Assessment, Feedback and Reporting and Policy

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

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.

Feedback is information given to the learner about their performance relative to learning goals or outcomes. It aims to improve student's learning.

Reporting is the process by which assessment information is communicated to the students, parents and the College.

Section 1: Assessment

1.1 Year 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.

- achievement in each subject at Year 7-10 will be meaningfully assessed by no less than 2 graded assessment tasks per semester (1 task per year must be a Deep Learning Task)

- 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

- assessment evidence will include what students can "say, make, write or do"

- there will be diversity in the types of graded assessment tasks in each subject

- assessment criteria (developmental rubric) will be made available and explained to students at the time a learning task/new unit is introduced

- each Learning Area will develop a unified approach to graded assessment tasks across Year 7-10 as documented in Course Outlines

- the grading of assessment tasks will occur at eight levels using on-balance judgements

- 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

1.2 Year 7-10 Assessment Grades for Summative Assessment Tasks

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

- Well above standard

- Above standard

- At standard

- Approaching standard

- Below standard

- Insufficient evidence

- Not submitted

- Not assessed

The skills and knowledge assessed in the task criteria will be derived from the Victorian Curriculum and outlined through learning intentions and success criteria communicated to students throughout the unit.

What do the grades mean?

Well above standard
The student is able to work **two levels above** the nominally age expected level of achievement. Evidence of the knowledge and skills as demonstrated by the student has occurred most often at two levels above the expected level across the whole developmental rubric.

Above standard
The student is able to work **one level above** the nominally age expected level of achievement. Evidence of the knowledge and skills as demonstrated by the student has occurred most often at one level above the expected level across the whole developmental rubric.

At standard
The student is able to work **at the expected level** of achievement. Evidence of the knowledge and skills as demonstrated by the student has occurred most often at the expected level across the whole developmental rubric.

Approaching standard
The student is working **one level below** the nominally age expected level of achievement. Evidence of the knowledge and skills as demonstrated by the student has occurred most often at one level below the expected level across the whole developmental rubric.

Below standard
The student is working **two levels or more below** the nominally age expected level of achievement. Evidence of the knowledge and skills as demonstrated by the student has occurred most often at two levels or more below the expected level across the whole developmental rubric.

Insufficient evidence
The student has been present and submitted a task, however evidence of the knowledge and skills required by the student has been **insufficient** across the whole developmental rubric.

Not submitted
Where a student has been present during a unit but does not submit a graded summative task by the due date, the teacher has the prerogative to provide an extension of up to one week and will communicate the time for the task to parents. If the student continues to not complete the task by the agreed time, the student will be graded as **Not submitted**.

Not Assessed
Where a student has been absent with school approval, a grade of **Not assessed** will be given only on the advice of the Principal Class and/or Sub-School Leader.

1.3 Year 10 Exams

At Year 10 exams are reported as a percentage grade.

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 0% 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 graded as Not Attempted on the Learning Task.

Where a student completes a modified exam, as agreed with the parent/carer, the exam will still be reported as a percentage grade.

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

1.4 Years 7 – 12 Individual Education Plan (IEP) Students

The purpose of an Individual Education Plan is to monitor and assess targeted goals, strategies and interventions to support students who are funded under the Program for Students with Disabilities (PSD) and students with specific and complex learning needs.

Individual Education Plans are developed in consultation with students, parents/carers and other outside agencies. These should take into consideration recommendations from specialists and shared priorities. At the start of each semester, goals will be set at a Student Support Group meeting. This is to be reviewed each term, with goals being adjusted as needed.

It is the responsibility of teachers to choose goals that align with the requirements of their individual classes, consulting with the student to develop personalised goals.

Progress ratings for IEP's (end of each semester):

- 0: No Progress
- 1: Little progress
- 2: Satisfactory progress
- 3: Good progress
- 4: Very good progress
- 5: Excellent progress

It is up to teacher judgement to determine whether modified work should be provided for students.

Please note: This is subject to change with the rollout of DET Disability Inclusion reforms in 2024.

1.5 Year 11-12 Assessment Guidelines

All teachers must provide a guaranteed and viable curriculum in all learning areas for all students enrolled in VCE, VCE VM and VET based on relevant Victorian Curriculum and Assessment Authority (VCAA) Study Designs.

- The key principles underpinning all Year 11-12 assessment practice ensure that the assessment instruments enable judgments to be made about demonstration of the outcomes and levels of achievement fairly, in a balanced way and without adverse effects on the curriculum.

- The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.

1.6 Year 11-12 Assessment Grades for Summative Assessment Tasks

At Year 11-12 assessments are reported as a percentage grade. The minimum pass mark for all assessment at Year 11-12 is 40%.

If a student receives a result less than 40% on a graded assessment task, the agreed Redemption Process will be initiated. If a student successfully completes a redemption task, the teacher should record Satisfactory for the Outcome and the original percentage score for the grade.

