BHSSC Assessment and Reporting Policy 2017

Rationale:

The primary purpose of assessment is to improve student performance. Assessment should be based on an understanding of how students learn and be an integral component of the course design, not something added afterwards. Assessment for improved performance provides students with feedback and on opportunity for reflection. Good assessment also provides useful information to report credibly to parents on student achievement.

Aim:

To ensure:

- ☐ student learning and deep understanding through a range of assessment practices:
  - Assessment FOR learning - teachers use inferences about student progress to inform their teaching
  - Assessment AS learning - students reflect on and monitor their progress to inform their future learning goals
  - Assessment OF learning - teachers use evidence of student learning to make judgements on student achievement against goals and standards.
- ☐ student progress is clearly communicated to parents

Implementation:

The Reporting Process to Parents and Students

- Their teacher will give students ongoing feedback on their progress.
- Progress reports (GPA reports) will be posted on COMPASS at Mid and at the end of Term 1. The second of these reports will coincide with formal Student Parent Teacher Conferences.
  The Rubric for determination of results is included below.
  Mid Term 2 a further GPA report will be posted on COMPASS.

- At the end of Semester 1 a formal written report will be provided to parents and students via COMPASS.

- Progress reports (GPA reports) will be posted on COMPASS at Mid and at the end of Term 3. The second of these reports will coincide with formal Student Parent Teacher Conferences.
  The Rubric for determination of results is included below.
  Mid Term 4 a further GPA report will be posted on COMPASS.

- At the end of Semester 2 a formal written report will be provided to parents and students in Years 6 -11 via COMPASS.

(Progress Reports) GPA

	4 – Very High	3 – High	2 - Medium	1 - Low	0 - Very Low
Ready to Learn	Always arrives on time, ready to learn. Displays a mature and / or productive approach to learning.	Mostly arrives on time, ready to learn. Displays a positive and / or thoughtful approach to learning.	Usually arrives on time, ready to learn. Generally applies themselves and / or works cooperatively.	Sometimes punctual and /or ready to learn. Displays an inconsistent approach to learning and / or can be uncooperative.	Rarely arrives ready to learn, and / or often does not seek advice and / or act on direction requiring constant supervision.
Classwork	Highly effective use of class time. Participates co-operatively using positive language. Only uses technology for learning purposes.	Effective use of class time. Participates co-operatively using positive language. Predominantly uses technology for learning purposes.	Mostly effective use of class time. Mostly participates co-operatively using positive language. Generally uses technology for learning purposes.	Inconsistent use of class time. Inconsistent co-operation or use of positive language. Sometimes uses technology for learning purposes.	Some effective use of class time. Rarely participates co-operatively or uses positive language and / or inappropriate use of technology.
Homework	Demonstrates organisation by managing their workload outside of class, completing all homework as required and meeting all deadlines.	Demonstrates organisation by managing most of their workload outside of class, completing a majority of homework required and meeting most deadlines.	Demonstrates organisation by managing some of their workload outside of class, completing some of the homework required and meeting some deadlines.	Has difficulty organising their workload outside of class, completing little homework and / or being unable to meet deadlines.	Has extreme difficulty organising their workload outside of class, completing no homework and / or unable to meet any deadlines.
Quality of work	Achieved a very high level of performance in relation to course assessed work.	Achieved a high level of performance in relation to course assessed work.	Achieved a medium level of performance in relation to course assessed work.	Achieved a low level of performance in relation to course assessed work.	Achieved a very low level of performance in relation to course assessed work.
Attendance at School	96 - 100 % school attendance	91 - 95 % school attendance	81 - 90 % school attendance	71 - 80 % school attendance	Less than 70 % school attendance

End of Semester Reports:

Satisfactory completion of Year 6 – Year 10 subjects
Satisfactory completion of Year 6 –10 subjects is based on the teacher's professional judgement of the student's overall performance on work and should take into account all forms of assessment undertaken during the semester. Multiple classes must have common assessment tasks, including the exam (Year 10 only) and use a TLA consistent benchmark for the determination of satisfactory completion.

