

# ASSESSMENT AND REPORTING POLICY

## (YEARS 7-10) 2020 – 2021

### RATIONALE

Accurate and comprehensive assessment and reporting of student performance against state-wide standards aid in establishing open communication, guides improvements in 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.

### OBJECTIVES

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

- Ensure there is a consistent and formalised approach to providing students with opportunities to demonstrate their achievement against state-wide curriculum standards
- Ensure that students and parents have access to accurate information about the student's learning
- Explain how assessment is used to inform teaching and learning.

### POLICY STATEMENT

- Teachers at Cranbourne East Secondary College assess school and student performance accurately and comprehensively against state-wide standards.
- Formative and summative assessments are used to improve student learning by accurately determining current performance, as well as areas of future need and development.
- Cranbourne East Secondary College reports school and student performance accurately and comprehensively against state-wide standards.
- At Cranbourne East Secondary College, both formal written reports and 'live' online reporting processes are used to report student achievement.
- The College provides two written reports to parents per year.

### IMPLEMENTATION

- Cranbourne East Secondary College teachers accurately assess student achievement against Achievement Standards detailed within the Victorian Curriculum for students enrolled in Years 7-10.
- A Whole School Victorian Curriculum Map is updated annually and identifies the Learning Area/Subject across each band of schooling (2-year period) responsible for teaching and assessing the Victorian Curriculum Standards (7-10). The Teaching and Learning Leaders review this document each year and make adjustments where necessary.
- Students at CESC will have multiple and varied opportunities to demonstrate learning and achievement.
- Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

## Assessment Strategies

- Teachers at CESC use a combination of *formative assessment for learning* (to focus feedback and guide future learning) and *summative assessment of learning* (to determine what the student has learned at the end of a sequence of learning), alongside *student self-assessment* and reflection. Fundamentally, assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.
- At CESC, consistent summative assessment tasks are used across year levels and subjects; these are known as Common Assessment Tasks (CATs). The CATs are designed to assess student learning across multiple levels of the Victorian Curriculum. They are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Where a student's literacy assessments are 18 months or below the expected level (as indicated in past reports, NAPLAN, PAT-R, On Demand) teachers will provide an alternative assessment task to the CAT or include additional/significant scaffolds. This task will be developed with reference to the skills continuum for this learning sequence.
- All CATs are completed during class time. Teachers will communicate the date/s and length of the assessment and outline to students and parents what students can do at home to prepare for the task.
- In English and Maths, students will complete a minimum of four CATs each semester. These will cover the different strands of the Victorian Curriculum in these Learning Areas. In all other subjects, a minimum of one CAT per term will be completed by students.
- In addition to the CATs, each subject will set one 'Learning Checkpoint Task' each term. This is a smaller common task that all students studying the subject will complete. The degree of feedback will not be as comprehensive, however can be used by students and teachers to track learning progress.
- The CAT for each unit carries the most weight with regard to determining achievement levels. Additional evidence, such as workbook activities, observation of performance during classroom activities and On Demand/PAT-R/eWrite test results, will also be considered by teachers when making an end of semester judgement of student achievement against the Victorian Curriculum Standards.
- Where a student has not attended school for an extended period, teachers will be unable to make accurate assessments of student learning and progress, due to limited evidence. In this case, the 'Did Not Participate' (DNP) code will be used by the teacher to show this on Compass.
- Studying for, and performing well in, formal examinations is a learned skill. Therefore, opportunities will be provided for teachers to teach these skills and for students to practice them. Year 10 exams will take place at the end of Semester One and Two for English, Maths, Science and Humanities. Year 9 exams will be run at the end of Semester One and Two for English and Maths.

