

Reporting and Assessment Policy



Taylors Lakes
SECONDARY COLLEGE

Accurate and timely assessment and reporting helps to improve student learning through more targeted support, assistance and extension of student work, while keeping parents and guardians informed on student achievement and progress.

Definitions

- a) Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning and teaching practice.
- b) Reporting is the process by which assessment information is communicated to the students, parents and the College. This information will identify what each student has achieved, and recommendations for improvement.

Reporting Guidelines

Teachers will report on student achievement on all assessment tasks as they are completed through the Compass Learning Task module. Feedback will include a grade and comments on what the student has done well and what the student needs to improve. In addition, teachers will complete regular Progress Reports on student work habits three times each semester. At the end of each semester, a school report providing a summary of assessment tasks and results will be published. In Years 7 - 10, a teacher judgement will also be included for each student based on the Victorian Curriculum Achievement Standards. Parent teacher interviews will occur twice a year.

When completing a Learning Task report, teachers will:

- ensure the comment relates to student achievement and is not a description of the learning program or task
- list two – three areas of achievement the student has demonstrated
- list two –three achievable areas for improvement and strategies the student can use to meet these (the 'what' and 'how')
- only discuss work habits where there is a direct link to student performance on the task (this is better addressed in Progress Reports - see Appendix 1 - or communicated directly to parents across the semester)
- cater for a range of abilities, with comments also suitable for students working below and above the level
- determine student grades against learning task rubrics or test scores, which will reflect curriculum standards
- make rubrics available, and explain them to students at the time the learning task is introduced
- write comments in the third person
- generally use past tense
- translate professional vocabulary or terminology to more user-friendly language for a student and parent audience
- complete correction and reporting on student achievement in two or three weeks from completion of the task
- not make the grading visible to students and parents (through the security settings box) until all students have completed the assessment (there may be exceptions to this, for example, a student working on an extension)

Years 7 – 10 Assessment Guidelines

All teachers must provide a guaranteed and viable curriculum in all learning areas for all students based on the Victorian Curriculum Achievement Standards.

- All units of work from Years 7 to 10 will contribute to summative assessment in the subject
- achievement in each subject at Years 7 to 10 will be meaningfully assessed by 2 to 5 graded assessment tasks per semester
- graded assessment tasks assess several learning outcomes and/or key skills OR assess students' understanding of work completed over a meaningful duration of instructional practice time
- there will be diversity in the types of graded assessment tasks in each subject
- at least one assessment task will be completed as a timed task
- each Learning Area will develop a unified approach to graded assessment tasks across 7-10 as documented in Course Outlines
- the grading of assessment tasks will occur at five levels (see below)
- assessment tasks should be written to be achievable by all students, with work differentiated for students either well above or well below the level, with relevant rubrics

Assessment Grades for Summative Assessment Tasks (Years 7 – 10)

The grading system for all assessment tasks from Years 7 to 10 are outlined below. All grades are awarded in conjunction with a rubric.

- Distinction
- Credit
- Satisfactory
- *Satisfactory
- Unsatisfactory

The grade descriptions are derived from the work of Marzano and Bloom. The skills and knowledge assessed in the task criteria will be derived from the Victorian Curriculum, and outlined through learning intentions communicated to students throughout the unit.

What do the grades mean?

Distinction

The student has a comprehensive and detailed understanding of the information important to the task and/or the student can apply the skills and processes to the task fluently and without error.

At this level of achievement students are able to analyse, synthesise and evaluate information. They have been able to successfully complete tasks that required them to: apply, interpret, modify, solve, analyse, appraise, classify, compare, contrast, criticise, differentiate, infer, compose, formulate, synthesise, assess, estimate, evaluate, judge and justify.

Credit

The student has a sound understanding of the information important to the task and/or the student can perform the skills and processes important to the task without significant error.

At this level of achievement students are able to grasp the meaning of the information. They have been able to successfully complete tasks that required them to: classify, convert, discuss, distinguish between, explain, provide example(s) of, locate, review summarise, translate, and produce.

Satisfactory

The student has a general understanding of the task but has some misconceptions or is missing some information important to the task and/or the student performs many of the skills and processes important to the task but makes significant errors on occasions.

At this level of achievement students are able to remember previously learned information. They have been able to successfully complete tasks that required them to: define, describe, duplicate, identify, label, list, memorize, order, recognise, recall, and reproduce.

