



## ASSESSMENT POLICY

### Rationale:

Accurate and comprehensive assessment of school and student performance against state-wide standards guides improvements in student learning, assists in establishing future direction and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

### Objectives:

- To ensure that students have the opportunity to demonstrate their learning in relation to our mandated curriculum.
- To ensure that assessment procedures are consistent with DET requirements, national and legislative obligations.
- To ensure assessment occurs **for** learning, **as** learning and **of** learning, to accurately inform the teaching and learning program.
- To ensure that all staff understand that they are to provide instruction and learning activities that enable each student to develop their knowledge and skills in each subject.
- To guide students to develop knowledge, skills and behaviours, as they reflect on their learning and plan their future learning goals.
- To assess school and student performance accurately and comprehensively.
- To inform teacher planning for learning programs that are matched to student learning needs.
- To provide ongoing timely assessment and feedback.

### Guidelines:

- Schools are responsible for accurately assessing student achievement, as well as whole school performance.
- Formative and summative assessment is an integral part of instruction. Assessment measures the AusVELS discipline standards, Personal, Interpersonal and Interdisciplinary Domains.
- Teachers use a variety of assessment tasks to enable a wide range of knowledge and skills to be measured.
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in state-wide standardised testing processes such as NAPLAN.
- OnDemand testing will occur during June and November of each year. New students to the school will also be tested in February.
- Teachers will make judgments against the six-monthly progression points of the AusVELS based on the total work completed in class and for homework. Common Assessment Tasks will be one of the sources of information that teachers moderate on and use to make these judgments.
- Teachers will use Compass to keep records that provide a rich mixture of observations of student learning, student-completed tasks and feedback.

- Assessments will be used to identify future lesson directions and provide students with targeted feedback about their current performance and how they may improve.
- Teachers will use data to reflect on the effectiveness of their teaching and make improvements to their pedagogy.
- Teachers participate in team moderation, to ensure that they are making consistent judgements about students' capabilities and plan as a team to meet student needs.
- Teachers will develop Individual Learning Plans for students who are on the Program for Students with Disabilities and/or identified by assessment to be "at risk". Teachers will consult with students, parents and where appropriate, with others with specific expertise to design these ILPs.
- The College will assess the achievements of students with disabilities and impairments in the context of AusVELS. Information from Student Support Groups will help develop Individual Learning Plans that contain learning goals in each key learning area for each student. Progress towards learning goals will be assessed and reported by the Student Support Group.
- Students for whom English is a second language, and who satisfy DET criteria, will have their progress in English assessed in relation to the stages of the EAL Companion to the English AusVELS.
- Learning to study for, and achieve 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 English and Mathematics exams will occur at the end of Semester One and all Year 10 subjects will have an examination at the end of Semester Two.
- VCE teachers will base their assessment practices on the current VCE and VCAL Administrative Handbook, subject Study Designs and Assessment Handbooks. All rules and practices will be in alignment with these documents.
- Teachers will include formative assessment tasks in the teaching and learning sequence that leads to a learning outcome. Student performance on the formative assessment tasks can be used to measure satisfactory completion of a learning outcome. This is measured as Satisfactory (S) or Not Satisfactory (N). Diagnostic feedback should be provided to students before they attempt the Graded Assessment Tasks and School Assessed Coursework (SACs).
- The purpose of assessment in VCAL is to assess a student's achievement of outcomes by collecting evidence about their performance and making a judgment about whether they have met the requirements of the learning outcome.
- Assessment in VCAL should focus on integrated projects/activities. In developing an integrated or holistic approach to VCAL delivery, a number of outcomes from one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities. When designing assessment for an integrated project, there need to be clearly identifiable assessment activities/tasks for each VCAL unit of competency.
- The College will provide all required performance data to DET and the community by means of the School Council's annual report.

**Evaluation:** The effectiveness of this policy will be reviewed as part of the College's four year review cycle.