



Assessment Policy 2024

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Purpose

Consistency and fairness of assessment practices are imperative throughout secondary education, as the judgements teachers make directly impact students' future opportunities. The purpose of an Assessment Policy is to ensure school-based practices align with expectations outlined by the Victorian Curriculum and Assessment Authority (VCAA), enhance consistency and ensure expectations are explicit for students. It is essential that staff refer to the Victorian Curriculum documentation for their subject areas and that assessment practices adhere to the expectations outlined in this document.

Core to our work as teachers at Patterson River Secondary College is engagement in learning and motivating students to achieve their personal best. A consistent and fair assessment policy, that is aligned to the Purpose and Values of our school is one of many actions to achieve this.

At Patterson River Secondary College, our purpose is to provide a supportive and productive learning community where students are challenged by high expectations to achieve their personal best.

We value:

- Persistence
- Excellence
- Community
- Respect.

Our assessment philosophy

At Patterson River Secondary College we use what students say, make, do or write to provide feedback to them on how to improve their skills and develop their knowledge. This means assessment is ongoing, accessible to all students and there is no end point to learning. It is a meaningful process designed to recognise personal learning growth as the measure of achievement in learning.

Scope

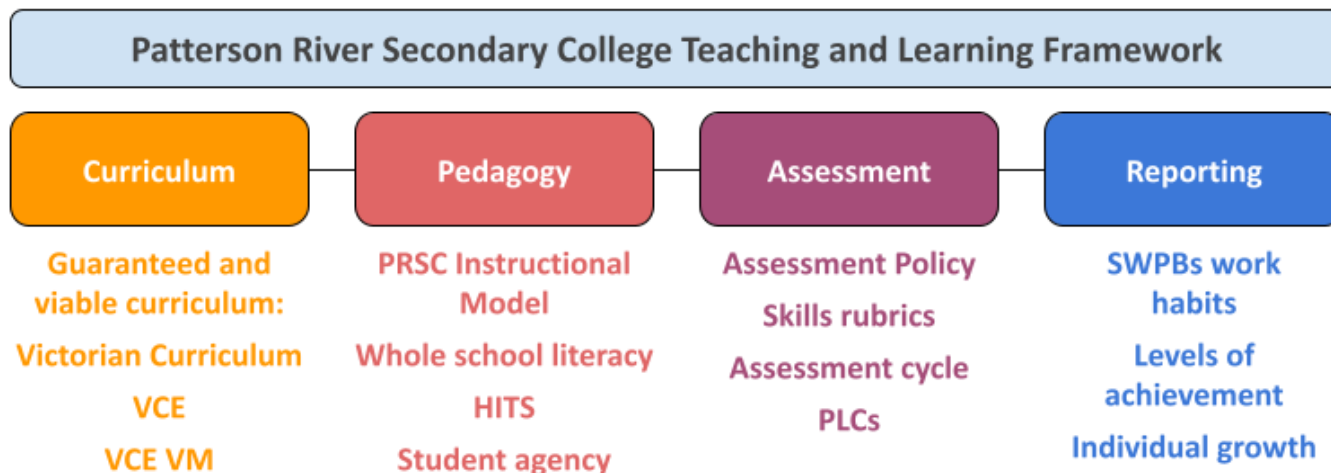
This Assessment Policy outlines the expectations for Years 7-10, in terms of consistency, a guaranteed and viable curriculum, and the responsibilities of teachers, students and parents for assessment. For Years 10-12, refer to the VCE and VCAL Assessment Policies for specific information regarding:

- All aspects of VCAA Policy for VCE and VCAL
- SAC Redemption
- Progression in the senior years.

Teaching and Learning Framework

Teaching and Learning at Patterson River Secondary College has four interconnected components: Curriculum (what we teach), Pedagogy (how we teach), Assessment (how we know what students have learnt and are ready to learn next) and Reporting (where students are at in their learning).

The Framework aligns with the Excellence in Teaching and Learning area of the Department of Education and Training's Framework for Improving Student Outcomes (FISO). The following graphic outlines the focus and work of our teachers across these four interconnected areas.



What is Assessment?

Assessment is integral to achieving learning progress and growth for our students. According to the Department of Education and Training (DET):

Assessment is the ongoing process of:

- *gathering, analysing and interpreting evidence*
- *reflecting on findings*
- *making informed and consistent judgements to improve student learning.*

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- *Assessment for learning: occurs when teachers use inferences about student progress to inform their teaching (formative assessment)*
- *Assessment as learning: occurs when students reflect on and monitor their progress to inform their future learning goals (formative assessment)*
- *Assessment of learning: occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards (summative assessment).¹*

Establishing Learning Achievement

To make progress in learning in Years 7-10, the student must demonstrate development of the key knowledge and skills from the relevant learning area of the Victorian Curriculum. To establish learning achievement and locate the student on the Victorian Curriculum learning continuum, teachers will use evidence obtained from a combination of:

- [Pre-assessment](#)
- [Formative assessment](#)
- [Summative assessment](#) (referred to as CATs)
- Class activities
- Standardised testing.