## Assessment Redemption

- Where a student has not completed a CAT due to absence, the classroom teacher will endeavour to allow the student to complete the task in the lessons that follow their return to school. If it is not timely to do so (eg. a new topic is being introduced) the student will be invited to complete the task at lunchtime or after school.
- Where a teacher has made a judgement, based on previous evidence, that a student has not taken the opportunity to demonstrate their full potential on a CAT, they will be invited to complete the task, or a similar task, again to provide greater evidence of their learning. Teachers will inform the student's

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parents of this opportunity through a phone call or email generated through Compass. This type of CAT redemption will be scheduled at lunchtime or afterschool.

## **Communication of Feedback and Assessment**

- Teachers use the online learning management system, *Compass*, to set up and communicate student *learning tasks*, including CATs. Students and parents can view the details of the tasks, the assessment elements and rubric (if relevant) and the due date.
- Throughout a unit of work and across a semester, students will receive feedback on their progress towards, and achievement of, the key knowledge, skills and understandings of the unit. Feedback will be timely and specific so that it informs the students about what they have done well and what they need to improve. Modes of feedback include but are not limited to one on one conferencing, whole class discussion about common errors and misconceptions, anecdotal 'on the spot' verbal feedback, written comments, completed rubrics, peer-assessment and self-assessment.
- Where possible, staff will participate in cross marking of Common Assessment Tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

## **Reporting Overview**

- Cranbourne East Secondary College accurately reports student achievement against the standards outlined in the Victorian Curriculum to the students themselves, to parents, other teachers and schools, to College Council, and to the Department of Education.
- Each year the College provides parents with two written Student Reports indicating their child's academic progress against the Victorian Curriculum Standards.
- Progress Reports are provided at the end of each term to provide feedback to students and parents on the demonstration of positive learning behaviours.
- The College uses a 'Live Reporting' approach to ensure that students and parents receive timely feedback about student achievement. (Further details can be found below.)
- CESC provides two opportunities for parents to attend Parent Teacher Conferences each year. The College also invites parents to communicate with their child's teachers, through email or phone contact, to provide or receive feedback about learning and academic progress.
- The College participates in the National Assessment Program - Literacy and Numeracy (NAPLAN). In the months following NAPLAN, the Australian Curriculum, Assessment and Reporting Authority (ACARA) will provide all students who participated in the NAPLAN tests an individual report of their results.

NAPLAN individual student reports provide information about what students know and have achieved in the areas of reading, writing, language conventions and numeracy. They also provide information on how students have performed in relation to other students in the same year group, and against the national average (over one million students participate in NAPLAN tests each year) and the national minimum standards.

Please note that ACARA does not have access to individual student reports and the College cannot organise for replacement reports to be issued if the report has been misplaced.

- The College provides all required performance data to the Department of Education and the community by means of an Annual Report.

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## ***Live Reporting***

- At the College, student assessment information is made available through Compass *as the assessments are completed*. This means that students and parents can see this information before the traditional end of the semester reporting cycle. At CESC, we refer to this as '*Live Reporting*'.
- Each term, teachers will use Compass to communicate the assessment information for:
  - All Common Assessment Tasks (CATs)
  - At least one other piece of assessment (Learning Checkpoint task)
- The assessment task will appear as *a Learning Task* on Compass. CATs will include a Victorian Curriculum achievement level, a teacher comment and a rubric, where relevant.
- The assessment information for CATs will be made available *no longer than three school weeks* after the assessment is completed. This time allows students who have missed that task to catch up, and the teaching teams time to meet and moderate the assessment judgements.
- Parents and students will receive an email notification when the assessment results and feedback are made visible.

## ***Student Diversity – Assessment and Reporting***

- The College will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- The IEP's will identify key Literacy and Numeracy Goals, as well as Learning Behaviour Goals.
- Student progress towards the IEP Learning Goals is assessed by the classroom teacher/s at the end of each semester. The IEP report is completed and shared at the following Student Support Group (SSG) meeting.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- Teachers will refer to the Victorian Curriculum EAL curriculum to assess the progress of students who are recognised by Department guidelines as having English as Additional Language (EAL).