

ASSESSMENT AND REPORTING POLICY

Assessment aims to discover what a student has learned and what they can do with that learning. This involves measuring a student's performance on selected tasks. Different types of learning require different types of assessment tasks.

At Catholic Regional College Sydenham, assessment is a systematic process, by which information is collected and analysed to inform all aspects of the teaching and learning process. Assessment includes both qualitative and quantitative descriptions of an individual's performance and provides timely feedback to students to assist them in improving their level of achievement. As such, teachers at the College plan for the use of both formative and summative assessment.

Objectives

- Assessment is integral to teaching and learning and should inform further learning;
- Assessment is based on explicit criteria that must be explained to students before they begin an assessment task. These criteria are to be related to achievement of the relevant learning outcomes as outlined in the relevant study design or training package;
- Assessment is to be fair and comprehensive, measuring a range of abilities and skills such as recall, comprehension, analysis, synthesis, creativity, transfer of learning to different situations, problem solving, written communication, verbal communication and other forms of communication. A range of assessment techniques is used;
- Assessment of a student's learning is used to identify strengths and weaknesses and plan further learning for that student. A series of assessment records gives an indication of a student's progress.

Principles

- Teachers plan a variety of assessment tasks related to each objective of the course. The results of assessment are used to plan further learning, appropriate to each student's needs and talents;
- Records are kept of assessment on SEQTA and made available to those who need them for planning or review purposes;
- Assessment occurs frequently and students obtain feedback on their performance in all assessment;
- The results of each assessment task are recorded

in a form most useful for planning and feedback;

- To ensure appropriate and fair assessment, tasks should allow for the needs of students with special learning requirements;
- All subjects use common assessment tasks in which teachers measure student performance in the task according to the same criteria. Assessment results of these tasks allow comparison of different teaching strategies, enabling teachers to identify and select the most effective strategies. These assessment tasks are recorded as a raw score expressed as a percentage on end of semester reports;
- Assessment records and results are considered confidential. They may be released to the student and parents/guardians concerned, or to other teachers for educational purposes and only in accordance with the College Privacy Policy;
- At the commencement of a unit of study students will be provided with an overview that specifies the relevant dates and details of the relevant School Assessed Coursework (SAC) tasks and/or School Assessed Tasks (SAT) learning activities via SEQTA.
- At least one week prior to each assessment task, students must be provided with detailed information regarding the time, length, nature of task, procedures and marking criteria;
- Teachers must endeavour to provide students with feedback about performance on assessment tasks within two weeks of the task being completed by all students within the subject

VCE Unit 3-4 Assessment

SUMMATIVE ASSESSMENT - Tasks and approximate due dates will be visible on students' assessment pages from the start of each semester. Summative Assessment will be recorded as a numerical score. These tasks will also appear on end-of-semester 1 reports as a score. There is no report for Unit 3-4 subjects at the end of semester 2. Summative assessment in Unit 3-4 is used to provide evidence of a student's level of achievement in a subject and is also used to rank student performance. Subject teachers report summative assessment scores to VCAA and these are used in conjunction with external assessment to construct a final study score.

Summative assessment tasks are common across the subject and must be conducted in an equitable

manner. Subject teachers will cross mark and moderate summative assessments.

FORMATIVE ASSESSMENT - Students are expected to complete a minimum of 4 formative assessment tasks per semester. These tasks will appear on students' assessment pages as they are released by subject teachers throughout the semester. Feedback will be provided to students and parents via a range of methods including, written comments, rubrics, video and audio files. These tasks will not appear in end-of-semester reports.

EXAMINATIONS- End-of-year examinations are conducted in October / November of each year. Examinations are set by VCAA for each Unit 3-4 study to assess a student's:

- level of academic performance under examination conditions;
- ability to recall and apply theory, knowledge and understanding of the content area;
- critical thinking and problem-solving skills;
- communication skills;

Unit 3-4 subjects have Trial Exams in the Term 3 break (late September/early October). Trial Examination scores are included in a report to parents in October.

VCE Unit 1-2 Assessment

SUMMATIVE ASSESSMENT - Tasks and approximate due dates will be visible on students' assessment pages from the start of each semester. Summative Assessment scores will appear as a score and/or percentage. These tasks will also appear on end-of-semester reports as a percentage.

