

WRC ASSESSMENT & REPORTING

PURPOSE

Rationale

Accurate and comprehensive assessment and reporting of College and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction and helps to identify areas of exemplary performance as well as those in need of support and assistance.

Aims

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

- Ensure there is a consistent and formalised approach to providing students with opportunities to demonstrate their achievement against state-wide curriculum standards.
- Ensure that students and parents have regular and timely access to accurate feedback about the students learning.
- Explain how assessment is used to inform teaching and learning

Section 1 Assessment

Assessment principles:

- Should be integral to the teaching and learning process and should be matched to the teaching and learning goals in the UbD documentation. They should inform curriculum planning to improve students learning.
- Should use a range of measures allowing students to demonstrate what they know and can do.
- Should promote deeper understanding of learning processes by developing students' capacity for self-assessment so they can become more reflective and self-managing.
- Should be authentic and should be based on an understanding of how students learn and require them to apply their relevant skills, knowledge and understanding to the real world.
- Should be valid, fair and equitable and cater for a range of student learning styles.
- Should ensure students have access to ongoing constructive feedback that support their future learning.
- Should ensure a shared understanding of purpose by making criteria and standards (rubrics) explicit to students.

Assessment practices:

Assessment practices are an integral part of teaching and learning. In learning environments that reflect this principle the teacher;

- Designs assessment practices that reflect the full range of learning program objectives.
- Ensures that students receive frequent constructive feedback that supports further learning.
- Makes assessment criteria explicit.
- Uses assessment practices that encourage self-reflection and self-assessment.
- Uses evidence and analyses data from assessment to inform planning and teaching.

Guidelines

- Teachers should ensure that the tasks link to the Victorian Curriculum Standards/VCE study design.
- Assessment should be planned with a focus on the outcomes to be achieved.
- A range of types of assessment should be used including self and peer assessment, portfolios, projects, questioning, formal tests, research projects, practical reports, investigations, problem solving, modelling, learning logs/journals.
- Teachers are encouraged to negotiate with students the form of assessment tasks.
- Prior to the commencement of a task, students should be provided with the criteria against which the task will be assessed. Where there are multiple classes, agreed common criteria should be used. Where possible, outcomes should be moderated to ensure consistency across multiple parallel classes. Criteria should be developed collaboratively between staff and could also include student input. In addition, rubrics should be used to indicate progressive stages.
- Students should be provided with frequent feedback about their performance and progress, both orally and in written form.

Implementation

Assessment is a process concerned with gathering information about student competencies. Its focus is not only on what has been achieved by students, but also on how they have gone about their learning. Assessment is a process which should be clearly directed at helping students to improve their learning. It should provide regular information to students about their progress on all required subject/unit outcomes. This will necessitate the use of a range of assessment techniques and should include:

- Assessment for learning
- Assessment as learning
- Assessment of learning

Assessment practices at Warragul Regional College should:

- Utilise a range of assessment techniques to assess the full range of intended student outcomes.
- Provide the student, parent and teacher with appropriate information so that they may ascertain the student's achievement of all subject/unit outcomes and levels of competence.
- Pinpoint areas of strength and weakness in the skills and knowledge of the student. This will be linked to processes which would allow the student and teacher to improve learning strategies and techniques.
- Provide information to the school which it can use to evaluate and improve the effectiveness of the teaching and learning process.

ASSESSMENT TASKS ON CANVAS

An assessment task is a vehicle for teachers to record student achievement, comment on progress made and provide support for students ongoing learning. It also provides student feedback and parent ongoing access to their child's learning habits (eg whether work is submitted on time) and achievement.

As a minimum, all teachers are expected to put **all marks** on Canvas, in addition to **teacher feedback** on **each Common Assessment Task (CAT) or School Assessed Coursework (SAC)**. Regular

opportunities for students to reflect on their learning in response to teacher feedback are provided on Canvas.

A student reflection on canvas could be a response to the teacher feedback comment, or question, or as a reflection of their own learning.

TEACHER FEEDBACK USING CANVAS

The College has moved away from teacher comments on semester reports. Instead, teachers are to provide ongoing feedback through comments, on Canvas assessment tasks **within two weeks of the due date** for completion of the CAT or SAC.

All written feedback on Canvas must be addressed to the student and include guidelines for future learning. Comments should signify what Victorian Curriculum level (Year 7-10) or S / N (VCE/VCE-VM) that was achieved. This is then followed by a written description of what the **student has achieved** and **what steps they can take to further improve** their learning. Comments must be written with positive language, which is clear, specific and appropriate. Grammatically correct sentence structure and spelling must be adhered to. While the comment is being written to the student, the parent audience must also be considered. Therefore, subject specific 'jargon' should be avoided or defined to ensure it is understandable for parents.

Canvas offers a range of different methods of feedback for staff including video, or voice recording.

In the past, written feedback has been primarily 'summative' feedback. However, the most valuable feedback is 'formative' feedback and teachers must ensure this is provided on Assessment tasks but also importantly in everyday classroom practice and on students developmental pieces of work.

RUBRICS FOR ASSESSMENT

It's expected for all assessment tasks in Year 7-10, VCE and VCE-VM that a rubric for assessment is used to interpret and mark students' work against criteria and standards.

Rubrics make explicit a range of assessment criteria and expected performance standards. Teachers evaluate a student's performance against all of these instead of assigning a single subjective score. They can be used to structure discussions with students about performance while also a handy tool for peer and self assessment.

Section 2: Reporting

Reporting is a process of communicating assessment information to assist student learning.

At Warragul Regional College reporting to the students occurs in both a formal and informal bases, however, reporting to parents generally occurs in a formal way.

INTERIM REPORTS

An interim report is produced for each child at the end of Term 1 and 3. These reports are designed to provide parents with information about their child in four areas (appendix 1: Interim Report rubric):

- Behaviour
- Effort
- Homework
- Organisation and Punctuality

Once ready for publication, these interim reports can be accessed under ‘Reports’ on Compass.

SEMESTER REPORTS

All students receive a full summative report at the end of Semester 1 and 2 (except Year 12 who do not receive a report at the end of Semester 2).

PARENT TEACHER & STUDENT CONFERENCES

Parent-Teacher & Student conferences provide both parents and teachers with the opportunity to discuss individual student progress.

These events are held after the interim report period in Term 1 and 3 each year. They will be well publicised through the parent calendar, compass and our College facebook.

Parents are required to make interview times if they require an interview. Teachers may also request an interview with parents on the interim report. Bookings are made by parents using the compass portal.

In addition to Parent-Teacher events, further informal meetings may be requested by teachers or parents. These are to be arranged through the relevant Year Level teams.

POLICY REVIEW AND APPROVAL

Policy last reviewed	March, 2023
Consultation	School Council Student Advocate Team Information from ATOSS focus group
Approved by	Principal
Next scheduled review date	March, 2025