not be modified for students with additional learning needs, however special provisions (such as time extensions) will be made.

### FORMATIVE AND SUMMATIVE ASSESSMENT

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Assessment FOR learning – occurs when teachers use inferences about student progress to inform their teaching
- Assessment AS learning – occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment OF learning – occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

### FORMATIVE ASSESSMENT

Formative assessment emphasises the role of assessment in improving the quality of instructional decisions. It draws attention to three key instructional processes in terms of establishing:

- Where the learners are in their learning
- Where they are going
- What needs to be done to get them there



### Three key strategies of formative assessment:

1. Clarifying, sharing and understanding learning intentions and criteria for success
2. Engineering effective classroom discussions, activities and tasks that elicit evidence of learning
3. Providing feedback that moves learners forward

### 'Assessment for Learning' Practices

- Make learning intentions explicit
- Make success criteria explicit
- Use learning intentions and success criteria as the basis for feedback to students.
- Provide students with explicit feedback relevant to their zone of proximal development
- Use 'wait time' or 'thinking time'
- Ask open questions rather than closed questions
- Encourage peer feedback, based on the learning intention and success criteria, and provide opportunities for students to do this in a friendly and supportive environment
- Encourage students' self-assessment and self-evaluation and provide students with models and opportunities to develop these skills

### SUMMATIVE ASSESSMENT

Summative assessment occurs when teachers use evidence of student learning to make judgements; comparing student achievement against goals and standards. It is used to measure a student's performance at a specific point in time. These are graded pieces of work that are referred to as Common Assessment Tasks-CATS (at Years 7-10) and SACs (at VCE Years 11-12). At Hume Central Secondary College, the preparation, development and implementation of summative assessment tasks is consistent across classes.

### Preparing students for summative assessment

Prior to a CAT/SAC, all students across the subject receive the same instruction and the same revision material. This can include:

- A checklist of content/key knowledge and skills that will be assessed by the CAT/SAC
- The criteria or marking scheme on which they will be assessed in the CAT/SAC
- Model texts or worked examples which support students to demonstrate the key knowledge, understanding and skills
- Feedback on their formative assessment [Hurdle Tasks, CFATs] and suggested areas for improvement
- Class revision/summary notes

### Development and administration of summative assessment

1. All teachers from the subject/study discuss and design the CFAT/CAT/ SAC collaboratively.
2. All teachers discuss and agree upon a SAC date. Ideally, the CATs/SACs would take place on the same day. If this is not possible, CATs/SACs take place within the same week.
3. As a team, discuss and agree upon the conditions of the CFAT/CAT/SAC: the length of time (reading and writing). For year 11 and 12 teams decide on equipment/materials permitted and set up a room.
4. As a team, create appropriate questions and tasks that address the key knowledge and key skills taught throughout the unit. At years 11 and 12, design the SAC in alignment with the performance descriptors for each outcome and the end of year exam.
5. All CATs/SACs must include the rubric or marking scheme against which the task will be assessed.
6. At years 11 and 12, create a SAC cover sheet which includes: Unit, Area of Study, SAC conditions and materials allowed, duration of task, overall mark. These headings can be modified as appropriate for each subject.
7. At years 11 and 12 consult VCAA Study Design for the format and weighting of the SAC. Consult VCAA Assessment Handbook for the performance descriptors and use them to guide the assessment of the SAC.
8. Following the administration of the CAT/SAC, teachers participate in moderation.
9. Teachers are to provide whole-class and individual feedback after CATs/SACs have been marked and moderated. This should occur within two weeks of the CAT/SAC date.

### Assessment – Year 10 and VCE Units 1 and 2

Assessment policies and procedures at Year 10 and the VCE Unit 1-2 level is a school-based decision. All assessment and outcome information should be taken from individual subject study designs and curriculum documentation. Learning tasks should be designed to maximise engagement with the course content and to prepare students for the following year. Teachers should use a range of assessment methods in order to make judgements of student achievement.

Hume Central Secondary College holds examinations for all subjects at the end of each semester. Examinations at mid and end of year may be used as a final means of assessing student learning of the unit outcomes. The examination questions directly related to the outcome/s yet to be met must be clearly identified and assessed separately from the entire examination paper.

### Assessment – VCE Units 3 and 4

Assessment at the Unit 3 and 4 level is supported by individual subject study designs and individual assessment guides. Assessment guides provide details on mark ranges and advice on suitable SAC tasks.



