

Ballarat High School

ASSESSMENT & REPORTING POLICY



PURPOSE

Assessment is an integral part of student learning at Ballarat High School. It is the ongoing process of collecting and interpreting student data to plan and develop effective teaching practices to meet the needs of all students, to evaluate the impact of teaching on student learning, and to make informed and consistent judgements about student progress and achievement.

This policy is designed to:

- provide detailed, explicit and understandable information about assessment and reporting practices at Ballarat High School
- support systematic use of assessment practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities
- demonstrate accountability and create a culture of high expectations and collaboration
- ensure consistent and explicit assessment and reporting procedures that reflect the requirements of the Victorian Curriculum and the VCE as determined by VCAA

SCOPE

This policy applies to all members of the Ballarat High School community.

REVIEW CYCLE

This policy was last updated on 7-12-2022 and will be reviewed annually by the Curriculum Committee to ensure the policy meets the needs of the Ballarat High School community.

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Section 1: Assessment

Purpose

Assessment is an integral part of teaching and learning. It is an ongoing and collaborative process between the student and the teacher of collecting and interpreting student learning data to provide feedback to students to support their learning growth, to evaluate the impact of teaching on student learning and adapt teacher practices to better meet the needs of all students, and to make informed and consistent judgements about student progress and achievement.

Quality assessment forms a foundation upon which:

- teaching can be targeted to student learning needs, thereby maximising the potential for optimal growth in learning
- informed and consistent teacher judgements against curriculum standards can be made, which is critical to understanding how well each student is developing as a learner.

Staff at Ballarat High School use high quality assessment practices consisting of:

- designing assessments that reflect the learning program and curriculum standards
- using assessment data to identify student learning needs and to plan for learning
- providing regular feedback to students on their progress against individual learning goals and curriculum standards
- analysing and reflecting on student achievement data to improve their practice

Formative Assessment

Formative Assessment is an intentional learning process that teachers engage in with their students to gather information during the learning process to improve achievement. Best-practice formative assessment is deeply embedded in and carefully considered as part of the teaching and learning program.

There are 3 key questions that guide teaching and learning in the classroom and form the basis of formative assessment.

- Where is the learning going?
- Where is the learner now?
- What strategies will help the learner to get there?

At Ballarat High School we have 5 key strategies that underpin formative assessment:

- [Learning Intentions & Success Criteria](#)
- Evidence of Learning - Use of Questioning & Checks for Understanding
- [Teacher Feedback](#)
- Peer & Self Feedback
- Building Self-Efficacy & Self-Regulation of Learning

Summative Assessment

Summative assessments usually occur at the end of a unit of work/learning sequence. They are formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time.

Yr 7 - 10 Assessment - Common Assessment Tasks (CATs)

Common Assessment Tasks (CATs) are used to ensure reliable and valid content delivery and assessment of curriculum across classes.

- Tasks are subject specific and staff should ensure that each task has consistent assessment criteria and assessment parameters.
- To ensure authentication of student work, the majority of the CAT task should be completed in class time.
- CATs should be designed so they provide enough breadth to cater for a range of student abilities across the learning continuum.

Required CATs per subject

The minimum number of CATs is relative to the time allowance of the subject, which are indicated below. When determining the number of CATs per semester for each subject, faculties need to ensure that the workload for both staff and students is taken into consideration.

Subject	Minimum Tasks
Yr 7-9 Core Subjects - Maths, Science, English, Humanities, Languages, PE	At least 2 CATs per semester
Yr 7/8 Art Technology Rotation, Music, Health, Drama	At least 1 CAT per semester
Yr 9 Electives	At least 1 CAT per term
Yr 10 Subjects	At least 2 CATs per semester

CAT cover page (to be developed in 2023)

To ensure consistency across classes all assessment tasks must have a front page including:

- Task explanation
- Direct links to the curriculum - Victorian curriculum standards
- Time allocated to complete the task
- Due date
- Assessment tool being used to mark the task. Eg. rubric, marking criteria
- Format of the submission, e.g handwritten, online etc
- Other information relevant to the task eg. Resources/Materials permitted

Non-Attendance/Non-Submission of CATs

Yr 7-9

Attendance - Unplanned Absence from a CAT

- If a student is absent on the due date of a task, then this work should be submitted on return to school.
- If a student is absent during a practical or performance task, where possible the student should be given an opportunity to complete the task at a later date, otherwise a modified assessment may be conducted.

