

# Assessment & Reporting Guidelines (Years 7-12)



## Policy

### Section 1: Assessment Policy

#### Introduction

The following Assessment policy reflects the Vision and Values of the College as a Learning Community.

#### Purpose of Assessment

- To improve student learning and promote deep understanding
- To develop students capacity to self-assess and reflect to improve their future learning (*Assessment as learning*)
- To improve curriculum development and pedagogy (*Assessment for learning*)
- To make judgements on student achievement against goals and standards (*Assessment of learning*)
- To be accountable to all stakeholders: teachers, students, parents, student managers, school and system.

#### Principles

##### Assessment practices

- Should be integral to the teaching and learning process and should be matched to the teaching and learning goals. They should inform curriculum planning to improve student 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 student's capacity for self assessment so they can become more reflecting 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 real world challenges.
- Should be valid, fair and equitable and cater for the range of student learning styles.
- Should ensure students have access to ongoing constructive feedback that supports their further learning.
- Should ensure a shared understanding of purpose by making criteria and standards explicit to students.

#### 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 reflection and self assessment
- Uses evidence and analyses data from assessment to inform planning and teaching.

## Guidelines

- Teachers should refer to their subject based Learning Area Assessment Policies for more detailed guidance *as to the depth and richness of feedback required*
- Teachers should ensure the tasks link to the Victorian Curriculum standards.
- Assessment should be *planned* with a focus on the outcomes to be achieved. All Victorian Curriculum domains should be valued
- 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 on the form of the 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 can be developed by the teacher or negotiated with the students. In addition, rubrics can be used to indicate progressive stages.
- Students should be provided with frequent feedback about their performance and progress, both orally and in written form. *Progress as part of the Group Wisdom package should be used as a tool for continuous online feedback according to Learning Area assessment policy requirements.*

## SECTION 2: ASSESSMENT GUIDELINES

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 Glen Waverley Secondary 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.

### USE OF COMPASS LEARNING TASKS

Learning Tasks is a vehicle for teachers to record student achievement, comment on progress made and provide support for student 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 achievements.

As a minimum, all teachers are expected to put **all grades** on Compass, in addition to **teacher feedback on each faculty area of assessment** (ie: all common or major assessment tasks). Regular opportunities for students to reflect on their learning in response to teacher feedback are to be provided on Compass. A Student Reflection on Compass could be a response to a teacher comment or question or, as a reflection on their own learning – What have they done well, what areas they may want to work on improving and how (strategies they will use).

For information re specific faculty requirements, teachers must refer to the faculty assessment policies on Compass School Resources or speak to their Head of Learning.

## CREATING COMPASS LEARNING TASKS

It is the responsibility of the **Heads of Learning Area** to ensure all **common and major assessment tasks** (CAT's and SAC's) are set up accurately and pushed down to staff within their faculties. All tasks that are attached to a semester report should contain the same naming conventions to ensure consistency.

### **Naming Convention for Year 7-10 CATs and VCE SACs:**

For Year 7 – 10 classes tasks should follow the format: **Sem 1 – CAT: Task name.**

For VCE classes tasks should follow the format **Unit 1 – SAC: Task name.**

**A checklist for staff to assist in creating learning tasks appears in the attached Appendices.**

## TEACHER FEEDBACK USING COMPASS LEARNING TASKS

The College has moved away from teacher comments on semester reports. Instead teachers are to provide ongoing feedback through comments, on Compass Learning Tasks, on all faculty common assessment tasks and/or major assignments.

All written feedback on Compass Learning Tasks must be addressed to the student and include guidelines for future learning. Comments should clearly describe what the student has achieved and what steps they can take to further improve their learning. Comments must be written using constructive (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 be considered. Therefore subject specific 'jargon' should be avoided or defined to ensure it is understandable to parents.

Students should be encouraged to reflect on their learning and to respond regularly, on Learning Tasks, to teacher feedback.

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 Learning Tasks but also importantly in everyday classroom practice and on student developmental pieces of work.

## SECTION 3: REPORTING PROCESS

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

At Glen Waverley Secondary College reporting to students occurs on both a formal and informal basis, however, reporting to parents generally occurs in a formal way.

### **PROGRESS REPORTS**

A Progress Report is produced for each student at the end of Term 1. These reports are designed to provide parents with information about their child in eight areas:

- Displays a Positive Attitude
- Works cooperatively with Others
- Works Effectively in Class to Complete Set Work
- Completes Set Homework Meets all Deadlines
- Attendance/Punctuality
- Demonstrates Understanding of Course Work
- Quality of Work

Once ready for completion, Progress Reports can be accessed under the Teaching & Learning menu by selecting the Progress Reports option. See Section 5: Report Formats for further details.