Assessment tasks should be designed so that students are given the opportunity to successfully demonstrate the learning of an outcome independently of a SAC. For example, all class-based and homework-based tasks should link explicitly to the key knowledge and skills set out in the study design and successful completion of these tasks will constitute an ‘S’ result for the unit. SACs are then used as a means of ascertaining a student’s level of achievement and should be designed to allow all students ‘to demonstrate best performance’; tasks should be designed to allow enough scope to accurately reflect the full range of abilities in the class. It is desirable for students to have successfully demonstrated learning of the outcome prior to attempting a SAC.

## II. REPORTING AND DETERMINING STUDENT ACHIEVEMENT

### DETERMINING STUDENT ACHIEVEMENT - Assessment tasks

The level at which a student has demonstrated achievement on an **assessment task** is determined by examining the evidence they have produced and matching the evidence to descriptors on a **rubric** which represent different levels of achievement of the learning goals. The learning goals are derived from the relevant curriculum standards and therefore, the rubric allows the teacher to determine the level demonstrated by the evidence produced in response to the assessment task.

### DETERMINING STUDENT ACHIEVEMENT – Attendance

Hume Central Secondary College requires that Year 7-12 students attend 100% of the College program. Students who fail to meet this requirement will jeopardise their chances of successfully completing units of study. In order to achieve an S for a unit, students must not have more than 5 unapproved absences. Family holidays during term time are not approved absences. Refer to the Attendance Policy for further details.

### REPORTING

Reporting is an essential way by which students, teachers and families communicate and work together to improve student outcomes. Hume Central Secondary College formally reports to parents/guardians and students in the following ways:

- Progress reports - every four weeks (based on use of class time, effort and homework)
- End of Semester Reports – at the end of Semester One (for years 7-12) and end of Semester Two (for years 7-11)
- Parent/Teacher/Student Conversations - in Terms One and Three Weeks 4-5
- Victorian Assessment Software System (VASS) reporting – year 11 and 12

It is expected that all staff adhere to each reporting timeline. Additionally, teachers are expected to communicate with parents on a regular basis through phone calls, emails and the student diary, particularly to celebrate successes as well as when concerns have been identified. This is expected to be done in a proactive and timely manner. These conversations must be recorded in Compass.

### Progress reports – (Grade Point Average - GPA)

Progress reports are a regular communication with students and families regarding a student’s progress towards successful completion of a semester. Progress reports are used by year level teams to identify students that are successfully implementing and displaying appropriate behaviours, as well as being used to identify students or cohorts that require additional support or interventions to successfully complete a semester. Individual students use progress reports to set goals for the semester and to track their achievement across the semester and year. Time is allocated in the mentoring program for students to reflect on their progress reports and to set goals and plan actions. Progress report data is extracted from Compass and is used to display and monitor the performance of students across year levels, across PLCs and in mentoring groups.

### Progress Report Cycle

The following provides the schedule for completion of the progress reports for each semester:

Semester 1	Semester 2
Term 1 Week 4	Term 3 Week 1 – Year 11/12 only
Term 1 Week 8	Term 3 Week 4
Term 2 Week 2	Term 3 Week 8
Term 2 Week 6	Term 4 Week 2 – last year 12
	Term 4 Week 6

Parents and students will receive feedback on students’ learning progress, learning behaviour, classroom behaviour and homework and organization through the four weekly progress reporting cycle. The progress reports are completed by staff every four weeks. Progress reports are available to parents online through Compass. Staff are expected to use homework tasks, learning activities and other formative tasks such as hurdle tasks and CFATs to make judgements in the following areas:



## HCSG PROGRESS REPORT RUBRIC 2021

Progress reports are a regular communication with students and families regarding a student's progress towards successful completion of a semester. Progress reports are completed four times across a semester, can be viewed on Compass and summary graphs for the semester are included in the End of Semester Reports.