*Satisfactory

The student has successfully completed a modified task – this usually applies to students with an ILP but can also apply to an EAL student whose work has been heavily modified. Students with an ILP will be identified by the SDI Leader (if in the SDI program) and the EAL Leader (if in the EAL program). Teachers will be able to modify work for students on an ILP according to the student's strength in that subject.

When a student completes a modified task, it will need to be reflected on the Learning Task by including 'Student completed a modified task' in the achievement comment box.

If a student has been withdrawn from a Languages class to work in T16, they should not be enrolled in Learning Tasks for the Languages subject.

Please note that students who have a modified task and report must also have a modified rubric. Students cannot be assessed against the same criteria as the rest of the class.

Unsatisfactory

The student has major misunderstandings or is missing critical information about the task and/or the student is unable to perform many of the key skills and processes important to the task.

Where a student has been absent without reason (even for long periods of time) and has not attempted a graded assessment task, they should be graded as Unsatisfactory and addressed in the comments section of the report. Please note a student will also receive an Unsatisfactory grade when they do not submit the task without an approved exemption.

Unsatisfactory would also apply if a student has been present but still failed to complete the task (NA is only used where it has been a school approved absence).

A student absent for a graded summative assessment task, such as a test or presentation in class (due to illness, excursion, etc.) should be provided with the opportunity to complete the task on another day. The teacher will organise an extension in consultation with the student to be completed as soon as possible, and communicate the time for the task to parents. If the student does not attend to complete the task at the agreed time, the student will receive an Unsatisfactory result.

If a student fails to submit an assessment task by the due date, the teacher has the prerogative to provide an extension of up to one week. If the work is not submitted in this time (without mitigating factors) the student will receive an Unsatisfactory result for the task.

An Unsatisfactory result should be documented through a Compass Chronicle post, and reflected in the Learning Task report.

Not Assessed

A student will only receive NA (Not Assessed) due to an approved reason. This approval must be cleared by a member of the Principal Class/Sub School Leader. Reasons for approved absence may include extended absence from school (e.g. family holiday), if a student has moved into a new home group/class after the assessment task has already been delivered or a welfare issue.

Year 10 Exams

At Year 10, exams are graded as Distinction, Credit, Satisfactory, * Satisfactory and Unsatisfactory, according to the agreed grading scale.

Where a student has not attended an exam at Year 10 and there is NO approval (by a member of the Principal Class/ Sub School Leaders), this will be graded as Unsatisfactory on the Learning Task.

Where a student has not attended an exam at Year 10 and there IS approval (by a member of the Principal Class/ Sub School Leaders), this will be reported as 'NA' on the Learning Task.

Note: Principal Class/Sub School Leaders will communicate any approvals with the relevant teachers.

Modified students and exam grade

Where a student completes a modified exam, the response will be graded as *Satisfactory. If the student completed the exam but did not receive a mark, the student will receive NA in the grade field. Where a student on a modified program is exempted from your subject exam, the student should be graded as NA.

Agreed Report Elements (Years 7 – 10)

Years 7 – 10 Report Elements

Distinction, Credit, Satisfactory, Unsatisfactory, *Satisfactory, Not Assessed

Home Group program

Satisfactory, Unsatisfactory, *Satisfactory, Not Assessed

SDI (Non-Victorian Curriculum) Reports

Individual Learning Goal Progress: 1, 2, 3, 4, 5, 6

Agreed Years 7 – 10 Grading Scale

Grade	% score
Distinction	80 - 100
Credit	60 - 79
Satisfactory	40 - 59
Unsatisfactory	0 - 39

VCE, VET and VCAL Assessment Guidelines

VCE

The minimum pass mark for Year 11 and 12 is 40%.

If a student receives a result less than 40%, the agreed Redemption Process will be initiated. If a student successfully attempts a redemption task, the teacher should record Satisfactory for the Outcome and UG for the grade.

If a student is awaiting authentication or redemption for a task, the task should be initially graded as UG in the "Assessment" field, and the "Learning Outcome" field left clear until the process has been completed. The following comments should be included in the Achievements field:

- This task has been referred to redemption
- This task has been referred to authentication

When the process has been completed, the report on the task should be completed with some comment on why the student has received a UG result.

If the work has been authenticated, complete the Learning Task report as normal.