Attendance - Planned Absence from a CAT

- If a student undertakes a planned absence from the school, such as an approved family holiday or school activity, it is the responsibility of the student and parents to communicate this to both the teacher and team leader.
- Students should complete work provided by the teacher for their absence, including assessment tasks.
- See [Attendance Policy](#) for more detail about student absences.

Late/Non Submission of a CAT

- If a CAT is not completed by the due date, parents/guardians are to be informed via Compass/email.
- The student will have 2 weeks to submit the work. If the task is not submitted within 2 weeks, then the student will receive a score of zero for the task.

Yr 10

Attendance - Planned or Unplanned Absence from a CAT

- Approved absences are:
 - An illness explained by a medical certificate
 - An official school excursion
 - An official sporting event
 - Exceptional personal circumstances. Approval is given at the discretion of a Year 10 Team Leader.
- If a student is absent for a CAT they must:
 - For illness, provide a medical certificate by handing it into the General Office within three days
 - Complete the CAT at a new time in negotiation with the subject teacher.
- A student will receive a zero for the CAT if the above conditions are not met.

Late/Non Submission of a CAT

- If a CAT is not submitted by the due date, students will be expected to redeem the task within 2 weeks. The student and their parents/guardians are to be informed of the redemption via Compass.

Assessment of CATs

CATs should be assessed using a common assessment tool such as a rubric or agreed marking criteria to ensure consistency across classes. The assessment tool should be provided to students as part of the CAT Cover Sheet before they begin the assessment task.

Results for the task should include:

- an overall percentage score for the task.
- a performance rating using a five point scale which compares the work of the task against what is 'expected' for students of that year level.

Well above the expected standard	The student understands and is able to successfully use knowledge and skills that are significantly more complex than would normally be expected for the CAT.
Above the expected standard	The student understands more complex ideas and has a broader range of skills than would normally be expected for the CAT.
At the expected standard	This means the student's learning is on track and that they understand and can apply the range of knowledge and skills expected for their year level at the time of reporting for the CAT.
Below expected standard	There are some areas of knowledge and skills the student needs to acquire before they can be said to be achieving at the expected level for the CAT.
Well below expected standard	There are significant areas of knowledge and skills the student needs to acquire before they can be said to be achieving at the expected level for the CAT.

Moderation of CATs

Moderation ensures assessment judgements are consistent and valid. The process of moderation supports teachers to develop an agreed understanding of student achievement by comparing a variety of work samples against criteria and the curriculum standards.

Where there are multiple classes of the same subject, common assessment tasks should be moderated. This can occur:

- Before assessment to build agreement around what achievement of standards looks like and plan the teaching and learning program.
- After assessment to support consistency of teacher judgement and alignment with curriculum standards.

VCE Assessment

Procedures and processes for VCE Assessment are available through the Ballarat High School's [VCE Assessment Handbook](#).

VET Assessment

Procedures and processes for VET Assessment are specific to each VET subject. They should be based on the [VCAA VET Assessment guidelines](#) and in accordance with their RTO (if applicable).

Exams

To prepare for VCE external examinations, students in Yr 9, 10 and 11 are required to sit Semester Exams in Terms 2 and 4. Yr 12 students completing scored VCE exams are also required to sit practice Unit 3 exams in Term 2 and practice Unit 3/4 Exams in the Term 3 holidays. Exams provide useful experience and feedback to students on their exam preparation & study techniques.

Guidelines for Exams

- Semester Exams run for the following subjects:
 - In Yr 9, core subjects of English, Humanities, Maths and Science.
 - In Yr 10 and Yr 11, this is for all subjects with the exception of:

Yr 10	Yr 11
Yr 10 Foundation Maths Yr 10 Foundation English Yr 10 Personal Development Skills	VET Community Service (1st Year) VET Business (1st Year) VET Music (1st Year) VCE Vocational Major Subjects

- Exams should use the standardised [Exam Cover Sheet](#)
- Staff should also ensure to use the [Exam CARR checklist](#) when developing/updating exams
- Further information regarding Exam Procedures can be found via the [Exam Rules and Requirements](#) site.

Plagiarism

Plagiarism is the communication and/or reproduction of another's ideas and work presented as your own. Students need to ensure that all submitted work is original and sources of research are referenced appropriately using correct conventions.

If plagiarism is detected, then the task will be deemed unsatisfactory, and the student will be required to follow a redemption process to resubmit the task to a satisfactory standard. Further consequences may apply if deemed appropriate by the class teacher.

Student Inclusion Assessment Processes

Students with additional learning needs may require modifications to the teaching and learning program and assessment tasks. These modifications should be made in line with the student's Individual Education Plan (IEP).