*In completing each progress report, only the progress, performance and behaviour of the student since the last cycle is used.*

Area of Assessment	<b>ALWAYS</b> Behaviours always demonstrated, 90 - <100% of the time <b>GPA 4</b>	<b>FREQUENTLY</b> Behaviours mostly demonstrated, 70 - < 90% of the time <b>GPA 3</b>	<b>OCCASIONALLY</b> Behaviours usually demonstrated, 50 - < 70% of the time <b>GPA 2</b>	<b>RARELY</b> Behaviours occasionally demonstrated, 30 - < 50% of the time <b>GPA 1</b>	<b>ATTENTION NEEDED</b> Behaviours rarely or never demonstrated, less than 30% of the time <b>GPA 0</b>
<b>Learning Behaviours</b>	<b>Student always:</b> - Engages positively in all learning activities - Arrives ready for learning - Aims for quality with everything	<b>Student very frequently:</b> - Engages positively in learning activities - Arrives ready for learning - Aims for quality with everything	<b>Student occasionally:</b> - Engages positively in learning activities - Arrives ready for learning - Aims for quality with everything	<b>Student rarely:</b> - Engages positively in some learning activities - Arrives ready for learning - Aims for quality	<b>Student very rarely or never:</b> - Engages positively in learning activities - Arrives ready for learning - Aims for quality
<b>Classroom Behaviour</b>	<b>Student always:</b> - Follows instructions and rules - Treats others with respect - Uses technology for learning	<b>Student very frequently:</b> - Follows instructions and rules - Treats others with respect - Uses technology for learning	<b>Student occasionally:</b> - Follows instructions and rules - Treats others with respect - Uses technology for learning	<b>Student rarely:</b> - Follows instructions and rules - Treats others with respect - Uses technology for learning	<b>Student very rarely or never:</b> - Follows instructions and rules - Treats others with respect - Uses technology for learning
<b>Homework</b>	<b>Student always:</b> - Submits all homework and learning tasks on time	<b>Student very frequently:</b> - Submits homework and learning tasks on time	<b>Student occasionally:</b> - Submits homework and learning tasks on time	<b>Student rarely:</b> - Submits homework and learning tasks on time	<b>Student very rarely or never:</b> - Submits homework and learning tasks on time

**NA (Not Assessed)** may be awarded, following advice from Team Leader, for an assessment area or across a subject when circumstances prevent an accurate progress report to be written.

### Semester reporting

For the purpose of semester reporting, teachers will make a judgement to determine what level a student has achieved for each of the dimensions covered, by using a range of information collected across the semester including but not limited to:

- Learning tasks, including but not limited to hurdle tasks
- Observation of performance during classroom activities
- Victorian Curriculum levels descriptions
- Levels achieved on relevant assessment tasks

The summative assessment task for each unit carries the most weight with regard to determining achievement levels. It may not be possible for a teacher to accurately assess students who fail to complete assessment tasks due to medical or other circumstances.

Where a student is unable to complete an assessment task due to medical reasons or other circumstances, arrangements must be made with the classroom teacher to complete the task after school within a week of when the initial assessment. Please note that VCE students must comply with the VCAA regulations and the VCE Assessment Policy.

The End of Semester Reports communicate the following information:

#### What the student has achieved:

This section of the report focuses on each student's progress on the basis of assessment evidence gathered by the teacher across the semester. At Year 10 and 11 this is shown with a letter grade for each assessment task (SAC). At year 12, these tasks are assigned an 'S' or 'N'.

#### Comments on achievement and areas for improvement:

These two sections of the report describe what the student did well and advise on what that the student can do in the future to refine and improve results.

Additionally, the following information is communicated via reports:

#### Years 7-10

<b>Semester Result:</b>	The overall result for the unit is recorded as S or N. <b>S:</b> Student has satisfactorily achieved all of the learning outcomes within the unit. <b>N:</b> Student has not satisfactorily achieved all of the learning outcomes within the unit.
<b>Attendance:</b>	The number of classes missed in this unit of study for the semester.
<b>Assessment Tasks:</b>	Activities undertaken by students to determine their level of performance.



#### VCE

<b>Semester Result:</b>	The overall result for the unit is recorded as S or N. <b>S:</b> Student has satisfactorily achieved all of the learning outcomes within the unit. <b>N:</b> Student has not satisfactorily achieved all of the learning outcomes within the unit.
<b>Attendance:</b>	The number of classes missed for reasons that are not approved in this unit of study for the semester.
<b>Learning Outcomes:</b>	What a student must know and be able to do in order to satisfactorily complete a specific unit. <b>S:</b> Satisfactory <b>N:</b> Not Satisfactory
<b>Assessment Tasks:</b>	Activities undertaken by students to determine their level of performance. <b><u>Unit 1 / 2:</u></b> The level of achievement is represented by a percentage (%) according to graded criteria. <b>S:</b> Task completed satisfactorily; no score provided. <b>UG:</b> Level of achievement did not meet the minimum requirements for assessment; that is below an E standard. <b>NA:</b> Not Assessed <b><u>Unit 3 / 4:</u></b> The level of achievement is represented by S, N, NA.

