

ASSESSMENT AND REPORTING POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Mooroolbark College

POLICY:

Accurate and comprehensive assessment of student performance against national and state-wide standards aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

Each parent/guardian of a student enrolled at Mooroolbark College and student will have access to accurate information about the student's performance at the college via structured reporting processes.

GUIDELINES:

- Mooroolbark College will assess school and student performance accurately and comprehensively against national and state-wide standards.
- Students in Years 7-10 will have their skill levels in each learning area assessed according to Victorian Curriculum guidelines.
- Students in Years 11-12 will have their skill levels in each learning area assessed according to Victorian Certificate of Education (VCE), Vocational Education and Training (VET) or Victorian Certificate of Education – Vocational Major (VCE-VM) guidelines.
- All subjects/units will have documented assessment requirements. This will be provided to students at the start of each subject/unit.
- Assessments will improve student learning by accurately determining current performance as well as areas of future need and development.
- Monitoring of student learning is continuous and assessment should be used for a range of purposes:
 - Formative Assessment – occurs when teachers and students reflect on learning and monitor progress to inform future learning goals.
 - Summative Assessment – occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.
- Assessment tasks allow students to demonstrate knowledge and skills at many levels. All assessments will include assessment criteria in the form of an assessment rubric/assessment tool which is explicitly explained and made available to students prior to the task being completed.
- The performance of each student will be assessed using appropriate methods in each subject. To ensure valid and reliable assessment, a range of assessment types, techniques and instruments are required, together with sound moderation practices.
- Feedback on students' performance will be provided within 2 weeks of submission and English 3 weeks, to support further learning.
- Modifications to assessments will be made where appropriate in line with the Equal Opportunities Act 2010 to provide for students with learning difficulties.
- Continuous reporting will be delivered throughout the semester, with a structured reporting process which will include at least two written reports, relating to the student's performance from the school to the parent in each year of enrolment of the student.
- Students in Years 7 to 12 will have the opportunity to develop and improve their examination skills and techniques in all subjects. This will ensure all students are fully prepared for their VCAA, NAPLAN and other vocational exams as required.

PROGRAM – IMPLEMENTATION:

1. Assessment will include methods that:
 - allow teachers to ascertain students' prior knowledge, perceptions and misconceptions for the purpose of informing teaching practice, student learning and curriculum planning.
 - provide opportunities for constructive feedback from the teacher to enable the student to develop the capacity to reflect on their learning and to improve their future understanding.
 - enable assessment of learning in relation to the teaching and learning goals. It should be comprehensive and reflect the learning growth over the period assessed.
2. Students will be provided with learning outcomes and/or criteria for assessment via Compass LMS prior to undertaking assessment tasks e.g. Assessment rubrics. The outcomes and criteria will allow students to perform at differing ability levels.
3. At the commencement of each Semester an Assessment Schedule and Course Work overview will be published to Students and Parents/Carers in each Subject that the student is studying. Methods of assessment will cater for all learning styles by providing a wide variety of tasks. Some examples include tests, assignments, portfolios, practical work, oral presentations, class work, case studies, homework etc as well as examinations.
4. Throughout each unit, Common Assessment Tasks (CATs) (Years 7-10) and School Assessed Coursework (SACs) (VCE) will be undertaken at regular intervals, posted 2 weeks prior to assessment, with feedback provided within 2 weeks of submission and English 3 weeks.
5. CATs and SACs will be assessed continuously across the semester with feedback provided and viewable to both students and their parents/guardians.
6. Students will be notified of due dates for assessment. Late submission of work will receive grade penalties.
Consequences for late submission will be as follows:
 - An extension of up to five days due to an exceptional circumstance outside the control of the student or a documented illness. This extension will have no impact on the student's grade.
 - Where no extension is granted, each day will incur a grade penalty.
 - Submission after five days of work which demonstrates competence, where no extension was granted will receive an 'S' grading.
7. An exemption of up to five days due to an exceptional circumstance outside the control of the student or a documented illness. This exemption will have no impact on the student's grade. Submission after five days, where no exemption was granted will receive a NA (Not Assessed).
8. Students in Year 7-10 must achieve a satisfactory result on each CAT and Course Work to receive a satisfactory result for the unit.
9. If plagiarism, cheating or use of AI is identified within CATs and or applicable coursework the student it will be referred to and dealt with Academic Integrity and Plagiarism Policy. At VCE, issues of plagiarism or cheating are dealt with by the VCE panel as a breach.
10. The requirements for satisfactorily completing a VCE unit are outlined in the VCE/VM handbook and the subject specific course requirement documents.
11. Feedback on all assessment tasks should be designed to support students' further learning and encourage them to monitor and take responsibility for their own development.
12. Feedback will include student's achievement levels and the quality of work. CATs will be assessed according to predetermined criteria. The following letters from A+ to E or Ungraded will be used by teachers to give feedback and report on achievement within CATs.