Examples of how an assessment task can modified include:

- Reducing the length of the task
- Providing extra time for the task
- Educational support to complete the task
- Tasks scaffolded or broken down into smaller sections

If a student has had a Common Assessment Task (CAT) modified,

- This will be noted as a "Reasonable Adjustments' Compass entry
- When entering the Learning Task result on Compass, the Result Type should be entered as Modified.

Section 2: Reporting

Purpose

The purpose of reporting is to provide feedback to students and parents about a student's learning progress. Reports on student learning should be clear, individualised and provide accurate information about student learning progress and achievement.

Department Reporting Policy Requirements

- A school must ensure that there is ongoing assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance.
- Schools are required to formally report student achievement and progress to parents/carers at least twice per school year for each student enrolled at the school.
- The report must be a written report (print or digital), be in an accessible form and be easy for parents/carers to understand.
- Schools must report directly against the Victorian Curriculum F-10 achievement standards indicating the level of attainment reached by each student and the age-expected level of attainment.
 - English, Mathematics, and Physical Education should be reported on twice a year.
 - Science should be reported on at least once a year.
 - All other learning areas and capabilities are reported on as they are taught over the 2-year band of school in line with each individual school's learning program.
- Both student achievement and progress must be included in the report. This means that for each curriculum area taught, the report includes:
 - a teacher judgement(s)
 - an indication of progress since the curriculum area was last reported on
 - a five-point scale

Reporting Guidelines

Attendance/Enrolment Requirements for Reports

Students who have been enrolled in your class for at least 70% of the reporting period require a report to be written.

- For Interim Reports, the minimum enrolment is 7 weeks.
- For Semester Reports, the minimum enrolment is 12 weeks for Yr 10 & VCE and 14 weeks for Yr 7-9

This can be checked through the Attendance section on Compass.

Students who have exited/moved to alternative programs

For students who are on your report but are no longer in your class due to either having left your class, left the school or moved into an alternative program (e.g. FREE or ALT)

- If they were in your class for less than the minimum enrolment, for all components (including Attendance) chose Excluded – this will mean they don't get a report for your subject.
- If they were in your class for the minimum enrolment, you will need to complete a report for them. If their attendance was low, then follow the guidelines below for low attendance.

Students who have recently enrolled

For students who have joined your class during the term/semester

- If they have been in your class for more than the minimum enrolment period, you will need to complete a report for them
- If they were in your class for less than the minimum enrolment, for all components (including Attendance) chose Excluded – this will mean they don't get a report for your subject.
- If staff feel that they have enough information to complete a report for a student despite not meeting the minimum enrolment, then they are welcome to do so.

Students with low attendance

- If you have students who haven't attended enough classes to make an accurate judgement on their achievement, then these students can be marked as NA. See the [Interim Report Guide](#) or [Semester Report Guide](#) for more information.

Interim Reports

Interim Reports are issued at the end of Term 1 and 3 to provide students and parents with feedback about student learning progress for the term.

Subjects

All subjects are to complete Interim Reports, with the exception of:

- Term Based Yr 9 Electives
- Unit 4 subjects in Term 3

Components

All Interim Reports include the following components

- Attendance
- Work Habits

Proofreading

Interim Reports are usually published to parents and students one week after the Interim Report due date. Staff are responsible for using this time to proofread their own Interim Reports and ensure that they are free from errors.

Interim Reports Guide

Further information regarding the completion of Interim Reports can be found in the [Interim Reports Staff Guide](#)

Semester Reports

Semester Reports are issued at the conclusion of Semester 1 and Semester 2. These are a summative report that provide students and parents feedback about student achievement for the semester.

Subjects

All subjects are to complete Semester Reports, with the exception of:

- Unit 4 subjects in Semester 2
- 2nd Year VET Subjects in Semester 2

Components

Yr 7-9	Yr 10	VCE	VET
<ul style="list-style-type: none">• Attendance• Work Habits• Victorian Curriculum Achievement Standards• Learning Tasks - Common Assessment Tasks (CATs)	<ul style="list-style-type: none">• Attendance• Work Habits• Semester Result• Victorian Curriculum Achievement Standards• Learning Tasks - Common Assessment Tasks (CATs) & Semester Exam	<ul style="list-style-type: none">• Attendance• Work Habits• Semester Result• Outcome Results• Learning Tasks- SACs/SATs & Unit Exam	<ul style="list-style-type: none">• Attendance• Work Habits• VET Unit Outcomes

Proofreading

Proofreading of Semester Reports is completed in assigned triad groups. Staff are provided with a meeting free session during the proofreading week as “protected time” to enable them to proofread their assigned reports for their group and ensure that they are free from errors.

