Mickleham Secondary College
Assessment and Reporting

Help for non-English speakers

If you need help to understand the information in this policy please contact the main office

PURPOSE

The purpose of this policy is to outline expectations for the assessment, recording and monitoring of student performance at Mickleham Secondary College.

DEFINITIONS

Formative assessment is any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like: How is learning progressing? What will be learned next?

Summative assessments usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments usually occur at the end of a unit of work/learning sequence. Summative assessments can also be used formatively since they can inform future planning for student learning.

POLICY

- Teachers at Mickleham Secondary College assess and monitor student learning and performance accurately and comprehensively against the against the Victorian Curriculum F-10 (inclusive of levels A-D) achievement standards.
- Teachers at Mickleham Secondary College formally record assessment information for every student on Compass.
- Formative and summative assessments are used to improve student learning by accurately determining current performance, as well as areas of future need and development.
- Mickleham Secondary College ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the school year, including through twice-annual formal reporting.
- Mickleham Secondary College ensures ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program.
- This policy should be read in conjunction with Mickleham Secondary College's Assessment Schedule (Appendix 1).
- Mickleham Secondary College ensures that teachers, parent/carer(s) and students have access to accurate information about student performance.

- Mickleham Secondary College will provide two written reports to parents/carers per year that provides accurate information about student performance.

- Mickleham Secondary College will provide teacher judgements for all curriculum areas taught to the Department (via CASES21) each semester.

Mickleham 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 Curriculum Plan has been developed and identifies the Learning Area across each band of schooling (2-year period) responsible for teaching and assessing the Victorian Curriculum Standards (F-10). Teaching and Learning Leaders review this document each year and adjust where necessary.

Mickleham Secondary College has an assessment schedule (Appendix 1) that outlines the compulsory assessment tasks to be completed by class teachers and the dates that the results of these tasks are due each term.

Students at Mickleham Secondary College 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.

Compass is used to provide links between classroom learning and home through a digital platform.

Within the Department's Framework for Improving Student Outcomes (FISO 2.0) 'Assessment' is identified as one of 5 core elements that reflect the evidence of what makes the most difference to student outcomes. Mickleham Secondary College has aligned the design and delivery of school-based assessment to FISO 2.0.

Assessment Strategies

- Teachers at Mickleham Secondary College 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 peer assessment, student self-assessment and reflection.
- 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.
- Assessment tasks 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.
- Mickleham Secondary College, in consultation with the Student Support Group (SSG), 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 IEPs 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.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.

Feedback on Assessment

Teachers use the online learning management system, Compass, to set up and communicate student learning tasks. Students and parents can view the details of the tasks, the assessment elements and rubric (if applicable) 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.

Students will receive feedback about their current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning.

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 assessment rubrics
- peer-assessment
- self-assessment.

Where possible, staff will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum F-10 Achievement Standards across the school.

Reporting to Parents

Mickleham Secondary College ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

Mickleham Secondary College will provide two written reports to parents/carers per year.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Mickleham Secondary College will report directly against the Victorian <u>Curriculum F-10 Achievement Standards, including the </u>Victorian <u>Curriculum F-10 EAL Achievement Standards</u>.
- Both student achievement and progress will be included in the report.
- Achievement and progress will be shown along a continuum, including the student's current teacher judgment (assigned as a score) for every curriculum area taught over the semester and progress will be shown from the last time that curriculum area was reported on.
- A five-point scale will be used when reporting on student achievement and progress:

- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Mickleham Secondary College will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- Reports will be kept at the school for the time periods specified by the Department.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available for where required.

Informal opportunities for parents/carers to meet with teachers will occur before and after school with all teaching staff being present in their learning community between 8:30-8:40am and 3:00-3:15pm.

The school community will be informed of student learning outcomes data via the Annual Report.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- included in staff induction processes and staff training
- available publicly on our school's website
- discussed at staff briefings/meetings as required
- included in transition and enrolment packs
- discussed at community information sessions
- hard copy available from General Office upon request.