#### VCAL

<b>Current Progress:</b>	The current progress in the program of study is recorded as S or N. <b>S:</b> Student has satisfactorily met the requirements of the unit. <b>N:</b> Student has not satisfactorily met the requirement of the unit. <b>IP:</b> The study of the unit is currently "In Progress".
<b>Unapproved Absences:</b>	The number in this field represents the number of minutes missed for reasons that are not approved in this unit of study for the semester.
<b>VCAL Level:</b>	<b>Foundation</b> - focus is on knowledge and employability skill development, supported by a strong emphasis on literacy and numeracy skills and preparatory learning. <b>Intermediate</b> - focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills. <b>Senior</b> - focus is on knowledge and employability skills that leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.
<b>Learning Outcomes:</b>	What a student must know and be able to do in order to satisfactorily complete a unit. <b>S:</b> Satisfactory <b>N:</b> Not Satisfactory <b>IP:</b> The achievement of the learning outcome is currently "In Progress". <b>NYD:</b> Not yet delivered- to be delivered during semester 2.
<b>Assessment Tasks:</b>	Tasks are assessed as Satisfactory, Not Satisfactory or In Progress.

#### VET

<b>Unapproved Absences:</b>	The number in this field represents the number of minutes missed for reasons that are not approved in this unit of study for the semester.
<b>Late Arrivals to Class:</b>	Number of lessons for which the student has been recorded late to class.
<b>Units of Competency:</b>	A unit of competency specifies the knowledge and skills, and the application of that knowledge and skills, to the standard of performance expected in the workplace. Students must demonstrate these standards via learning tasks in order to be assessed as having demonstrated competency. <b>C: Competent</b> – student has demonstrated appropriate skills and knowledge within the learning requirements of the unit. <b>NYC: Not Yet Competent</b> - student has not demonstrated appropriate skills and knowledge within the learning requirements of the unit. <b>IP: In Progress</b> – the delivery / assessment of the unit is in progress. <b>NYD: Not Yet Delivered</b> - to be delivered during semester 2.
<b>Work Habits:</b>	These comments describe a student's approach to their study as demonstrated to the teacher.



## KEY TERMS OF THE POLICY EXPLAINED

### Learning goals:

Also known as 'learning intentions' these are the key skills and knowledge that it is expected students will know and be able to do as a result of the learning program. Learning goals are derived from the curriculum standards but are also informed by students' point of need as identified by the teacher. They are communicated to students through these curriculum documentations and also through teachers' use of the College's Explicit Instructional Model.

### Unit planner\*:

Each unit of work is documented consistently using the unit planner which is a resource for teachers. It is the responsibility of the teaching team, under the guidance of the Learning Leaders, to ensure that these documents are kept up to date in folders in the shared Google drive. Teachers are advised to refer to the unit planner checklist. The unit planner includes:

- The position of the unit within the scope and sequence
- A description of the unit
- Assessment items
- Learning goals
- Literacy and numeracy strategies
- Metacognition and differentiation
- Key lessons
- Key resources.

### Assessment task:

It is expected that each unit of work has at least one common assessment task which is used summatively, to gauge student achievement of the unit learning goals.

### Assessment proforma:

Each common assessment task is documented on an assessment proforma, used by teachers and students. It documents the assessment task in detail including:

- The conditions for the assessment task
- A description of the task
- The curriculum standards addressed
- A description of the work at above, at and towards expected level
- The key knowledge and skills that need to be demonstrated
- The steps involved in completing the task.

### Rubrics\*:

It is expected that each documented assessment task has a matching rubric or marking scheme. This provides a description of what the student evidence would contain or show at each level across a range from very low to very high or the appropriate year level and semester. The descriptors are matched to the learning goals the task assesses and the language is student friendly. The rubric is intended for use by students to set goals and monitor progress with the help of the teacher. The teacher will also use the rubric to determine the student's level of achievement based on the evidence they produce.

## RELATED SCHOOL BASED POLICIES

- Satisfactory Completion Policy
- VCE Assessment Policy
- Moderation Policy (in progress)

## REVIEW

This policy will be reviewed as required or due to changes in regulations or circumstances.

Date Reviewed	To Be Reviewed	Endorsed at College Council
June 2021	Annually	NA
*The consistency of the format will be reviewed throughout 2021		