1.7 Year 11 Exams

At Year 11 exams are reported as a percentage grade.

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 graded as 0% on the Learning Task.

Where a student has not attended an exam at Year 11 and there IS approval (by a member of the Principal Class/Sub School Leader), this will be graded as Not Attempted.

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

Section 2: Feedback

2.1 Feedback Guidelines
The TLSC Assessment and Feedback Model (Appendix 1) was developed in 2021.
This model identifies the 4 key features of effective feedback:
- Types of feedback – variety of formats supporting both formative and summative assessment
- Constructive feedback – positively framed on what the student has achieved and encourage further effort
- Timely feedback – informal and formal processes implemented and student work returned
- Reflection – opportunities to promote self-regulation, goal setting and learning growth

All staff must ensure that they are adhering to these key features in their classrooms.

Section 3: Reporting

3.1 Reporting Guidelines

Teachers will report on student achievement on all assessment tasks as they are completed through the Compass Learning Task module. Feedback will be provided by way of an assessment rubric for Year 7-10 students and a percentage grade and comments for Year 11-12 students. In addition, teachers will complete regular Progress Reports on student work habits three times each semester (see appendix 2). At the end of each semester, a school report providing a summary of assessment tasks and results will be published. In Year 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 teachers will:

Year 7-10

- make rubrics available, and explain them to students, at the time the learning task is introduced

- determine student grades against learning task rubrics, which will reflect curriculum standards

- apply the TLSC Assessment and Feedback Model to their planning and teaching, ensuring implementation of effective feedback (see appendix 1)

Year 7-12

- complete correction and reporting requirements on Compass and inform students of their results within two weeks from completion of the task

- return graded summative tasks to students to assist with ongoing reflection and goal setting

- 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)

When completing reporting of Summative Learning Tasks, teachers must ensure that all the agreed elements are fulfilled in order to ensure that students and families are receiving formal feedback in a timely manner. Teachers are encouraged to utilise the TLSC PARADE protocols (Appendix 3) to assist.

- P   Populate the learning task
- A   Assign the due date
- R   Record receipt of the learning task
- A   Allocate grades
- D   Developmental rubrics/comments published
- E   Ensure grades are made visible

3.2 Year 7-10 Report Elements

Year 7-10 Report Elements

Well Above Standard, Above Standard, At Standard, Approaching Standard, Below Standard, Insufficient Evidence, Not Submitted, Not Assessed

Non-Victorian Curriculum Reports (Inclusion Students)

DNP-EXC on Victorian Curriculum level progress reporting

Staff expected to write comments on Individual Education Plan goals.

3.3 Year 11-12 Report Elements

VCE and VM

Outcomes: Satisfactory, Unsatisfactory, Not Assessed
VCE Grades: percentage grade 0% to 100%
VM Grades: Excelling, Achieving, Satisfactory, Not Yet Satisfactory

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.

VET Units of Competency: S (Satisfactory), IP (In Progress), NYD (Not Yet Delivered), NYC (Not Yet Competent)

For more information about VCE, VM and VET processes refer to the TLSC Senior School Policy.

REVIEW PERIOD

This policy was endorsed by School Council on14 December 2022 and is scheduled for review in 2025.

TAYLORS LAKES SECONDARY COLLEGE ASSESSMENT AND FEEDBACK MODEL

Taylors Lakes
SECONDARY COLLEGE

ASSESSMENT

Assessment is ongoing and based on a continuum of learning. It provides information about where students are in their learning and informs teachers in planning and delivering progressive learning opportunities. Feedback and reflection are important elements of effective learning and development. It should enable individuals to see and appreciate the progress that they have made and recognise that they are being successful in their learning.

FEEDBACK

Effective teachers use two-way feedback to gather information about a students' understanding to assist them to advance their own learning and to verify the impact of their own practice. Feedback informs students and teachers about a student's performance relative to learning goals. Its purpose is to improve the student's learning by aligning a student's effort and activity with a clear outcome that leads to achieving a learning goal.

TYPES OF ASSESSMENT

- Consider a variety of formats to support assessment *for*, *as* and *of* learning
- Implement formative tasks to encourage students to practice skills and provide ongoing assessment data to the teacher
- Develop tasks that promote deep learning and the 6Cs

TYPES OF FEEDBACK

- Formal and informal – rubrics, reports, success criteria
- Oral and written – 1:1 conferencing, discussions, comments
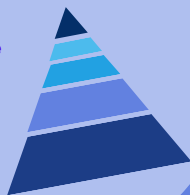- Formative and summative

LINK TO STANDARDS

- Tasks must be aligned to current curriculum achievement standards and capabilities
- Clear connections must exist between learning intentions, learning activities and assessment tasks

CONSTRUCTIVE FEEDBACK

- Constructive feedback is specific, accurate and clear
- Focus on the task outlining what the student has achieved with guidance on how to improve
- Framed to encourage and support further effort using meaningful language