Satisfactory completion of VCE units

- The VCE is awarded solely on the basis of the satisfactory completion of units. The decision about the satisfactory completion of a unit is separate from the assessment of levels of performance.
- The decision about satisfactory completion of outcomes is based on the teacher's professional judgement of the student's overall performance on work completed, including formal and informal assessment of the unit.
- Where the student is deemed not to have satisfied one or more of the outcomes, the teacher must supply documentation on request to the TLA leader and or the VCE Coordinator that this is the case. All final decisions regarding satisfactory completion are at the discretion of the College Principal.

An **Outcome** is the knowledge and skills by which the student demonstrates their understanding as prescribed in the Study Design for a particular Area of Study. The SAC is not an outcome in itself; it is the assessment of all or part of an outcome.

Outcome S: To demonstrate satisfactory understanding or completion of an **outcome** the student **must:**
  ➢ Produce work that meets the required standard
  ➢ Submit work by the College deadlines
  ➢ Submit work that is clearly his/her own
  ➢ Observe the VCAA and College rules
  ➢ Fulfil the attendance policy requirements of the College

If a student is unable to meet these requirements, at the first attempt, then they may be offered a redemption task. Redemption tasks are set in consultation with the TLA leader and /or the VCE Coordinator.

Outcome N: The student has not produced work that meets the required standard and/or has not met the College attendance requirements.

If a teacher judges that **all** outcomes are achieved, the student satisfactorily completes the unit.
Unit Result S: The student has demonstrated understanding of the prescribed set of outcomes for the Unit.
Unit Result N: The student has not demonstrated understanding of all or some of the prescribed outcomes for the Unit.

Satisfactory completion of VET and VCAL units

Students must demonstrate the required level of skill and/or knowledge to satisfactorily complete a Unit of Competency (UoC).

Reporting of Levels of Performance

- Levels of Performance on tasks for all year levels should be communicated on Semester reports using the following descriptors: **VH, H, M, L, VL, NS, S*** and **NA**

VH	Very High	85 – 100
H	High	75 – 84
M	Medium	61 – 74
L	Low	53 – 60
VL	Very Low	45 – 52
NS	Not Satisfactory	0 – 44

NA: Assessment task was not submitted for assessment or was not formally assessed
S*: Modified assessment task was completed to a satisfactory standard.

School Assessed Coursework (SAC) Units 3 and 4

VCAA requires that teachers report SAC results for Unit 3 and 4 subjects as the school based contribution to the study score.
SACs provide teachers with the opportunity to:
> ➢ Monitor the progress and work of their students
> ➢ Provide important feedback to students on how well they are achieving the outcome

- Students should know in advance how and when they are going to be assessed and the conditions under which they will be assessed and what they are being assessed on.
- For each assessment task students should be provided with the following information before the actual SAC:
  > ➢ Type of assessment task and completion dates
  > ➢ Performance descriptors
  > ➢ Instructions about what materials are permitted and not permitted for the SAC/SAT
- Where there are multiple classes the conditions for the SAC must be consistent and a process for moderation must be established in order to benchmark levels of performance.
- Criteria sheets for Units 3 and 4 must include the statement that: **This is a preliminary result only. The total result for all School Assessed Coursework in this subject will be statistically moderated by the VCAA (using external exam results and the GAT where applicable).** Students in Units 3 & 4 should be provided with the numerical score **and** the relevant performance indicator from the list below.

Reporting Victorian Curriculum Standards –Year 6 – 10 subjects

All year 6 – 10 subjects must include an assessment using the Victorian Curriculum Standards

Rating	Performance Level
WA	Well above the expected standard
A	Above the expected standard
S	At the expected standard
B	Below the expected standard
WB	Well below the expected standard

- Note: Students who submit minimal or no class work may receive a B or an WB

Evaluation:

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

This policy was last ratified by School Council: May, 2017.

Signed: Lara Pimblett (Council President).