13. In addition to the above grades, students will be provided with feedback as to their performance against the Victorian Curriculum Standards within the structured reports provided at the conclusion of each unit.
14. Within the unit reports, students will be placed on the Victorian Curriculum Continuum and provided with an indication of their performance relative to state-wide standards.
15. Within the unit reports, students will also be provided with a satisfactory (S) or non-satisfactory (N) result for each unit based on whether or not they have fulfilled the course requirements of that subject.
16. Classroom teachers will monitor student attendance using Compass and their own attendance rolls and inform House/Cluster Leaders if students fall under the 90% attendance requirement (Years 7 – 10 & VCE VM) and 95% attendance requirement (VCE).
17. The Mooroolbark College VCE Special Provision policy must be read in conjunction with this document for assessment of VCE Units 1 to 4.
18. VCE assessment of Unit 3 and Unit 4 SAC work and tasks will be assessed in accordance with the VCAA assessment criteria. Feedback to students will be informative and timely.
19. Student overall performance in a VCE-VM/Year 10 Alternative unit of study will be decided by competency-based assessment on outcomes presented.

COMPETENT

The student is competent in an outcome assessed for the unit of study

NOT YET COMPETENT

The student is not yet competent in an outcome assessed for the unit of study

20. Subjects with a formal examination component Years 10 to 12 will be assessed as per the examination Policy.

BASIS OF DISCRETION:

Variations to the above will be approved by the Curriculum Improvement Team and forwarded to College Council via Education and Policy Committee.

MATHEMATICS ASSESSMENT ADDENDUM

During 2024 the Mathematics KLA will continue their trial of using Student Achievement Levels to report on student progress and achievement. The goal being to ensure students and teachers have a strong understanding of the level they are working at. It also allows teachers and students to focus on, and celebrate, student learning growth.

Students from Years 7 – 9 will complete assessments using the online program, On Demand. This is an adaptive test which allows teachers and the student to gain a comprehensive understanding of the learning growth achieved. Results will be reported as a level (ie. 7.0 means a child in Year 7 is working “at standard”). This is similar to the Victorian Curriculum Achievement Standards currently shown on student reports. Students who are working well below standard, or those not participating to the best of their ability, will be issued a Letter of Concern to ensure parents are aware of student progress.

The Mathematics KLA, in conjunction with the Director of Curriculum and Assistant Principal – Teaching and Learning, will review this assessment and reporting strategy at the conclusion of 2024 and update the policy as required for 2025.

REVIEW PROCESS 4 YEAR (2027)

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2023
Approved by	Principal
Next scheduled review date	August 2027

