

VVSS ASSESSMENT AND REPORTING POLICY

PURPOSE

The purpose of the VVSS Assessment and Reporting Procedure is to provide teachers with a supporting framework and guidance on the assessment and reporting on students' progressive achievement. This policy is a supplement to the DFE's "Reporting on Australian Curriculum in DECD schools Reception – Year 10 V1.0" published January 2017.

REPORTING AND ASSESSMENT REQUIREMENTS

Teachers are required to publish assessment tasks and achievement on DayMap together with quality feedback. This will REPLACE descriptive reporting and will be accessible to parents and students via the DayMap and Parent Portal.

For the Australian Curriculum, Teachers will:

- make judgments on the evidence of the learning and provide quality feedback about the extent and quality of each student's achievement and progress in relation to the Australian Curriculum Achievement Standards, and use the achievement standards as the 'C' grade reference point
- engage in internal and external collaborative moderation processes
- collect and maintain folios of students' work

For the SACE Curriculum, Teachers will:

- make judgments and provide quality feedback about the extent and quality of each student's achievement and progress in relation to the SACE Performance Standards
- ensure that all SACE teachers have completed the relevant online clarifying forums in [Plato](#)
- engage in internal and external collaborative moderation processes
- collect and keep folios of students' work

STUDENTS NOT ACHIEVING MINIMUM STANDARD (C FOR THE AC OR C- FOR THE SACE)

If a teacher has identified a student who is achieving below standard (D/E/N grade), teachers will:

- ring the parent/caregiver and ensure the conversation is documented on DayMap
- in the case of the SACE, the "SACE – Risk of Failing Letter" must be administered
- familiarise and apply the strategies within VVSS SACE Improvement Plan to support SACE achievement

NB: No parent should receive a student report where the student has achieved a failing grade if there has been no communication with parents/caregivers.

REPORTING AND ASSESSING FOR A STUDENT ASSIGNED TO A HIGHER OR LOWER YEAR OR BAND LEVEL

Students at VVSS are assessed against the year level band in which they are placed. The only exception to this is where a documented “One Child One Plan (OCOP)” is in place and the plan describes the specific learning needs or year band which will be used to bridge the students learning. The use of the appropriate Achievement Standard from that year band will be used to assess the students learning. **It is important to assume that this DOES NOT AUTOMATICALLY APPLY TO NEP STUDENTS, you need to be guided by the NEP.**

Where a student is consistently demonstrating an excellent level of achievement, it is best to differentiate and provide challenging, and perplexing problems to engage deeply with the current year band. If the students learning program is drawn from a higher band and is documented in the OCOP (as in gifted and talented learners), then they will need to be assessed against the higher band Achievement Standard and this will need to be documented in the student report.

Process for establishing higher or lower year or band level:

- Teacher or leader will notify DP, AP and NEP Leader (if applicable) via email
- The DP, AP and NEP Leader (if applicable), together with the relevant Learning Area Leader and teacher(s) will determine what year level the student is aligned to, and what pedagogy will best address any ‘gaps’ to extend the student through a challenging curriculum
- The DP, AP and NEP Leader (if applicable) will write in collaboration with the Learning Area Leader, teacher, student and parent/caregiver a “One Child One Plan (OCOP)”
 - The OCOP will include a learning plan and the Achievement Standard(s) (or aspects thereof) which will be assessed
 - An individual assessment plan, which will include the tasks students will undertake and identified evidence of learning, will be developed
- The signed OCOP to be placed on DayMap and kept in the students file
- The OCOP must be reviewed at least once every 6 months (before the commencement of the second semester)
- The alternative year level must be communicated on the students’ report

STUDENTS WITH A DISABILITY

Students with an NEP will have a negotiated learning plan in place which all teachers will be familiar with. Student NEP’s will be available on DayMap and teachers must be familiar with the NEP and their own responsibilities to support the students learning. Students on an NEP will be assessed at the appropriate year level band as outlined in the NEP and in accordance to the process articulated in the above section.

For students with significant intellectual disability and those with significant coexisting conditions, achievement should be reported against the curriculum and learning goals described in the student’s Negotiated Education Plan. There is no requirement for teachers to assign A–E grades for these students.

QUALITY FEEDBACK DESCRIPTIVE COMMENTS FOR ASSESSMENT TASKS ON DAYMAP

“Teachers use descriptive reporting to provide information about students’ engagement and achievement, about what they have learnt, what they need to learn next, and how the teacher, student and parent/carer can support these next steps to happen.”

At VVSS, teachers provide ONGOING feedback against student achievement for every AC or SACE Task. This will be communicated on DayMap and accessed by both parents and students.

Quality feedback describes an outline of:

- The level of achievement against the Achievement and Performance Standards
- What the student needs to do to move into a higher grade band in context of the task provided or for those achieving at the A level, how can they be extended beyond the A standard
- The strategies and next steps required to support ongoing improvement

Teachers will:

- *Use evidence* - Comments regarding judgements made about student achievement must be based on quality evidence of what each student has actually achieved against the Achievement and Performance Standards eg: areas of strength, specific areas for improvement and ways to help the student continue to learn and develop future pathways.
- *Make comments easy to understand and personalised* – A suggestion is to use two closely related connected ideas per sentence. The first idea may introduce a topic, while the second may add detail to illustrate a quality of a student’s work.
- *Eliminate specialist terms* - Present information in clear, jargon-free, plain language
- *Avoid comments which refer only to task completion* - Avoid comments that only refer to task completion and do not provide an evaluation or indication of how well the student has performed

INTERIM REPORTS (MID TERM 1, 2 AND 3)

Teachers will be required to provide a mid-term interim report on students who are at risk of failing or are failing. Teachers will need to provide an assessment of student progress towards a passing grade at the mid-term point. A range of evidence can be used to make this determination. It does not need to be based on the formal assessment of student learning after the completion of a set task. Teacher feedback could be based on individual classroom participation or formative assessment of learning (assessment of, for and as learning).

