

# Assessment Policy

## Rationale:

This policy has been designed in line with department guidelines on assessment and reporting to ensure rigorous and authentic assessment of student outcomes. Craigieburn Secondary College has a consistent and formalised approach to providing students with opportunities to demonstrate their achievement, against clearly documented learning goals, derived from the relevant curriculum standards for each subject and unit. Teachers provide feedback to students about their progress in multiple ways throughout the learning cycle. Student achievement is determined through examining the evidence they produce and matching this to statements on a rubric which indicate the level the student has achieved. In this way, we are able to monitor students to determine what progress has been made in terms of their knowledge and skills.

## Policy Statement:

This policy will act as a guide for teachers, parents and students to ensure that the College's high standard of professionalism and integrity with regard to the rigorous and authentic assessment of student learning is maintained.

## Aim:

**This policy aims to provide school leaders, teachers, parents and students with a guide as to:**

- The types of assessment opportunities which may be used as an opportunity for students to demonstrate their learning
- The different modes of feedback available for use by teachers in communicating with students about their learning progress throughout the learning cycle
- The use of student evidence and rubrics in determining the level of student achievement
- The level of progress expected within a given period of learning

## Policy Components

**The assessment policy is broken into four components:**

- Assessment opportunities; addressing the opportunities which may be provided to students in order for them to demonstrate progress and achievement**
- Feedback; regarding how and when students may receive feedback about their progress**
- Determining student achievement; addressing the means by which teachers form judgements about a student's level on the learning continuum**
- Expected academic progress; with regards to the monitoring and promotion of students**

### i. Assessment opportunities

Students at Craigieburn Secondary College will, within a learning program, have multiple and varied opportunities to demonstrate learning and achievement. These assessment opportunities are documented through **unit planners** and may consist of:

- Hurdle tasks (designed to find out what students already know and can do)
- Formative assessment tasks (designed to allow students to test their skills and understanding and receive feedback on their learning so far)
- Summative assessment tasks (designed to gauge to what extent the student can demonstrate the learning goals)

Consistency with regard to the summative assessment task for each unit, as documented on the **assessment proforma**, is expected across all classrooms. Modifications to the task may be necessary however, in order to cater for students with additional learning needs.

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## **ii. Feedback**

Throughout a unit of work and across a semester, students will receive feedback on their progress and achievement with regard to the documented **learning goals**. Feedback needs to be timely, in that it is useful to the student in setting goals for their learning and moving their learning forward. It should also be specific, in that it informs the students about what they have done well and what they need to do to improve with regard to their skills and knowledge. Modes of feedback include but are not limited to:

- One on one conferencing
- Whole class discussion about common errors and misconceptions
- Anecdotal, 'on the spot' verbal feedback
- Written comments
- Rubrics
- Peer-assessment
- Self-assessment

## **iii Determining student achievement with regards to:**

### **a. Assessment tasks**

### **b. Semester reporting**

### **c. Effort and behaviour (GPA)**

- The level at which a student has demonstrated achievement on an **assessment task** is determined by examining the evidence they have produced and matching the evidence to descriptors on a **rubric** which represent different levels of achievement of the learning goals. The learning goals are derived from the relevant curriculum standards and therefore, the rubric allows the teacher to determine the level demonstrated by the evidence produced in response to the assessment task.
- For the purpose of semester reporting, teachers will make a judgement to determine what level a student has achieved for each of the dimensions covered, by using a range of information collected across the semester including but not limited to:
  - Levels achieved on relevant assessment tasks
  - Workbook activities
  - Observation of performance during classroom activities
  - On Demand test results

The summative assessment task for each unit carries the most weight with regard to determining achievement levels. It may not be possible for teacher to accurately assess students who consistently fail to complete and submit assessment tasks without prior arrangement due to medical or other circumstances.

- Parents and students will receive feedback on students' effort and behaviour through the GPA four- weekly reporting cycle. This will be completed by teachers twice in terms one and three and once in terms 2 and 4 and made available to parents online through Compass.

## **iv Expected Academic Progress**

The College promotions policy outlines that making *satisfactory progress* is one of the factors to be considered by the **promotions panel**. Students are expected to show progression equivalent to that outlined in the national guidelines; one year's progress (one level) in one year. This will be demonstrated by the progress shown on semester reports (two per year). A student may be found to have made unsatisfactory progress if they are assessed as working below the expected level (in accordance with AusVELS) and have not shown expected progression as stated above.

This at times may not apply to students with additional needs who are placed on an individual learning program (ILP).

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## **Key terms of the policy explained**

### **Learning goals**

Also known as 'learning intentions' these are the key things that it is expected students will know and be able to do as a result of the learning program. Learning goals are derived from the curriculum standards but are also informed by students' point of need as identified by the teacher. Matching learning goals should appear on all parts of the college curriculum documentation for each unit. They are communicated to students through these documents and also through teachers' use of the college instructional framework.

### **Unit Planner**

Each unit of work is documented consistently using the unit planner which is a resource for teachers. It is the responsibility of the teaching team, under the guidance of the KLA manager to ensure that these documents are kept up to date. The unit planner includes:

- The position of the unit within the scope and sequence
- A description of the unit
- The assessment items
- The learning goals
- Literacy, numeracy and thinking opportunities
- Key lessons
- Key resources

### **Assessment task**

It is expected that each unit of work has at least one common assessment task which is used summatively, to gauge student achievement of the unit learning goals.

### **Assessment proforma**

Each common assessment task is documented on an assessment proforma, this is used by teachers and students. It documents the assessment task in detail including:

- The conditions for the assessment task
- A description of the task
- The curriculum standards addressed
- A description of the work at above, at and towards expected level
- The key knowledge and skills that need to be demonstrated
- The steps involved in completing the task

### **Rubrics**

It is expected that each documented assessment task has a matching rubric. This provides a description of what the student evidence would contain or show at each level across a range from A-E for the appropriate year level and semester. The descriptors are matched to the learning goals the task assesses. The language is student friendly and the rubric is intended for use by students to set goals and monitor progress with the help of the teacher. The teacher will also use the rubric to determine the students' level of achievement based on the evidence they produce.

## **References:**

- Reference: Student Assessment & Reporting Guidelines Advisory Guide Department of Education and Early Childhood Development  
<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/assessment.aspx>

This policy was last ratified by School Council on : **20<sup>th</sup> May 2015**

This policy will be reviewed: **May 2016**

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