CAT GRADING SCALE

Percentage	Compass Letter Grade	Descriptor	These are optional?
90-100	A+	Outstanding	- The student exhibits a comprehensive knowledge and sophisticated understanding of the task.
80-89	A	Excellent	- The student exhibits a comprehensive knowledge and sophisticated understanding of the task.
75-79	B+	Very High	- The student demonstrates detailed knowledge and an accurate understanding of the task.
70-74	B	High	- The student demonstrates detailed knowledge and an accurate understanding of the task.
65-69	C+	Good	- The student displays sound knowledge and a solid understanding of the task.
60-64	C	Competent	- The student displays sound knowledge and a solid understanding of the task.
55-59	D+	Developing	- The student indicates a reasonable knowledge and a basic understanding of the task.
50-54	D	Low	- The student indicates a reasonable knowledge and a basic understanding of the task.
45-49	E+	Very Low	- The student indicates limited knowledge and a vague understanding of the task.
40-44	E	Satisfactory	- The student indicates limited knowledge and a vague understanding of the task.
0-39	UG	Ungraded	- The student indicates limited knowledge and a vague understanding of the task. Or The student shows inadequate knowledge and insufficient understanding of the task.

CAT Letter Grade	Descriptor
S	Satisfactory- work has been submitted but not within 5 days of the due date. No numeric grade reported (unless exemption was granted by classroom teacher)
NS	Not submitted- work was not submitted. Student will receive an overall N result for subject.
ABS	ABS is not to be used at Mooroolbark College in Assessments
(Excluded)	Student is excluded from a numeric grade for a specific CAT, typically as a result of late enrolment in the subject.

End of Semester Reporting

Semester Results	End of Semester Reporting
S	Satisfactory Result - all Assessment Tasks (CATs and Course work) have been submitted.
N	Not Satisfactory Result - not all CATs have been submitted or submitted but not to a satisfactory standard.
(Excluded)	Students on Individual Education Plans with TEO

Victorian Curriculum Achievement Standards	End of Semester Reporting	Example 'Case Study'
Vic Curriculum Progression Point	Level 10 and Below	A student completes all CATs and shows at standard for year 9 at end of term 2. Vic Curriculum progression point 8.5
Or		
DNP-Low participation	the student has low levels of school attendance and is not participating in an approved re-engagement program.	
DNP-Exemption from a curriculum area	during the reporting period the student participated in a targeted intervention program instead of a curriculum area or was granted an <u>accepted absence</u> and has a Student Absence Learning Plan in place.	
DNP-Absent without reasonable excuse	during the reporting period the student was absent without a reasonable excuse and a Student Absence Learning Plan was not in place or completed.	Typical school refuser – extended unapproved absence.
DNP-Late enrolment	the student was enrolled in the school towards or at the end of the reporting period.	Student enrolls in subject 4 weeks prior to closure of reporting period.
DNP-Serious illness	the student was seriously ill during the reporting period.	

			Score		5-point age-expected algorithm lookup matrix (A-E)																							
					Foundation		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10			
			Num.	Val.	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End		
Victorian Curriculum continua (A-D & F-10)	F-10 continuum	Beyond Level 10	15.5	11	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A			
			15.0	10.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	
		Level 10	14.5	<u>10</u>	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	
			14.0	9.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	
		Level 9	13.5	<u>9</u>	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	
			13.0	8.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	
		Level 8	12.5	<u>8</u>	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	
			12.0	7.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	
		Level 7	11.5	<u>7</u>	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	
			11.0	6.5	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	
		Level 6	10.5	<u>6</u>	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	
			10	5.5	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	
	Level 5	9.5	<u>5</u>	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E		
		9.0	4.5	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E		
	Level 4	8.5	<u>4</u>	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E		
		8.0	3.5	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E		
	Level 3	7.5	<u>3</u>	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E		
		7.0	2.5	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E		
	Level 2	6.5	<u>2</u>	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
		6.0	1.5	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
	Level 1	5.5	<u>1</u>	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
		5.0	F.5	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
	Level F	4.5	<u>F</u>	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
		4.0	0.5	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
A-D continuum	Level D	3.5	<u>D</u>																									
	Level C	2.5	<u>C</u>																									
	Level B	1.5	<u>B</u>																									
	Level A	0.5	<u>A</u>																									

NB: Score values with an underline represent a progression point against which there is a written standard
 NB: Num. (numeric) score is behind the scenes in the vendor software for averaging and rollup purposes. The Val. (value) is the score displayed to end users.