¹ DET (2020). "Assessment, theory and practice within the teaching and learning cycle," available at <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>, accessed 5/11/2020.

Forms of Assessment

There are many different forms of assessment that may be used throughout a unit of learning to establish where a student is at on the learning continuum and to inform planning for progress. The types of tasks will differ, depending on the Domain and the nature of the unit, however, it is an expectation that where there is more than one class of any subject, the nature of assessment and feedback is consistent across all classes enrolled in that subject in a given reporting period, with scope for differentiation by teachers for individual students or groups of students where required. Significant modification of tasks (above or below the standard) may be appropriate when a student is on an Individual Learning Plan. For a list of potential assessment activities, see [Appendix 1: Forms of Assessment](#).

Common Assessment Task (CAT) Guidelines

Summative assessment tasks (known as CATs) will identify the content and skills that are being assessed through a levelled rubric. CATs will be consistent across all classes who are studying that subject in a given period. Differentiation of CATs will be consistent across all classes, unless the student is on an Individual Learning Plan or Absence Learning Plan and requires significant modification.

CATs will include:

- Task overview
 - The name of the task
 - The purpose and relevance of the task
- Task instructions
 - Clear explanation of what students are required to do
 - Options for differentiation (modification or extension)
- Resources to support the task
- A five-point continuum of how the content will be assessed ('No understanding' to 'Very good understanding')
- Relevant levelled skills rubric for assessment against the Victorian Curriculum Learning Continuum.

All CATs will be presented on the Patterson River Secondary College CAT Template and published as a learning task on Compass. The exception is CATs completed in Mathematics, where students will not have skills and content separated. This is due to the organisational structure of the Mathematics curriculum. All CATs will, however, still have options for differentiation built into them as part of the task design.

The Assessment Cycle

Domains are required to establish assessment cycles for all subjects taught across the school. The assessment cycle will:

- be shared with students, including the purpose, mode of assessment and due dates
- be documented within course outlines
- identify the common diagnostic, formative and summative assessment tasks that will be assessed in a unit as part of the guaranteed and viable curriculum
- identify the frequency of assessment within a unit or semester
- identify how the data relating to the assessment task will be stored, accessed, shared and moderated
- ensure feedback is shared with students within the two weeks following CAT completion.

Feedback

To support learning progress and growth, teachers will provide students with timely feedback (within two weeks of CAT submission). The primary purpose of feedback is to identify areas of strength and areas for improvement to facilitate improvement in learning outcomes. Feedback can be provided in different forms, including:

- verbal feedback
- written feedback
- peer feedback
- group feedback
- a rubric.

When providing feedback on CATs, teachers will provide students in Years 7-10 with a rubric that contains assessment of content understanding and the level of skill demonstrated in the task. Teachers should also provide written or verbal feedback to accompany the rubric, or facilitate structured peer feedback or student self-reflection as part of the process.

Cross-marking and Moderation

Where there is more than one class of any subject, it is expected that there will be moderation of CATs as part of the assessment cycle and curriculum planning that teachers engage in. This is to establish consistency of feedback and teacher judgement in terms of reporting and to inform planning to facilitate progress and growth for individual students and cohorts. Where there is one teacher for multiple subjects, it is recommended that they seek moderation or feedback from a suitably qualified/experienced teacher in that subject area.

Assessment expectations

Teachers, students and their families are all partners in the assessment process. In order for students to achieve learning progress, they must approach all assessment tasks with persistence and a growth mindset and complete them independently. Teachers will ensure that the assessment process is consistent and transparent. Parents and Guardians are encouraged to support and celebrate their child/ren's achievements and assessment outcomes by monitoring them via Compass Learning Tasks and supporting them to put their personal best into all of the work they do. For a more detailed outline of these expectations, please refer to [Appendix 2: College, Teacher, Student and Parent Responsibilities](#).

Reporting assessment outcomes

Compass and Microsoft Teams are the two main platforms used to communicate with students and parents about learning and assessment. Each platform is used in different ways by teachers and students, depending on the nature of the task, activity or communication. For appropriate student use of Microsoft Teams please refer to the College ICT Acceptable Use Policy. The following table below gives an overview of how each platform will be used to support learning and facilitate assessment.