### **SEMESTER REPORTS**

All students receive a written report at the end of Semester 1 and Semester 2 (except Year 12 who do not receive a report at the end of Semester 2). Further information on these reports is contained in Section 5 of this handbook.

## PARENT-STUDENT-TEACHER NIGHTS

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

These 'nights' are held throughout the year, and are well publicised, both through Clipboard and Compass.

Parents are required to make interview times if they require an interview. Teachers may also request an interview with parents on the Report. Interview bookings are made through the Intranet, and parents are able to make bookings on behalf of their child.

In addition to Parent-Student-Teacher nights, further informal meetings may be requested by teachers or parents. These are to be arranged through the relevant Director of Students.

## SECTION 4: REPORTING AGAINST THE VICTORIAN CURRICULUM

From 2017 all government schools in Victoria are required to provide information on the level of achievement of all students against Victorian Curriculum. This information must be provided to students, parents and DET.

Teachers are required to make an 'on-balance' judgment about the VicCurric level an individual student has achieved for each relevant Dimension for each subject, after considering a range of information, including observation of the student in class as well as test, assignment/project results and any other activity which demonstrates required learning outcomes.

Refer to the 'The GWSC Assessment and Reporting Scale' in attached Appendix for link between internal assessment and VicCurric progression points.

### Policies for reporting on VicCurric for EAL Students:

- Teachers **are not required** to include AusVELS ratings on student reports for EAL students who are deemed to be working 2 levels below the expected AusVELS level or are recently arrived (less than 12 months) and their English language skills are not sufficient to accurately place the student on the VicCurric continuum.
- At the commencement of the semester reporting cycle the Head of EAL will email a list of the EAL students in Years 7 – 10 who are recommended not to receive a VicCurric rating
- If a teacher identifies a further student then the name must be submitted to the Head of EAL and to the Director of Middle School Learning for a decision as to whether this student receives a VicCurric rating or not.
- A teacher must NOT make the decision to not report on VicCurric without consultation with the Head of EAL and the Director of Middle School Learning

## SECTION 5: REPORT FORMATS

### PROGRESS REPORTS

These are completed electronically using the College Intranet and use the same format for Years 7-12. Teachers are required to report on the following 8 areas by selecting VG, G, S, NI, NA (Very Good, Good, Satisfactory, Needs improvement and Not Applicable). A continuum containing descriptors should be used when completing Interim Reports. Teachers access Interim Reports for students through their Compass Home page (under the 'pencil').

The eight areas are:

- Displays a Positive Attitude (DPA)
- Works Cooperatively with Others (WCO)
- Works Effectively in Class to Complete Set Work (CSW)
- Completes Set Homework (CSH)
- Meets all Deadlines (MD)
- Attendance/Punctuality (AP)
- Demonstrates Understanding of Course Work (DUW)
- Quality of Work (QW)

**Teachers are required to tick the ‘interview requested’ box for any student who receives a NI or NA** in any of the eight areas identified. The use of NA (Not Applicable) is provided, although it would generally not have to be used. An ‘NA’ is likely to be used when a student has been absent for a prolonged time and a teacher is unable to report on one or more of the areas. Teachers are able to request an interview with the student’s parent/s for Parent-Student-Teacher night.

The ‘GWSC Interim Report Descriptors’ can be found in attached Appendices.

## **END OF SEMESTER REPORTS**

### **A: YEARS 7-10**

All **Year 7-10 reports** use the same format.

- Parent information sheet
- Subject Description
- Areas of Assessment
- Work Habits
- Victorian Curriculum

### **B: VCE REPORTS**

The following information is included on **YEAR 11 reports (Units 1 & 2)**

- Parent Information sheet
- Subject description
- Unit result
- Outcomes – a list of Outcomes with a description and an indication of S/N for each one
- Areas of Assessment - each assessment task is listed with a description of the task and a grade
- Work Habits

The following information is included on **YEAR 12 reports (Unit 3 only)**

- Parent Information sheet
- Subject description
- Unit result
- Outcomes - a list of Outcomes with a description and an indication of S/N for each one
- Work Habits

The Year 12 report looks similar to the Year 11 report, the only difference being that **there is no grade or mark for assessment tasks.**

## **WORK HABITS**

For all Years 7-12 students, teachers are required to report on the 4 learning habits identified below by selecting Excellent, Good, Satisfactory, Not Satisfactory or Not Assessed.