If a student receives a J result (generally for special consideration) the student will receive NA for the grade and NA for the outcome. **Principal Class will confirm any students this applies to with relevant teachers.**

Year 11 and 12 students receive percentage grades for SACs and SATs for summative tasks. Year 12 grades may be subject to change through VCAA processes.

Year 11 Exams

At Year 11, exams are reported as a percentage for SACs and SATs.

Where a student has not attended an exam at Year 11 and there is NO approval (by a member of the Principal Class/ Sub School Leaders), this will be reported as 'UG' on the report.

Where a student has not attended an exam at Year 11 and there IS approval (by a member of the Principal Class/ Sub School Leaders), this will be reported as 'NA' on the report.

Note: Principal Class/Sub School Leaders will communicate any approvals with the relevant teachers.

Agreed Report Elements (Years 11 – 12)

Outcomes: Satisfactory, Unsatisfactory, Not Assessed, J Assessment

Grades: a percentage grade from 0 to 100%

Year 12 Home Group Program

Satisfactory, Unsatisfactory, Not Assessed

For more information about VCE processes refer to the TLSC VCE Policy.

VET

A Learning Task will be created each term to reflect work in progress for each VET subject. A comment will be generated for each Learning Task. The comment should reflect what the student has achieved (this can also include a reference as to whether work has not commenced on a specific module at that point in time) and what the student needs to do in order to improve.

Grades alone will be entered for all modules at the end of the reporting cycle.

Year 11 and 12 VET Report Elements

VET Units of Competency: C, IP, NYD, NYC

VCAL

A Learning Task will be created each term to reflect work in progress for each VCAL strand. A comment will be generated for each Learning Task. The comment should reflect what the student has achieved (this can also include a reference as to whether work has not commenced on a specific Outcome at that point in time) and what the student needs to do in order to improve.

Grades alone will be entered for all Outcomes at the end of the reporting cycle.

Year 11 and 12 VCAL Report Elements

VCAL Outcomes: S, N, NYC

For more information about VCAL processes refer to the TLSC VCAL Policy.

REVIEW PERIOD

This policy was last updated on 19th May 2021 and is scheduled for review in May 2025.

Work Habits	Very Good	Good	Satisfactory	Unsatisfactory	Not Assessed
Completion of work	Completed all the required work/ homework*	Completed most of the required work/ homework	Completed some of the required work/ homework	Completed little or none of the required work/ homework	<p>To only be used when students have had an extended absence or are very new to the college.</p> <p>Direction would be provided on which students this may be applied to in a particular reporting cycle</p>
Effort	Consistently attempts all classroom activities independently and to the best of their ability	Attempts most classroom activities independently	Generally attempts classroom activities, though requires some prompting	Seldom attempts classroom activities and requires regular prompting	
Behaviour	Models exemplary behaviour at all times both independently and in group contexts	Behaves appropriately in class, working well with others	Generally behaves appropriately, though at times becomes distracted	Frequently disrupts the learning of others and/ or is easily distracted	
Organisation	Consistently arrives at class on time with all the required equipment. Maintains orderly documentation of classroom activities and independently seeks out missed work	Mostly arrives at class on time with the required equipment. Maintains documentation of classroom activities and makes an effort to catch up missed work if required.	Generally arrives at class on time, mostly with the basic equipment. Attempts to document classroom activities and makes an effort to catch up on missed work if prompted	Seldom arrives at class with required equipment and rarely documents classroom activities. Makes minimal effort to seek out missed work	

* “Completed all the required homework” does not necessarily mean students need to complete 100% of all work to receive a Very Good grade. Teachers need to consider the qualifier “required” when judging student achievement. For example, students on ILPs may not be required to complete all the work set for the rest of the class, just as students on extension programs may not need to complete work they have already mastered, but complete other work at a more advanced level. Students who have been on extended leave may also need to be considered in this way.

Another complication is that some Learning Areas set much more homework than others, and in some of these cases it is very difficult for students to complete all the set homework. This may mean that very few students are able to achieve Very Good grade for this criterion. However, any work set should be achievable by all students.

In the end, Progress Reports reflect a teacher judgement of student achievement, and teachers need to make a judgement on what is “required” to achieve a grading of Very Good. This does not mean that just because a student has not completed 100% of homework that they cannot achieve a grade of Very Good.