FORMATIVE ASSESSMENT - Students are expected to complete a minimum of 4 formative assessment tasks per semester. These tasks will appear on students' assessment pages as they are released by subject teachers throughout the semester. Feedback will be provided to students and parents via a range of methods including, written comments, rubrics, video and audio files. These tasks will not appear in end-of-semester reports.

EXAMINATIONS- End-of-semester examinations are conducted in June and November of each year. Examinations are set for each Unit 1 and 2 study to assess a student's:

- level of academic performance under examination conditions;
- ability to recall and apply theory, knowledge and understanding of the content area;
- critical thinking and problem-solving skills;
- communication skills;
- ability to work alone and under time pressure/ constraints.

Examination scores are included in end-of-semester reports.

Satisfactory Unit Result

In order to demonstrate the satisfactory completion of a unit, students must demonstrate achievement of the set of outcomes/competencies for the unit as specified by the VCAA study design. A student will receive an "S" result for a VCE-VM unit or a "C" (Competent) result in a VET unit when the College determines that all of the relevant learning outcomes are achieved satisfactorily through one or a series of formative tasks. In order to achieve this, a student must: complete work that demonstrates achievement of the learning outcomes/units of competency; submit work on time; submit work that is clearly their own; observe all VCAA and College rules.

Academic Concern Protocols

Where teachers have concerns regarding student progress, the following actions are advised:

- Complete an appropriate concern letter (VCE-VM letter of concern, VCE letter of concern, VET letter of concern).
- Contact home to discuss the student's progress.
- Discuss the concern with the student's Cluster Coordinator.
- Discuss formative assessment task design with LAC.

Not Satisfactory Unit Result

A student will receive an 'N/NYC' result for the unit when the necessary learning outcomes/competencies are not achieved because:

- work does not demonstrate achievement of the outcomes/competencies;
- the student has failed to meet a College deadline for an assessment task or learning task;
- student work cannot be authenticated;
- there has been a substantial breach of rules, including College attendance expectations.

An N result should be issued only when the teacher is convinced that the student cannot, or will not, meet the learning outcomes through formative or summative tasks. Students will have the opportunity to appeal the N result and teachers will be required to provide evidence that ample opportunities to demonstrate satisfactory achievement have been provided.

Examinations

Examinations are set for each Unit 1 and 2 study to assess a student's:

- level of academic performance under examination conditions;
- ability to recall and apply theory, knowledge and understanding of the content area;
- critical thinking and problem-solving skills;
- communication skills;
- ability to work alone and under time pressure/constraints.

Examination scores are pivotal in the calculation of Study Scores for each Unit 3 and 4 sequence and in the calculation of the ATAR at the end of the VCE program. As such, the opportunity for students to be exposed to formal examinations is imperative.

Examinations are set for each Unit 3 and 4 study by VCAA. The College provides students with trial examinations in order to prepare students for the end-of-year examination period.

Examinations are an integral part of the assessment at Catholic Regional College, Sydenham. Common examinations are compulsory and are set at the end of each VCE Unit 1 and Unit 2 subject completed by students.

Unit 1 and 2 Examinations for Unit 1 and Unit 2 studies are internally produced by Catholic Regional College Sydenham staff and are scheduled for the end of Semester One and Semester Two.

As examinations are compulsory, all Unit 1 and Unit 2 studies will incorporate an end of semester examination as part of their assessment component.

Students that have made a decision to enter the UVP or VCAL study stream will not be required to sit Semester 2 examinations.

Examinations for the majority of studies are comprised of 10 minutes Reading Time and 90 minutes of writing time. Unit 3 and 4 Examinations

The College conducts trial exams for all scored VCE subjects during the term 3 break (October). All students undertaking a scored unit 3-4 subject must attend the trial examinations. Students that fail to attend a trial exam without sufficient documented cause will not be able to participate in the end-of-year VCE examinations.

General Achievement Test (GAT) All students undertaking one or more scored VCE/VET subjects must sit the GAT which is conducted in June.

VCAA conducts examinations for unit 3-4 subjects at the end of the year. Students are provided with an examination navigator and examination timetable at the end of term 3. It is the student's responsibility to ensure that they attend their exams at the correct time and date.

VCE VM Assessment

Assessment Principles for Learning within VCE VM Programs Assessment within the VCAL should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.

Further information can be found here: [Curriculum and Assessment](#)

Indicative Examination Grades

The VCAA requires all teachers of Units 3 & 4 subjects to submit indicative grades before students undertake examinations in June and November.