Listed below are the ideal demonstrations of each Work Habit, that is, what the student would have done in order to achieve an EX (Excellent) score.

- **LH1: Used class time effectively** – a well organised student who remained on task, completing set activities in the appropriate time
- **LH2: Submitted completed tasks on time** – completed and submitted all class and homework tasks in a timely manner.
- **LH3: Engaged in Learning** – actively participated in their learning in an effective manner.
- **LH4: Demonstrated appropriate behaviour** – worked independently and co-operatively, contributing to a safe and supportive learning environment.

**General Descriptors** : Level at which students are meeting Work Habits

**General Descriptors:** Level at which students are meeting Work Habits

**Excellent:** Consistently displays the work habit at a high standard without the need for assistance or direction from the teacher.

**Very Good:** Often displays the work habit, and does so without needing prompting or assistance from the teacher

**Good:** Usually displays the work habit, but only with occasional prompting and/or assistance from the teacher

**Satisfactory:** Sometimes displays the work habit, but only with occasional prompting and/or assistance from the teacher

**Not Satisfactory):** Rarely displays the work habit, often or always needing prompting and assistance from the teacher

**Not Assessed (NA):** has not had the opportunity to display this Learning Habit

It is assumed, in your role as a class teacher, that you would provide opportunities for all Work Habits to be demonstrated to some degree. Awarding of different levels of achievement is largely dependent upon the extent to which the student needs to be assisted in demonstrating the learning habit.

The use of 'NA' is to be used sparingly and confined to students who have not had the opportunity to display the Learning Habit due to the course structure (eg if there has been no theory component in a practical subject) or if illness/disability prevents the teacher making an accurate judgement. Please consult with your Head of KLA or Head of Sub-School if intending to use 'NA'.

## **CLASSES TAUGHT/CLASSES ATTENDED**

The number of classes taught and the number of classes attended is automatically recorded on the student's report.

## **SECTION 6: ASSESSMENT TASKS**

Assessment tasks should be designed to provide the student, teacher and parent with reliable information on the student's achievement across the full range of intended subject outcomes.

### **A: YEARS 7 -1 0**

Each learning area determines appropriate areas of assessment for each subject - between two and five areas are chosen. Please refer to the Learning Area Assessment Policy on Compass School Resources. Appropriate assessment tasks for each area of assessment is then determined. The assessment tasks together with a descriptor are printed on the report. The level of performance for each area of assessment is reported using a descriptive scale.

All teachers must ensure that they are aware of the areas of assessment for each subject they teach at the start of the semester. (Information on areas of assessment is available on Compass or from Head of Learning Area). All Common Assessment Task must be completed and sufficient assessment must be undertaken by each class to allow the teacher to provide a valid grade for each student for each area of assessment.

### **B: VCE**

Each VCE unit includes a set of two to four outcomes which must be achieved for satisfactory completion of a unit. This decision will be based on the teacher's assessment of the student's performance on a set of designated assessment tasks for each unit. Students are given an "S" (Satisfactory) or "N" (Not satisfactory) for each Outcome. In addition, level of performance is also assessed on assessment tasks.

#### **Level of Performance**

##### **Units 1 and 2**

The school has a policy that all studies will assess at least 3, preferably 4, tasks for level of performance grading. These tasks should be based on the key knowledge and skills required to satisfactorily complete Outcomes and assess different aspects of the student's work in the course. The tasks are graded using a descriptive scale.

When designing assessment tasks for Units 1 and 2, teachers should attempt to mirror Unit 3 and 4 assessment practices as much as possible in order to adequately prepare students for Year 12.

## Units 3 and 4

There are two forms of school based assessment.

**SACs** - School Assessed Coursework (used to assess student achievement in the majority of Revised VCE Studies.

**SATs** - School Assessed Tasks (used to assess student achievement in the following VCE studies: Art, Design and Technology, Food and Technology, Media Studies, Studio Arts, Systems and Technology – Electronics, Visual Communication and Design.