FURTHER INFORMATION AND RESOURCES

- Curriculum Programs Foundation to 10 policy
- Assessment of Student Achievement and Progress Foundation to 10 policy
- Reporting Student Achievement and Progress Foundation to 10 policy
- Framework for Improving Student Outcomes 2.0
- Framework for Improving Student Outcomes (FISO 2015-2021) Curriculum planning and assessment dimension
- Minimum standards and requirements for school registration
- Understanding, assessing and reporting on English language proficiency
- Victorian Curriculum F-10 EAL reporting resource
- Individual Education Plan policy

RELATED POLICIES AND RESOURCES

- Related Policies:
  - Statement of Values and School Philosophy
  - Curriculum and Student Learning Overview

Mickleham Secondary College Assessment Schedule (Years 7–10)

* as need arises ✓ must do ♦ below benchmark ● above benchmark				Year 7				Year 8				Year 9				Year 10			
Learning Area	Assessment	Purpose	Type	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
English	Teacher Judgements against the VC F–10 standards	Tracking student achievement in English in all three modes (Writing, Reading and Viewing, and Speaking and Listening)	OF		✓		✓		✓		✓		✓		✓		✓		✓
	Moderation of learning evidence	Tracking student achievement and progress in all modes	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learning Conferences	Includes: Goal setting/monitoring of improvement in the three modes. Oral reading assessment – decoding, fluency and comprehension (as needed) Comprehension assessment – literal, inferential and evaluative Writing assessment – text structure, vocabulary, expressing and devloping ideas, creating texts Speaking and Listening assessment – language variation, interacting, responding to literature	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Subject	Assessment	Description	Type	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Pre- and Post- Common Assessment Tasks	Ongoing short-cycle assessment to track progress in all three modes of English	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	NAPLAN	For tracking progress in Reading, Writing, Language Conventions	OF		✓								✓						
	School-selected, standards-referenced proprietary assessment tools (e.g. PAT tests)	Tracking student progress in specific focus areas in the three modes of English	FOR, OF				✓		✓					✓					✓
	Digital Assessment Library Assessments	Formative assessment to support curriculum planning and differentiation in the modes of Writing, and Reading and Viewing (Reading Comprehension, Language Skills and Spelling)	FOR	✓		✓		✓		✓		✓		✓		✓		✓	
Mathematics	Teacher Judgements against the VC F–10 standards	Tracking student achievement in Mathematics in all three strands (Number and Algebra, Measurement and Geometry, and Statistics and Probability)	OF		✓		✓		✓		✓		✓		✓		✓		✓
	Moderation of learning evidence	Tracking student achievement and progress in all strands	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learning Conferences	Includes: Goal setting/monitoring of improvement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Subject	Assessment	Purpose	Type																	
	Pre- and Post-Common Assessment Tasks	Ongoing short-cycle assessment to track progress in all three strands	FOR, AS, OF	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
	NAPLAN	For tracking progress in all strands	OF		✔								✔						
	School-selected, standards-referenced proprietary assessment tools (e.g. PAT tests)	Tracking student progress in specific focus areas in all strands	FOR, OF			●				●				✔					✔
	Fractions and Decimals Online Interview	Tracking student progress in the Number and Algebra strand	FOR, AS, OF	✔		✔		✔		✔		◆		◆		◆		◆	
	Digital Assessment Library Assessments	Formative assessment to support curriculum planning and differentiation in all strands	FOR	✔		✔		✔		✔		✔		✔		✔		✔	
The Humanities	Teacher Judgements against the VC F–10 standards	Tracking student achievement for Geography, History, Civics and Citizenship, and Economics and Business across the 2-year bands L7–8 and L9–10	OF		✔		✔		✔		✔		✔		✔		✔		✔
	Pre- and Post-Common Assessment Tasks	Ongoing short-cycle assessment to track student progress in Geography, History, Civics and Citizenship, and Economics and Business across the 2-year bands L7–8 and L9–10	FOR, AS, OF	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Learning Area	Assessment	Description	Type	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16
Health and PE	Teacher Judgements against the VC F–10 standards	Tracking student achievement in both Health Education and Physical Education	OF		✔		✔		✔		✔		✔		✔		✔		✔
	Pre- and Post- Common Assessment Tasks	Ongoing short-cycle assessment to track student progress in Health Education and Physical Education	FOR, AS, OF	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
	Digital Assessment Library Assessments	Formative assessment to support curriculum planning and differentiation in Health Education and Physical Education	FOR	✔		✔		✔		✔		✔		✔		✔		✔	
Languages	Teacher Judgements against the VC F–10 standards	Tracking student achievement in <insert language/s>	OF		✔		✔		✔		✔		✔		✔		✔		✔
	Pre- and Post- Common Assessment Tasks	Ongoing short-cycle assessment to track student progress in <insert language/s>	FOR, AS, OF	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✉	✉
Science	Teacher Judgements against the VC F–10 standards	Tracking student achievement in Science	OF		✔		✔		✔		✔		✔		✔		✔		✔
	Pre- and Post- Common Assessment Tasks	Ongoing short-cycle assessment to track student progress in Science	FOR, AS, OF	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
	Digital Assessment Library Assessments	Formative assessment to support curriculum planning and differentiation in Science	FOR	✔		✔		✔		✔		✔		✔		✔		✔	

