

NCAT ASSESSMENT AND REPORTING POLICY

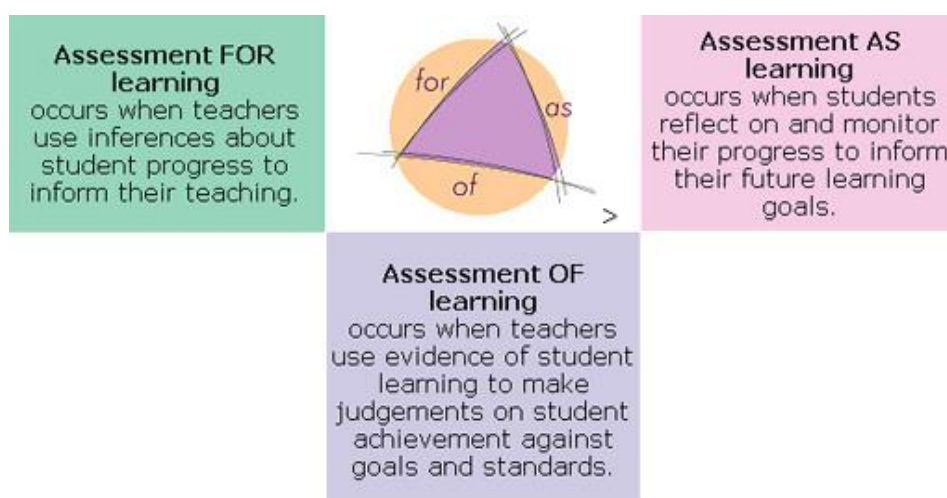
Rationale

Assessment is the process of obtaining data on student performance. Assessment should be a continuous process and contribute positively to learning. It should also encourage students to reflect on and assume responsibility for their own learning. DE&T has extensive information regarding on its website some of which is reproduced below:

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>

Please ensure that you are familiar with all aspects of assessment.

All teachers must include student feedback as part of their assessment practices.



Principles for assessment

Substantial research exists on the characteristics of good practice for assessing student learning. This research is summarised in the following set of principles.

- The primary purpose of assessment is to improve student performance
- Assessment should be based on an understanding of how students learn
Assessment is most effective when it reflects the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time.
- Assessment should be an integral component of course design and not something to add afterwards
- Good assessment provides useful information to report credibly to parents/students on student achievement and helps identify what can be done to improve performance.
- Good assessment requires clarity of purpose, goals, standards and criteria
Assessment criteria need to be understandable and explicit so students know what is expected of them from each assessment they encounter and the reasons for each form of assessment.
- Good assessment requires a variety of measures
- Assessment methods used should be valid, reliable and consistent
- Assessment works best when it is ongoing rather than episodic
- Assessment for improved performance involves feedback and self-reflection both for teachers and students

NCAT Guidelines

1. Teachers will design and implement a range of assessment activities that will allow students to demonstrate required outcomes.
2. Assessment practice should reflect the diverse nature of learners, the complexity of student learning and the diversity of learning styles.
3. Student self-assessment and where applicable peer assessment should be a core practice.
4. Assessment must be ongoing and should make provision for more than one opportunity to meet outcomes.
5. In addition to the purposes and processes of the assessment, students must be informed, in advance, of the outcomes, expectations and criteria upon which assessment will be made.
6. Provision will be made for professional development activities, such as moderation/validation meetings, to assist teachers develop the common interpretation of required outcomes necessary to arrive at valid, reliable and consistent judgements.
7. Where practicable, Learning Area Teams will design and implement assessment tasks common to all students in a year level in order to facilitate reliability and consistency of assessment.
8. Assessment should diagnose strengths and weaknesses and, where appropriate, suggest strategies for improvement.
9. Reports should provide a descriptive account of what students have actually accomplished, and diagnostic information for the learner.

REPORTING SCHEDULE

Progress reports are completed twice a term and there is an interim parent/student/teacher conference afternoon/evening in terms 1 and 3.

End of semester/end of unit reports are written in June and November for Years 10 to 11.

Year 12 VCE and Folio Prep/VCAL Senior Extension students do not receive a semester 2/end of year report.

