

ASSESSMENT AND REPORTING POLICY

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 Applied Education (VCAL) guidelines.
- All subjects/units will have documented course requirements. This will be provided to students at the start of each 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 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 in a timely manner 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.
- A structured reporting process 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 10, 11 & 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 VCE and other vocational exams.

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.
 - provides 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 criteria for assessment prior to undertaking assessment tasks e.g. Assessment rubrics. The outcomes and criteria will allow students to perform at differing ability levels.
3. 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, homework as well as examinations.
4. Students will be notified of due dates for assessment. Late submission of work will receive grade penalties unless an 'Application for Alteration to CAT Conditions' (available at House Offices) has been received by the Classroom teacher prior to the due date or the next class after returning from an absence. 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, where no extension was granted will receive an 'Ungraded Satisfactory' result.
5. Throughout each unit, Common Assessment Tasks (Years 7-10) and School Assessed Coursework (VCE) will be undertaken at regular intervals.
6. Common Assessment Tasks and School Assessed Coursework will be assessed continuously across the semester with feedback provided and viewable to both students and their parents/guardians.
7. Students in Year 7-10 must achieve a satisfactory result on each Common Assessment Task to receive a satisfactory result for the unit.
8. If plagiarism or cheating is identified within Common Assessment Tasks and or applicable coursework the student is required to resubmit the task to obtain an 'Ungraded Satisfactory' result and parents will be notified of the breach of CAT conditions via a letter of concern. Behavioural consequences may also apply. At VCE, issues of plagiarism or cheating are dealt with via the VCE panel.
9. The required for satisfactorily completing VCE unit are outline in the VCE handbook and the subject specific course requirement documents.
10. 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.
11. Feedback will include student's achievements levels and the quality of work. Common Assessment Tasks 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 Common Assessment Tasks.

LETTER GRADE (Mandatory for CATS and reporting)	NUMERIC %	DESCRIPTIVE GRADE Where a '+' follows a descriptive grade it indicates that the student's performance and quality is of above average.	COMMENT
A+ A	90 – 100 80 - 89	VERY HIGH + VERY HIGH	The student exhibits a comprehensive knowledge and sophisticated understanding of the task.
B+ B	75 – 79 70 - 74	HIGH + HIGH	The student demonstrates detailed knowledge and an accurate understanding of the task.
C+ C	65 – 69 60 - 64	MEDIUM + MEDIUM	The student displays sound knowledge and a solid understanding of the task.
D+ D	55 - 59 50 - 54	LOW + LOW	The student indicates a reasonable knowledge and a basic understanding of the task.
E+ E	45 – 49 40 - 44	VERY LOW + VERY LOW	The student indicates limited knowledge and a vague understanding of the task.
UG (N)	39 - 0	UNGRADED	The student shows inadequate knowledge and insufficient understanding of the task.
UG (S)	0	LATE	The student's late work displayed a satisfactory understanding of the task and student applied successfully for late submission. ¹ Or, the student's re-sit displayed a satisfactory understanding of the task.
NS (N)		NOT SUBMITTED	The student did not submit the task required.
NC		NOT COVERED	This assessment task was not covered this semester. Key Learning Area Head must be advised of this and it must be justified in the comment section of reports. Or Due to Student extended absence CAT was not covered

12. 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.
13. Within the unit reports, student will be placed on the Victorian Curriculum Continuum and provided with an indication of their performance relative to state-wide standards.
14. Within the unit reports, students will also be provided with a satisfactory (S) on non-satisfactory (N) result for each unit based on whether or not they have fulfilled the course requirements of that subject.
15. The Mooroolbark College VCE Special Provision policy must be read in conjunction with this document for assessment of VCE Units 1 to 4.
16. VCE assessment of Unit 3 and Unit 4 school assessed course work and tasks will be assessed in accordance with the VCAA assessment criteria. Feedback to students will be informative and timely.
17. Student overall performance in a VCAL/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

18. A formal exam period will exist for all subjects at the conclusion of each semester for years 10, 11 and 12. Students will not be dismissed early from any exam (including VCAA exams).

- Year 10 exams – 1 hour minimum
- Unit 1 & 2 VCE exams – 1 ½ hour minimum
- Unit 3 & 4 VCE exams – Refer to the VCAA exam timetable for specific subject. The college will endeavour to provide scheduled practice exam for Unit 3 & 4 subjects.

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.

REVIEW PROCESS 4 YEAR (2024)

Date of review by Principal- 9th July 2021



YEAR 7 – 10
APPLICATION FOR AN ALTERATION TO
COMMON ASSESSMENT TASK (CAT) CONDITIONS

Students are to submit work on the due date:

- Unless an application for an alteration to assessment task conditions has been approved on or prior to the due date.
- An extension is sought on the day of return after an absence.

SECTION ONE – TO BE COMPLETED BY THE STUDENT

Student's Name			
Teacher's Name			
Subject			
Year Level		Home Group	
Description of Assessment Task			
Original due date			

Assessment Task extension request:

- ☐ Extension without penalty/Reschedule of CAT
- ☐ Extension with grade penalty
- ☐ Other – Explain _____

Reason for requesting the alteration:

SECTION TWO – PARENT/GUARDIAN'S SIGNATURE

Parent/Guardian's Signature

Date

SECTION THREE – STUDENT AGREEMENT

I will submit/complete the work as outlined above.

I have recorded the new date due in my Mooroolbark College Planner.

Student's Signature

Date

SECTION FOUR – TO BE COMPLETED BY THE CLASSROOM TEACHER

Rescheduled date for Common Assessment Task (CAT): _____

The student has been granted:

- ☐ An extension of up to five days, due to exceptional circumstances outside the control of the student or a documented illness. **This extension will have no impact on the student's grade.**
- ☐ An extension up to five days with each day **incurring a grade penalty.**
- ☐ An extension of more than five days will receive an Ungraded Satisfactory result.

(Tick the appropriate box)

Except under exceptional circumstances extensions must not exceed 5 days.

Students who submit work late without an extension will receive a UG (Ungraded) Satisfactory result.

Teacher's Signature

Date

- **Students are to return this form to the classroom teacher.**
- **The classroom teacher is to forward this form to the Cluster Coordinator.**