Domain	Assessment Method	Description	Type																	
The Arts	Teacher Judgements against the VC F–10 standards	Tracking student achievement in the Arts as taught across the two–year band (Dance, Drama, Media Arts, Music, Visual Arts)	OF		✔		✔		✔		✔		✔		✔		✔		✔
	Pre– and Post–Common Assessment Tasks	Ongoing short-cycle assessment to track student progress in the Arts (Dance, Drama, Media Arts, Music, Visual Arts)	FOR, AS, OF	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Technologies	Teacher Judgements against the VC F–10 standards	Tracking student achievement in the Technologies as taught across the two-year band (Design and Technologies, and Digital Technologies)	OF		✔		✔		✔		✔		✔		✔		✔		✔
	Pre– and Post–Common Assessment Tasks	Ongoing short-cycle assessment to track student progress in the Technologies as taught across the two-year band (Design and Technologies, and Digital Technologies)	FOR, AS, OF	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
The Capabilities	Teacher Judgements against the VC F–10 standards	Tracking student achievement in Capabilities as taught across the two–year band (Personal and Social, Critical and Creative Thinking, Ethical, Intercultural)	OF		✔		✔		✔		✔		✔		✔		✔		✔
	Pre– and Post–Common Assessment Tasks	Ongoing short-cycle assessment to track student progress in the Capabilities as taught across the two–year band (Personal and Social, Critical and Creative Thinking, Ethical, Intercultural)	FOR, AS, OF	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Category	Assessment	Description	FOR/OF																
	Insight Intercultural Capabilities Digital Assessments	Tracking progress in Intercultural Capability (student–led diagnositc assessment)	FOR	✓				✓				✓				✓			
	Digital Assessment Library Assessments (Critical and Creative Thinking)	Formative assessment to support curriculum planning and differentiation for Critical and Creative Thinking	FOR					✓				✓				✓			
Additional Assessment	Abilities Based Learning and Education Support (ABLES)	Goal setting/monitoring of improvement in: English (all modes), Mathematics (Number and Algebra, and Measurement and Geometry), Physical Education, Capabilities (Critical and Creative Thinking, and Personal and Social), Digital Literacy	FOR	●		●		●	●		●	●		●		●		●	
	Reading and Vocabulary assessment for English as an Additional Language students (RVEAL)	Goal setting/monitoring of improvement for EAL students (Years 3-10) in Reading and Vocabulary Skills	FOR	●		●		●	●		●	●		●		●		●	
	VCE and/or VCAL studies for students undertaking these studies and/or	VCE / VCAL Assessments (e.g. School Assessed Coursework (SACs) and VCAL Assessment Tasks)	OF	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

	preparation for VCE/VCAL.																					