Indicative grades serve a number of purposes:

- They help determine whether or not a student's actual examination grade is anomalous
- They are used to help calculate a Derived Examination Score, if such is required. There are a number of points to bear in mind when calculating indicative grades:
- The ranking and level of spread for the school cohort are most important as the VCAA moderates the

Indicative grades to ensure statistical reliability; statistically unreliable indicative grades will be ignored.

- Teachers should try to rank and spread students' grades as accurately as possible but should not be overly concerned if the indicative grades do not indicate the exact level of final examination performance of their students; consistency in estimating indicative grades is as important as accuracy.

Some suggested strategies for determining indicative grades include the following:

- Referring to results of practice examinations
- Ranking students by performance in school-based assessment and applying an appropriate grade
- Referring to prior knowledge of students' relative ability in the study
- Referring to the VCAA Statistical Reports on Graded Assessment and range of scores

Reporting

Introduction

Reporting is the process by which assessment information is communicated in ways that assist students, parents and the College in making decisions. It provides information about what students know and can do along with recommendations for the future.

Assessment Tasks – results and feedback

Subject teachers will create a whole year **Assessment Plan** for the subject and submit this to the relevant Learning Area Convenor. The Assessment Plan will

include all task details:

- Unit and Area of Study
- Topic
- Task Title
- Task Description
- Marking Style and Submission Method
- Start and End Date

The Learning Area Convenor will post the information on SEQTA in the subject learning space.

Assessment Tasks – results and feedback

- Written feedback for each learning task must also be provided in the Feedback text box on SEQTA in the form of a brief written comment or using a rubric.
- Teachers should aim to provide timely feedback within 2 weeks after the submission of the task

Objectives

Reports are:

- 17 delivered in a timely manner
- 18 consistent with CEOM directives
- 19 reflective of the curriculum
- 20 explicitly linked to delivered programs and learning experiences
- 21 accessible to the intended audience

Principles

Reporting to parents/guardians may be in the form of verbal or written communication. As part of the educational process, parents/guardians are kept informed of the achievements and needs of their sons/daughters over a designated time period.

Staff may telephone parents/guardians, or meet with them regarding academic or behaviour problems, after consultation with the Tutor teacher and the Cluster Coordinator. Interim reports are made available to parents online via SEQTA ENGAGE at the end of first and third terms. They are intended to give parents/guardians a general idea of performance and effort in each subject. Indicative feedback on work habits, though subjective, are based on behavioural indicators such as initiative, organisation, cooperation, adaptability, communication, and citizenship.

Parent Teacher Interviews are conducted during Term 2 and 3. The dates of these Parent/Guardian and Teacher Interviews are published on the College Calendar of Dates in the College Newsletter. Students are expected to be in attendance at interviews

with their parents/guardians. These interviews are intended to enable parents/guardians, together with their son/daughter, to receive feedback well before end of semester reports are completed.

Semester Reports are available for parents/guardians to view online via SEQTA ENGAGE at the end of Semester 1 and Semester 2. These reports contain, for each subject, the level achievement in concepts and skills, grades for each learning task and areas for future improvement.

The Role of the Teacher in Assessment

- Teachers make an on-balanced judgement of student achievement based on gathered evidence that is able to be authenticated
- Teachers are responsible for maintaining necessary communication with parents/guardians
- Each teacher reports on each student in that teacher's class based on records of assessment and the student's approach to the study. Reports are submitted by the scheduled date.
- Teachers must report on each student's attendance record.
- The Learning Area Convenor, in consultation with the subject teachers, ensures that the report format details given to the Reports Manager is accurate, complete and submitted on time.
- The Reports Manager is responsible for the electronic reporting system (SEQTA), the collection of reporting data from teachers and ensuring that reports are collated accurately and available online to be viewed by parents/guardians

Reporting of Results / Grades

VCE and VCAL students are assessed on the relevant learning outcomes for each unit of study using set criteria.

After assessment tasks are submitted and marked, teachers will provide appropriate feedback to students in the form of:

- 22 written comments;
OR
23 very high, high, medium, low, very low, not shown on a criteria sheet;
OR
24 raw score expressed as a percentage for each individual piece of assessment.

The VCAA will moderate all VCE School Assessed Coursework against the examination results and

therefore staff at Catholic Regional College will NOT report or provide feedback on:

- 25 the students ranking position in the Unit of Study
- 26 the totalling or averaging of scores for Assessment Tasks
- 27 a letter grade for the Assessment Tasks or SATs

VCE students need to be aware that their total School Assessed Coursework scores may change following moderation performed by the Victorian Curriculum and Assessment Authority.

