



ST. JOSEPH'S COLLEGE

CATHOLIC EDUCATION IN THE BRIGIDINE
TRADITION



ASSESSMENT & REPORTING PROCEDURE

RELEVANT POLICY

Learning and Teaching

INTRODUCTION

Assessment and Reporting forms a crucial part of the teaching and learning process, facilitating student awareness, learning and growth. Apart from driving student improvement, it also informs future planning in curriculum development. As a school in Victoria, St Joseph's is subject to all the educational requirements mandated by the State and Federal authorities. As a Catholic school, St Joseph's abides by CECV policies and as a KEM school in the Brigidine tradition, these Assessment and Reporting procedures are informed by a number of guidelines and other policies developed by KEM. At St. Joseph's College everyone has the right to safety, wellbeing and inclusion at all times.

PURPOSE AND SCOPE

The purpose of this Procedure is to establish a set of standards regarding assessment and reporting, to ensure consistency of implementation and the promotion of student achievement.

DEFINITIONS

Formative assessment:

Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher does next.

Summative assessment:

Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria (used to gauge the intended learning outcomes of a module or programme), and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify achievement, to reward achievement, and to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can also provide information that has formative/diagnostic value.

Diagnostic assessment:

Like formative assessment, diagnostic assessment is intended to improve the learner's experience and their level of achievement. However, diagnostic assessment looks

backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises.

Feedback:

Feedback represents information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning.

RIGHTS AND RESPONSIBILITIES

The St Joseph's College community is a learning community, and all means should be employed to ensure that learning can occur in the best manner possible.

When implementing assessment and reporting procedures, our teachers are expected to:

- Plan units of work that are challenging and engaging, and for which students are aware of how they will be assessed, and using what criteria. Normally, this would be achieved through the use of a detailed Assessment Rubric.
- Prepare assessment that is differentiated, where appropriate, allowing students to demonstrate their knowledge in the most appropriate means possible.
- Ensure planned assessment marries with the relevant Victorian Curriculum (7-10), VCE or VCAL requirements
- Plan for, design and implement assessment that is achievable, varied and accessible for all students.
- Provide opportunities for students to demonstrate personal excellence.
- Use assessment to promote and inform future learning.
- Provide feedback that is honest, accurate and affirming.
- Use a variety of forms of feedback as a means for continual improvement. For example written comments on SIMON, one to one discussions, peer evaluation, self-evaluation, modelling of exemplars, video feedback, questioning techniques and so forth.
- Provide consistent, authentic and ongoing reporting to parents, families and students.
- Provide opportunities for self-assessment and self-reflection.

IMPLEMENTATION

Staff:

1. All major assessment tasks (the tasks that would be on the report) are recorded and marked on SIMON Learning Areas. This information is viewable by the students (in SIMON) and by the parents/guardians in the Parent Access Module (PAM).
2. In the case of subjects that have multiple classes the assessment must be consistent and standardised across the class groups. To facilitate this the 'Go To' teacher is responsible for collaborating and communicating with the teaching team before uploading the task details onto SIMON as a "subject" assessment task.

3. Grades are allocated to students based on the quality of presented work. When designing an Assessment Task on-line the grade scale to be used is “**LETTER**”. The following percentage scale is used if appropriate:

<u>Years 7- 10</u>	<u>VCE</u>
92-100% A+	92-100% A+
83-91% A	83-91% A
75-82% B+	75-82% B+
70-74% B	70-74% B
65-69% C+	65-69% C+
60-64% C	60-64% C
55-59% D+	55-59% D+
50-54% D	50-54% D
< 50% Not Yet	45-49% E+
	40-44% E
	< 40% Not Yet
NA (Not assessed - see points 10, 11 and 12) Satisfactory(Resubmission) <i>*for redeemed work</i>	

4. Feedback in the form of an overview statement is provided to students and parents on each of these major assessment tasks. Oftentimes, this will be a summary of the comments the teacher has provided on the piece of work itself. This feedback should comprise:
- Comments on what they have achieved. In other words what they have done well according to the prescribed criteria.
 - Recommendations on improvements that could have been made.
 - Comments on the impact of work habits, where appropriate.
5. Assessment feedback should be provided in a timely manner (within two weeks of submission). As a general rule, all work submitted for assessment should be returned to students.
6. Assessment feedback must model correct spelling and grammar conventions.
7. Teachers must maintain *accurate* and *up to date* records of students work on-line, especially in regard to submission of work.
8. Students who receive below 50% (Yr 7-10) and 40% (VCE) will be required to re-do the task in order to achieve a satisfactory standard. The initial feedback comment should indicate clearly the areas that require attention in order to make it satisfactory. A conversation about this should also occur with the student. When this process is completed teachers should change the “Not Yet” mark to “Satisfactory (Resubmitted)”, and update the feedback comment on SIMON to inform parents and students with an ‘added’ comment such as:
 “X HAS SINCE RE-SUBMITTED THIS TASK TO ACHIEVE A SATISFACTORY STANDARD”
The ‘grade’ should also be changed from “Not Yet” to “Satisfactory (Resubmission)”

*** Please note that this may require another form of assessment to demonstrate a satisfactory understanding of the required knowledge and skills. In consultation with the House Leader and/or Learning Enhancement Leader it may be necessary to discuss options for modifying the learning program to ensure work is achievable, accessible and relevant for the learning needs of the student.*