Teachers will use DayMap reporting to select either “Failing” or “At Risk of Failing” for students who meet this criteria. This interim report will be used to inform parents and flag students who need further intervention before the end of term reporting.

REPORTING SCHEDULE

	Report Type	Timeline	
Term 1	Interim Report	Published Due Distributed	Monday Week 4 Wednesday Week 5 Friday Week 5 (by post)
	Term 1 Report	Published Close of Assessment Due Report Checking Distributed	Wednesday Week 10 Friday Week 10 Monday Week 11 Tuesday/Wednesday Week 11 Friday Week 11 (during VHG)
Term 2	Parent Teacher Interviews	Schedule issued Monday Week 1	Tuesday Week 2
	Interim Report	Published Due Distributed	Monday Week 4 Wednesday Week 5 Friday Week 5 (by post)
	Term 2 Report	Published Close of Assessment Due Report Checking Distributed	Wednesday Week 8 Friday Week 9 Monday Week 10 Tuesday/Wednesday Week 10 Friday Week 10 (during VHG)
Term 3	Interim Report	Published Due Distributed	Monday Week 4 Wednesday Week 5 Friday Week 5 (by post)
	Term 3 Report	Published Close of Assessment Due Report Checking Distributed	Wednesday Week 9 Friday Week 9 Monday Week 10 Tuesday/Wednesday Week 10 Friday Week 10 (during VHG)
Term 4	Term 4 Report (8 – 11 only*) <i>*Year 12 teachers will be involved in preparing for Moderation through to week 6</i>	Published Close of Assessment Due Report Checking Distributed	Wednesday Week 6 Friday Week 7 Wednesday Week 8 Thursday/Friday Week 8 Friday Week 9 (during VHG/post)

REPORT FEATURES

	Term	Student Achievement	Additional Reporting Criteria
Term Report	1 & 3	Term grade Use A to E (Year 8 – Stage 1) Use A+ to E- (Stage 2)	Work Ready Skills Criteria Extra-curricular Activities Lessons Missed *Attendance
Term Report	2 & 4	Semester grade Exam Grade (term 4 only) Use A to E (Year 8 – Stage 1) Use A+ to E- (Stage 2)	Work Ready Skills Criteria Extra-curricular Activities Lessons Missed *Attendance
Interim Report	1, 2 & 3	Progress grade Identify students at risk of failing or failing students (C-/D/E/N)	Work Ready Skills Criteria Extra-curricular Activities Lessons Missed
Parent Teacher Interviews	2	Priority interviews for students with C-/D/E/N	
<p>*PLEASE CHECK ATTENDANCE: Unmarked roles will result in unexplained absences for students. To avoid issues with parents, please ensure roles are marked accurately on the day.</p>			

Work Ready Skills Criteria/capabilities (these will be developed in partnership with NESBN) the following are a draft at this stage and require further consultation

In consultation

Teachers are expected to report against each of the following Success Criteria using a Likert Scale. This will be used to measure consistency, growth or decline over time.

- | | | |
|--|----------------|-----|
| • Communication | Excellent | <5> |
| • Organisation | Very good | <4> |
| • Meeting deadlines | Satisfactory | <3> |
| • Ability to work effectively in class | Unsatisfactory | <2> |
| • Ability to work independently | Poor | <1> |

CHECKING REPORTS

All reports will need to be checked and verified before reports can be released for parent viewing.

CURRENT LINE MANAGEMENT STRUCTURE WILL FACILITATE REPORT CHECKING

1. All reports will be verified and checked using DayMap reporting system
2. Any changes to reports will be recorded and reported to the teacher responsible
3. Leaders will, where applicable, take responsibility to read and check teacher's reports whom they have line management responsibility for.

FREQUENTLY ASKED QUESTIONS

What if my subject does not have an exam in Year 10, 11 or 12?	There will be a drop down menu for you to choose "No Exam"
How are we reporting achievement in exams?	Exams will reporting against using grade levels against the AC Standards and the SACE Performance Standards
Can I assign an "N" grade?	No student is to be graded 'N' without the approval of a Senior Leader / SACE Coordinator
How do I assess accurately against Stage 2 Research Project?	RP students should be assessed from A+ to E- grade range. Term 1 reflects a progress grade to date and subject to moderation. Additionally Term 2 reflects school assessment
When do I assign a Pending (P) grade?	Stage 1 SACE achievement use the A to E grade range, with the ability to also use P (pending) for the compulsory subjects with approval from SACE Coordinator. Stage 2 RP teachers are NOT to pend students
Does the assessment period start fresh every term	The purpose of the AC is to determine a student's learning at the end of the year against the achievement standard (eg, subjects require an on-balance assessment against the entire achievement standard). Evidence of learning is cumulative for the year, or over 2 years for 2 year band subjects
What about students who have not completed work due to truancy or any other unexplained reason?	These students should receive the grade that reflects their achievement level and evidence of learning provided.
Can I use number grades and calculate a percentage grade	Students achievement level must be collaborated against the evidence of the learning presented in the portfolio. This evidence must clearly demonstrate an on-balance assessment of the students ability to work at the allocated assigned band. Number grades cannot be a substitute for documented evidence of learning at the correct band.
Can I use a rubric based on the rewording of the achievement standard to assess students learning	The achievement standard must be interpreted as documented and not modified using other adjectives based on cognitive hierarchies.