School Assessed Coursework and School Assessed Task scores are awarded by the Victorian Curriculum Assessment Authority and not by Catholic Regional College.

Report Details

The following information is provided to parents on Semester Reports.

VCE

Final Result: The overall result for the unit is recorded as S or N.

S: Student has satisfactorily achieved all of the learning outcomes within the unit.

N: Student has not satisfactorily achieved all of the learning outcomes within the unit.

Unapproved Absences:

The number in this field represents the number of lessons missed for reasons that are not approved in this unit of study for the semester.

Late Arrivals to Class: Number of lessons for which the student has been recorded late to class. Learning Outcomes: What a student must know and be able to do in order to satisfactorily complete a specific unit. S: Satisfactory

N: Not Satisfactory

Assessment Tasks: Activities undertaken by students to determine their level of performance.

Unit 1 / 2:

The level of achievement is represented by a raw score expressed as a percentage (%) according to graded criteria.

S: Task completed satisfactorily, no score provided.

N: Task not completed to a satisfactory standard.

NA: Not Assessed

Unit 3 / 4:

Numerical scores are provided for School Assessed Coursework. The report will show these as a raw score expressed as a percentage. This raw data is then used in the statistical moderation process which is conducted by the Victorian Curriculum and Assessment Authority (VCAA).

Learning Behaviours: These comments describe a student's approach to their study as demonstrated to the teacher. They are assessed using the following descriptors: *Consistently, Usually, Sometimes, Rarely, Never.*

Non Satisfactory completion of VCE Units (N Result)

Students may be awarded an N (Not Satisfactory) for a unit because they have not satisfactorily achieved an outcome. This may be for reasons such as:

- The assessed work does not demonstrate achievement of the outcomes
- Specified coursework or a SAC was not attempted and there were no exceptional circumstances
- They failed to meet a deadline on assessed course work, even where an extension of time had been granted
- They did not meet the attendance requirements which resulted in the student being unable to satisfactorily meet an outcome and/or the subject teacher being unable to authenticate their work.

If an N is awarded for a unit, students have a right of appeal to the College, through the VCE Coordinator.

Grounds for Appeal (as stated by VCAA guidelines)

(i) Illness

A Medical Certificate must be provided stating your incapacity to complete or attempt the assessed work. The certificate must be shown to your subject teacher on the day you return to school. No back dated certificates will be accepted. Students who have a medical certificate stating they are unfit for the day, should not attend on that day.

Students who are unable to complete a SAC will have a rescheduled time and date. The school is required to ensure that all students in the cohort have a fair and equitable chance to complete the assessment. If the assessment is held over for any longer than a 2 week period, students will have an unfair competitive advantage due to additional time to study. If a student

is unable to complete the SAC within 2 weeks the matter will be referred to the VCE panel for a final determination.

(ii) Major illness or death in the family

A letter from the treating Doctor or hospital confirming the illness or death of a relative, including relevant dates, must be provided.

(iii) Extenuating circumstances

These are circumstances which have significantly affected the normal arrangements of students and have an effect on the ability to meet required assessment timelines. A supporting statement from the suitably qualified practitioner or an outside agency must be provided.

Requirements for Satisfactory Attendance

The following attendance requirements apply for successful attainment of VCE, VET and VCAL units:

A maximum of 14 periods of absence (both approved and unapproved) is allowed in a subject per unit – this includes absence due to illness, family and personal matters and involvement in extra-curricular activities.

Of these, a maximum of 5 absences can be unapproved absences – these being absences without a medical certificate or other formal notification to the school.

Students who accumulate more than 5 unapproved absences or more than 14 absences in total will undergo a review by the VCE panel for determination of an 'N' result for the subject.

The school will send warning notes to parents when a student has 3 periods of unapproved absence or 8 periods of total absences in any subject.

In the situation that a student has more than 10 periods of absences from a subject, a parent meeting will be scheduled to discuss progress and pathways.

Individual circumstances known by an Assistant Principal, such as welfare, mental health or severe health issues may be considered on a case by case basis through fortnightly welfare meetings. Parents are required to provide the school with as much information, including care plans so that the school can support students in their education. This information should be provided to the school as early as possible.

Extended holidays or overseas trips that infringe on the stated attendance policy will not be endorsed by the college and are likely to result in an 'N' result for affected subjects due to the College's inability to authenticate outcomes.