9. **Extensions: (For students in Year 7-10 only)** If there are extenuating circumstances (e.g. illness, family bereavement, other) making it difficult for work to be completed *by the due date*, students and families may apply for an *extension* with their teacher. Students must complete an *Application for Extension for Year 7-10 Assessment Task/s Form* which is located on SIMON. The Extension period is to be negotiated with the student and the family by the teacher. This needs to be **before** the due date. If the work is submitted late with legitimate reason (as indicated by a detailed parent note or medical certificate) teachers will grant an extension on SIMON, record the reason and grade the work as normal.
10. **Late Work: (For students in Year 7-10 only)** If a student does not submit an assessment task by the due date:

Step 1

If the assessment task is late without legitimate reason (ie. no extension has been applied for or granted):

- Teachers will email parents to inform them of the late work using the letter template on SIMON.
- Students will be placed in a Support Class during lunchtime, to assist them to complete the task. Attendance at Support Class is compulsory. Non-attendance will be followed up by the appropriate Middle / Senior School Leader, or member of the Leadership Team

Step 2

If the work is still late one week after the due date:

- Teachers will call home informing families that:
 - (i) the students work is now more than one week late
 - (ii) advise the families of the final due date that the work will be accepted by.
 - (iii) Students will be placed in a second Support Class to assist them to complete the task.

Step 3

If after 2 weeks a task is not submitted:

- the task will be awarded Not Submitted on the report.
- at this point teachers will no longer accept the assessment task.

If the work is submitted within the two-week grace period, and at a satisfactory standard:

- students will receive Satisfactory late submission on SIMON and this will appear on their report.
- the student will still receive feedback and the grade they would have received if the task has been submitted on time will be included in their comment.

11. If a student is absent for the assessment task or the majority of the unit, and are unable to submit the assessment task teachers will select 'Register Non-submission' and indicate one of the following reason:
- Curriculum Area Exemption (After consultation with relevant Learning Leader)

- Serious Illness
 - Extended family holiday
 - Late Enrolment (Where students have joined the class late and is unable to complete the task)
12. The work provided by the student should be his or her own. If a teacher can prove that a student has plagiarised or copied work from another student they will be required to re-do the task. Grades are not awarded (Not assessed) and the reasons explained in the feedback comments on SIMON.
13. While parents are expected to follow the progress of their child through the Parent Access Module, when a chronic pattern of non-submission of assessment and homework tasks has emerged it is the responsibility of the teacher to make phone or email contact with the parent/guardian to inform them and discuss resolutions. The details of the missed work and the phone call/email should be recorded on Behaviour Tracking. (Level 2 – Sustained failure to complete set tasks). Follow up for chronic non-submission of work could be one or more of the following:
- Meeting between the student, family, and teacher (if appropriate), House Leaders, Learning Leaders and/or Learning Enhancement Leader. At this meeting it may be necessary to set some consequences or alternatively discuss options for modifying the learning program to ensure work is achievable, accessible and relevant for the learning needs of the student.
 - Lunchtimes set aside for work to be completed.
 - Exclusion from extra-curricular activities.
 - After school detention.
14. ***VCE or VCAL subjects, teachers and students need to follow any assessment advice distributed by VCAA or as stated in the VCE Procedures and Policy handbook. For teachers this includes communication to parents using the standard letters for VCE Students at Risk or Notification of a Provisional “N”. For students this includes applying to reschedule SAC’s.***
15. Major class tasks are recorded on SIMON, and parents are at a minimum given feedback about submission status. In this way parents can, at the very least, view the submission status of these tasks. (i.e. Submitted or Incomplete)
16. It is not expected that class tasks are marked on SIMON, nor is it expected that feedback is provided via this mode of communication. Students should, of course, still receive formative feedback on this work, but this could take many forms.
17. In the case of major projects, feedback in the form of a progress report (perhaps after a draft is completed) should be provided, before a final submission.
18. Teachers use a variety of other forms of feedback during their day to day teaching – including direct instruction, one on one discussions, verbal feedback, feedback to the whole class group, modelling of exemplars and so forth.
19. Approximately every 10 weeks (generally the end of a term) teachers complete a Summary Report.
20. Students will receive Interim Reports at the end of Term 1 and 3 as well as Semester Reports at the end of Semester 1 and 2. These reports will include the following:
- Course Description: of the unit undertaken.

- Course Progress (Interim Reports) or Course Completion (Semester Reports)
- Learning Behaviours: exhibited by the student.
- Victorian Curriculum Standards: indicating the level the student is currently operating at.
- Assessment tasks: Grades achieved

** Since teacher comments and feedback have been provided throughout the semester on SIMON, summary reports will not include teacher comments.

21. Course Progress and Course Completion will indicate whether the student's progress is at a satisfactory level. Students will receive the following:
 - Satisfactory: If all Assessment Tasks have been completed to a satisfactory standard.
 - Not Satisfactory: If one or more assessment task has not been submitted or has been submitted but not to a satisfactory standard.
 - Satisfactory (modified): If modified tasks have been completed to a satisfactory standard. Teachers must indicate on the report how the task has been modified.
22. Interviews will be held with students and their families who fail to Satisfactorily complete 2 or more units. This may impact on future subject selections.
23. There is an opportunity for more feedback to be provided to parents and students at Parent/Teacher/Student interviews or Learning Mentor interviews (as per the College calendar).

Students:

1. All students should seek to perform their best on all assessment tasks.
2. It is the responsibility of students to be aware of due dates (homework or assessment) and pay careful observance to them using a diary system and/or the SIMON calendar. This includes the regular monitoring of emails.
3. There are consequences for late or unsatisfactory submission of work, this will include attendance at a lunchtime Support Class and re-submission of work.
4. Students are encouraged to monitor the feedback provided by teachers using their Learning Areas module and in order to improve, should endeavour to implement any recommendations for improvements suggested by teachers in future tasks.
5. Students should be proactive in seeking feedback and advice from their class teachers.
6. Students should maintain a study timetable to help manage homework and assessment task demands.

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