PARENT-TEACHER INTERVIEWS:

- Progress reports – Parent/ teacher/student conferences are held twice a year for years 10 to 13 students, late in term 1 and in term 3, to discuss student progress..
- End of semester reports are published on Compass at the end of semester 1. Parent teacher interviews are not held unless the form teachers and coordinators deem that an interview with parents is needed. Appointments are then made as required.

Parents without email addresses will have reports posted home with a covering letter or reports may be sent home with the student after a phone call and discussion of the report has occurred with the parent/guardian.

Year 10 ASSESSMENT

Assessment is according to the Victorian Curriculum.

ASSESSMENT AND REPORTING AT NCAT

To ensure that students and parents are aware of how students are assessed and graded at Years 10-12 we are providing the following guide so everyone is clear on the terms and processes used.

Progress Reports and indicators

Below are the five indicators used for NCAT Progress Reports. These indicators also appear on semester reports with the exception of "Up to Date with Work."

The ratings used for each indicator are: Consistently, Usually, Sometimes or Rarely

1. **Appropriate Behaviour**

Behaving in a manner that is appropriate to a learning environment: being respectful of others in words and actions; respecting the rights of others to work, learn, to feel comfortable and safe; cooperating with others; listening; participating.

2. **Classwork**

Using class time effectively to complete the tasks set for the class; participating in class activities such as discussions, group work.

3. **Organisation**

Punctuality; bringing required equipment/texts, classwork and homework to class; keeping hand-outs and work organized; maintaining work.

4. **Home learning**

Doing set homework, coursework, revision, home study tasks, practice of skills.

5. **Up to date with work**

Regular communication with teachers and an awareness of which learning tasks are due and when, and submitting them on time. It is a student's responsibility to negotiate extensions for overdue work and submit it as soon as possible.

6. At risk of non-completion (this will appear on Progress Reports after the first February report.)

The student is at risk of not satisfactorily completing/passing the subject or unit. The subject teacher will inform parents and the student in writing of the specific aspects that are not satisfactory and must be improved.

All reports will be available to students and parents on COMPASS. The first of five Progress Reports that parents and students will receive over 2018 will be published by Wednesday 28th. The second Progress Report will be published by Wednesday 27th March.

VCE AND VCAL

Both VCE and VCAL subject learning outcomes are assessed using the following:

S – Satisfactory N: Not Satisfactory

If one outcome is assessed as N, then the overall result for a unit is N. However, students are always given an opportunity to redeem an unsatisfactory outcome result.

VCE Year 11 Assessment

All School Assessed Coursework (SACs) for VCE unit 1&2 -Year 11 subjects are graded A+ to E as shown below.

Year 11 VCE

| VH | | H | | M | | L | | VL | | UG |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|
| A+ | A | B+ | B | C+ | C | D+ | D | E+ | E | |
| 100-90% | 89-80% | 79-75% | 74-70% | 69-65% | 64-60% | 59-50% | 49-40% | 39-35% | 34-30% | Below 29% |

Grades will be indicated on SACs when returned to students and will also be reported on Year 11 units 1&2 semester reports along with **Area of Study outcome** results that are shown as 'S' –satisfactory or 'N' –not satisfactory.

Year 12 VCE Assessment

VCE Year 12 Unit 3&4 SACs and SATs (School Assessed Tasks) students will be provided with the ratings below. They do not receive letter grades because at Units 3/4 level, grades assigned by subject teachers in schools are subject to change as a result of VCAA statistical moderation and General Achievement Test (GAT) results.

| VH | H | M | L | VL | |
|---------|--------|---------|--------|---------|-----------|
| 100-80% | 79-70% | 69--60% | 59-40% | 39--30% | Below 29% |

Year 10: Requirements for satisfactory completion of a subject

To pass a subject and thus achieve an overall S (satisfactory) a student must achieve:

1. USUALLY or CONSISTENTLY for the **Classwork** indicator which is part of the Work Habits section of semester reports.
2. An S (satisfactory) for 3 of 4 Assessment Tasks
There will be a minimum of 4 Assessment Tasks for most year 10 subjects.
Students must pass at least 3 of the 4 Assessment Tasks (one of the assessment tasks is the exam).