Compass Primarily a communication and reporting platform	Microsoft Teams Primarily a teaching and learning platform
<p>The minimum requirements for assessment are:</p> <p>Learning tasks Years 7-10 CATs with the following:</p> <ul style="list-style-type: none"> • Due date • Task instructions and rubric on CAT Template attached • Received, Late or Not Received • Victorian Curriculum Level achieved • Approved feedback comments. <p>VCE SACs with the following:</p> <ul style="list-style-type: none"> • Due date • Assessment information, including relevant assessment rubric or marking scheme • Level of achievement from Very low to Very High <p>VCE VM Outcomes with the following:</p> <ul style="list-style-type: none"> • Due date • Assessment information, including task instructions • Assessment of 'Competent' or 'Not yet competent' <p>Years 10-11 Exam Results</p> <p>Analytics Standardised testing results are uploaded to Compass and accessed via the Analytics tab.</p> <p>Reports Mid-Term Reports (Years 10-12 only) End of Term Reports (all year levels, Terms 1 and 3) End of Semester Reports.</p>	<p><i>Microsoft Teams can be used to provide students with a copy of an assessment task. Upon submission, teachers can provide written feedback and use the 'Assignments' feature to fill in a rubric prior to returning the task to the students. Verbal feedback may also be provided.</i></p> <p>Microsoft Teams is a learning platform that integrates some of the Microsoft Office 365 online applications to support student learning. It is free for all students to access to complete and store their work where appropriate. In accessing Teams, students will regularly use:</p> <ul style="list-style-type: none"> • MS Word • MS PowerPoint • MS Forms • MS OneNote Class Notebook • MS OneDrive • MS Excel. <p>The following assessment tasks may be facilitated through Microsoft Teams:</p> <ul style="list-style-type: none"> • pre-assessment • formative assessment • CATs – using the Assignments feature. <p>In addition, students are encouraged to use Teams to:</p> <ul style="list-style-type: none"> • access learning resources in the Channel Files • complete any digital work in their personal files • 'chat' their teachers to ask clarifying questions or seek formative feedback on their work in progress • collaborate with their peers on group tasks • view summative feedback on submitted assignments.

Further information and resources for teachers

Supporting information for teachers on expected assessment practices at Patterson River Secondary College can be accessed via the Staff Handbook. In addition, teachers can access assessment advice and resources in the Curriculum Documentation Team | General Channel Files | 7-10 Assessment Folder.

Review cycle

This policy was ratified by the School Council in December 2020 with the agreement that 2021 would be an implementation year. The Policy has been extended and will be subject to review at the end of 2024.

Appendices

Appendix 1: Forms of Assessment

The following section contains a list of the different forms of assessment that may be used throughout a unit to establish where a student is at on the learning continuum and to inform planning for progress.

Pre-assessment

Pre-assessment tasks may include:

- Pre-tests
- Pre-quizzes or checklists
- Brainstorming (individual or class)
- Graphic organisers, ie. KWL
- Mind maps
- Questioning
- Self assessment against a rubric
- Auditions
- Standardised testing of a particular skill (Literacy and Numeracy)
- Online programs, ie. Maths Space or Stile.

Formative assessment

Formative assessment tasks may include:

- Graphic organisers, ie. PMI, SWOT
- Structured questions and/or activities
- Mini projects
- Practical tasks
- Practice tasks
- Rehearsals
- Drafts
- Sketches
- Questionnaires
- Folio tasks
- Exit cards
- Reflection
- Kahoot or similar
- Online programs
- Collaborative learning tasks
- Peer observation and/or reflection.

Summative assessment

Common Assessment Tasks include:

- Assignments
- Reports
- Essays
- Folios
- Practical tasks
- Artworks
- Written analyses
- Timed writing
- Video of performance
- Performances
- Oral presentations
- Collaborative tasks
- ICT task, ie. blog, website or video
- Listening tests
- Tests
- Exams.*

*Note: Year 10 examination papers will be the same for all students enrolled in a subject in a given period. The exception is where a student is on an Individual Learning Plan and has a modified exam.

Appendix 2: College, Teacher, Student and Parent Responsibilities

Patterson River Secondary College will support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum
- ensuring the College Assessment Policy is relevant to the needs of students
- ensuring students, parents and teachers have access to Compass as an organisation and communication tool.

It is expected that teachers will adhere to the College Assessment Policy by:

- supporting students to develop their School Wide Positive Behaviours
- designing curriculum and assessment that is engaging, aligned with the curriculum requirements and facilitates learning growth for students
- delivering curriculum and assessment which is consistent across each subject cohort
- setting varied, challenging and meaningful assessment tasks related to class work to suit the students' learning needs
- being explicit when communicating with students and families
- articulating high standards and expectations
- providing options for differentiation in CATs
- modifying tasks (above and below standard) when a student is on an Individual Learning Plan
- providing explicit assessment criteria
- giving explicit written or verbal feedback about areas of strength and areas for improvement
- providing timely feedback and support.

It is expected that students will take responsibility for their own learning by:

- being aware of the College Assessment Policy
- working with teachers to develop School Wide Positive Behaviours
- working to achieve personal best
- discussing assessment and homework expectations with parents/carers
- accepting responsibility for meeting assessment due dates, including completing work/assessment missed due to absence
- applying feedback to support learning progress
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

It is expected that parents/carers will support their children by:

- developing a positive and productive approach to assessment and homework
- ensuring there is a balance between the time spent on homework and recreational activities or work commitments
- encouraging daily reading, talking with them and involving them in learning opportunities beyond school
- talking to teachers about any concerns they have about assessment
- ensuring there is a quiet study area for students to complete tasks when needed
- understanding the College reporting processes and discussing reports with their child/ren
- attending Parent Student Teacher Conferences
- checking Compass regularly.