DIFFERENTIATION

- Ensure tasks are fair to all students and provide challenge for the full range of learners being assessed
- Adopt a tiered assessment approach

TIMELY FEEDBACK

- Opportunity to provide instructive feedback in the moment as students refine and develop understandings through formative tasks
- Summative task formal feedback for students and parents due on Compass 2-3 weeks after submission
- Summative tasks and associated feedback must be returned to students

ASSESSMENT RUBRICS

- Must be developed for all summative tasks
- Designed collaboratively by teachers of the same subject to ensure that all classes implement consistently
- Focus on important criteria that link with skills/content in relevant achievement standards
- Use meaningful language linked to learning intentions and success criteria to assist in identifying what a student can *do/say/make/write*
- Rubric criteria are known to students prior to the task

REFLECTION

- Opportunities must be given to students to use feedback to monitor and self-regulate their learning
- Students reflect on feedback and develop learning goals as a strategy to support student voice and agency
- Consider the use of both self and peer assessment in the classroom to promote collaboration and critical thinking
- Teachers ensure that a moderation process establishes consistent and agreed grade allocation based on defined evidence of student achievement
- Teachers reflect on feedback received through formative and summative assessments to guide future planning

REFERENCES:
Victoria Department of Education and Training – https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx
Taylors Lakes Secondary College – Staff Feedback 2021

REFERENCES:
Victoria Department of Education and Training – https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx
https://www.education.vic.gov.au/school/teachers/teachingresources/improve/Pages/hits.aspx
Taylors Lakes Secondary College – Staff Feedback 2021

When completing Learning Tasks, don't forget to join the PARADE!

P Populate the learning task

A Assign the due date

R Record receipt of the learning task

A Allocate grades

D Developmental rubrics / comments published

E Ensure grades are made visible

TLSC Developmental Rubrics Support Material

Why?
Developmental Rubrics enable a developmental framework of learning where learning becomes visible for students. They are supported by a learning taxonomy (in our case, Blooms) and are interpreted within a criterion-referenced framework.

Students:
- Can set goals to self-assess and improve
- Can use specific feedback on their performance to support goal setting and engagement
- Can use assessment data/feedback as information rather than judgement

Parents:
- Will know what their child can do
- Will know the next thing their child is ready to learn

Teachers:
- Can target teaching and feedback to different developmental levels
- Will collaborate and moderate focusing on evidence of what students Say, Make, Write and Do
- Have a belief that all students can learn given their ZPD
- Focus on next steps, not deficits and progression, and not the test

Rubric Structure
- Include approximately 4 Skill/Knowledge Indicators (Y-Axis). The focus here should be on the essential questions/big ideas of a unit, whilst referencing the Victorian Curriculum Achievement Standards
- Assessment Level Range (X-Axis):
  - Year 7: 5-9
  - Year 8: 6-10
  - Year 9: 7-10(A)
  - Year 10: 8-10(A)
- Avoid counts/pseudo-counts, comparative language
- Include positive language
- Reference Blooms Taxonomy

Application (teaching/learning/assessment):
As a _formative_ teaching and learning tool:
- Rubrics will be provided to students at the beginning of a unit and unpacked explicitly to support student understanding of their learning direction
- Rubrics will be used as a feedback, self-reflection and goal setting tool during the unit
- Rubrics will be used to support the one-on-one conferencing practice in the classroom
- Rubrics will be used to show growth over time/ the unit

As a _summative_ teaching and learning tool:
- Rubrics will be used to assess a final summative assessment task as the completion of a unit
- Rubrics will be used to triangulate data to support on balanced judgement for end of semester Victorian Curriculum levels

Important:
- The same rubric will be used during a unit and during the summative assessment task
- If a cornerstone rubric has been developed, teachers will extract the required criteria to create a unit specific rubric

TLSC Values Developmental Rubric

College Values	NA As directed by Sub School Team	Insufficient Evidence Due to a high level of absences or inability to demonstrate basic College values	Emerging	Developing	Consolidating	Proficient
Respect	NA	Insufficient evidence.	Beginning to respect the teaching and learning environment.	Accepts advice to contribute to a respectful teaching and learning environment.	Uses respectful and inclusive language to address students and the teacher in this class.	Supports the diverse needs and opinions of students and the teacher in this class.
Commitment	NA	Insufficient evidence.	Requires support to come to class on time with all equipment and be ready to learn and attempt set tasks.	Attends class ready to learn and attempts set tasks.	Attempts set tasks to the best of their ability and responds to feedback to improve understanding.	Actively seeks and applies feedback from a variety of sources including assessment rubrics to improve learning outcomes.
Safety	NA	Insufficient evidence.	Requires co-regulating strategies to maintain own wellbeing and physical safety.	Accepts support to use co-regulation and self-regulation strategies to maintain a safe learning environment.	Contributes to a safe learning environment by applying self-regulation strategies.	Supports students and the teacher in this class to maintain a safe learning environment.