Semester Reports Guide

Further information regarding the completion of Semester Reports can be found in the [Semester Reports Staff Guide](#)

Report Components

Attendance

Attendance is provided on reports as a percentage result for each class.

- For students in Years 7-9, School Attendance data is used. This is based on the percentage of class sessions marked as Present, Late or attending a School Activity.
- For students in Yr 10-12, VCE Attendance data is used. This is based on the percentage of class sessions marked as Present, Late, attending a School Activity or as an Approved Absence.

Work Habits

Work Habits are included in both Interim and Semester Reports. Work Habits are connected to the school's values of Pride, Respect and Responsibility as these are the behaviours students are expected to develop and display throughout their learning journey at Ballarat High School. Students are given a rating on how often they demonstrate these work habits in the class.

Value	Work Habit	Rating
Pride	<ul style="list-style-type: none">• Completes set tasks• Committed to improvement	<ul style="list-style-type: none">• Consistently• Usually• Sometimes• Rarely• Not Shown• N/A
Respect	<ul style="list-style-type: none">• Works well with others• Shows kindness and courtesy to others	
Responsibility	<ul style="list-style-type: none">• Actively participates in class activities• Asks questions for understanding	

Victorian Curriculum F-10 Achievement Standards (Teacher Judgements)

Teacher judgements against the F-10 Achievement Standards are required for all curriculum areas taught during the reporting period. These judgements should be holistic and evidence-based so that they accurately reflect where the student is located on the learning continuum.

If staff do not have enough information to make a teacher judgement on a student's achievement against the Victorian Curriculum Standards, then a Did Not Participate (DNP) option may be entered on the report:

- DNP - LP: Low Participation
- DNP - LE: Late Enrolment
- DNP - SI: Serious Illness
- DNP - EX: Exemption from curriculum area
- DNP - UN: Unapproved family holiday
- DNP - AB: Absent without reasonable excuse
- NT: Not Taught

Semester Result

In Yr 10 & VCE, students receive an overall semester result.

- Satisfactory (S)
- Not Satisfactory (N)
- N due to Absence - if the student has not met the 90% attendance requirement

Outcome Results (VCE/VET)

- In VCE for each Outcome in the Unit, students receive a Satisfactory (S) or Not Satisfactory (N) result.
- In VET for each Unit of Competency, students receive Competent, In Progress or Not Yet Competent.

Learning Task Results

Common Assessment Task (CAT) Results

Required Components - CAT results are required to have:

- Percentage - Task score out of 100%
- Performance - a rating using a five point scale which compares the work of the task against what is 'expected' for students of that year level.
- Result Type - Used to indicate where a task has been modified for individual students (eg. students with an IEP)

Additional Components

- Maths CATs Yr 7-9 - In addition to task percentage, Maths CATs also provide a Percentage Growth score based on the difference between the Pre-Test and Post-Test result.

Exam Results

Required Components - Semester Exam and Unit Exam results on Semester Reports include:

- Percentage - Task score out of 100%

Scored Assessment Coursework (SAC) and Scored Assessment Task (SAT) Results

Required Components - SAC and SAT results are required to have:

- Percentage - Task score out of 100%
- Yr 12 ONLY - S/N Outcome - Whether the student received a Satisfactory or Not Satisfactory for the task. If they have redeemed the task then also enter S.
- Yr 12 ONLY - Result Type - Leave blank unless task has been redeemed

Student Inclusion Reporting Processes

As per the Department's Reporting Policy, schools are required to report on the achievement of all students with disability and/or additional needs, but have considerable flexibility in determining how they do so.

In most cases, reports will provide teacher judgements, an indication of progress since curriculum areas were last reported on, and 5-point scales.

In rare instances – agreed in partnership with the individual student and their parents/carers – progress against the student's individual education plan learning goals for the curriculum area(s) taught may be used. This alternative to a full report should only be used where a student makes minimal progress against the achievement standards in a reporting period.

Records Management

Schools are required to create, manage and dispose of electronic and hardcopy public records – for example, student records, in accordance with the Public Records Act 1973 (Vic).

Student reports are records. In some cases, they are considered permanent records, which prohibits their disposal.

Student reports must be kept for the following time periods:

- Prep to Year 8 (all reports): 6 years after student departure
- Year 9 to 12 reports (excluding final report): 30 years after student departure
- Year 9 to 12 reports (final report): A permanent record — must be kept in the school until a transfer to the Public Record Office Victoria (PROV) is arranged by the department.