For more detailed information, refer to the **Staff Handbook**

## SECTION 7: GRADES AND GRADE DESCRIPTORS

### A: YEAR 7 - 10

**GRADES:** A descriptive scale is to be used.

#### **GRADE DESCRIPTORS TO BE USED ON REPORTS**

Outstanding  
Excellent  
Very Good  
Good  
Competent  
Satisfactory  
Below Standard  
Not Demonstrated  
Exempt  
Modified

**Please refer to the policy for issuing Exempt and Modified prior to giving students this assessment. (See below)**

### **Policy on The Use Of “Exempt” Or “Not Demonstrated” On Year 7-10 Reports**

The College has a philosophy that all students have the ability to achieve success in all areas of learning. Consequently, students should rarely receive a “Not Demonstrated” or “Exempt” for an area of assessment.

**Teaching staff are required to inform the relevant House Leader of any student they believe may receive such an assessment** as soon as possible, so that Sub school Directors may take relevant action prior to the issuing of reports.

As a general policy, the College intends to inform parents prior to students receiving an “Not Demonstrated ” or “Exempt” .

1. **On Compass Learning Tasks the following descriptors are used:** ‘**Exempt**’ indicates that the student was absent or otherwise excused from assessment on the task, and that task will be omitted for that student from any calculated grades that would ordinarily include the item.

If a student does not complete a task for which they are expected to make a submission, or receives a grade of less than 30% on the task, the student must be given a ‘**Not Demonstrated**’ assessment, and the relevant sub-school House Leader/Coordinator must be notified.

#### **On Year 7 – 10 Reports:**

**Exempt:** Student was absent or otherwise excused from the task (eg. Not at school due to illness, hadn’t started at the school yet, overseas)

**Not Demonstrated:** Has not met the criteria for a ‘Below Standard’ indicates the student:

- Has failed to meet the minimum grades standard - less than 30% achieved
- Did not submit any work in the particular area of assessment without a legitimate reason, so is not eligible for a NA
- Has completed or submitted work that has been copied or plagiarised.

2. The Head of Learning Area, in consultation with their learning area staff, determine the minimum number of pieces of work which must be completed for each area of assessment for each subject. All faculties must have agreed upon Common Assessment Tasks (CATs) at each year level which will be reported upon. The Learning Area Head must make this information available to all staff teaching that subject early in the semester.

3. It is every teacher's responsibility to ensure that they complete all required Common Assessment Tasks to enable them to give each student a valid grade for each area of assessment. Should this present any problems you must consult with the relevant Director of Students.

4. "Exempt" should be used when a student has submitted no pieces of work for an area of assessment due to:

- Prolonged illness
- Extended holiday
- Late enrolment into GWSC – after the assessment task was completed
- Significant personal circumstances

If a teacher believes that a student may receive an "Exempt" they must contact the relevant Director of Students immediately. ***If an "Exempt" is given for any areas of assessment an explanation for this must be provided in the feedback section of the Compass Learning Task.***

5. If one or more of the pieces of work for an area of assessment are not submitted due to lack of organisation, but the teacher believes there is sufficient work to allow an assessment to be made, then the remaining marks for that area of assessment will be averaged, with the unsubmitted pieces of work counting as zero. ***If this is done for any area of assessment an explanation for this must be provided in the feedback section of the Compass Learning Task,*** particularly if the averaging results in the student receiving a much lower grade than the quality of their submitted work would warrant. If a teacher is in doubt about giving this grade they should speak to the Sub-School Director of Students. If the work is not submitted as a result of absence for a valid reason, then the teacher may discount that particular piece of work and only base the assessment for a given area of assessment on those pieces of work that were submitted.

## **B: VCE**

### **UNITS 1 and 2**

***Grade descriptors to be used on reports:*** The performance in each task will be allocated a descriptive grade, identical to that for years 7 to 10. The scale describes how competently a student has completed a particular task.

### **Policy on the Use of "Not Demonstrated" For SAC Assessment Tasks On Unit 1 & 2 VCE Reports**

Where a student does not sit or submit an assessment task or the work does not meet specified criteria, and this does not fall within special provision guidelines, the student will receive an 'Not Demonstrated' for the task. If, following Senior School Procedures, the task is then completed satisfactorily the student will still receive a 'Not Demonstrated' for the assessment task but can achieve an 'S' for the unit. If the task was not redeemed satisfactorily they will receive a 'Not Demonstrated' for the assessment task and an 'N' for the unit.

Refer to the 'Senior School Handbook – Teacher edition' section on 'Senior School Policy for SAC Assessment' for further detail or seek clarification from the relevant Senior School Coordinator or Director of Senior School Students.

### **UNITS 3 and 4**

**Assessment Criteria have been published to guide teachers when assessing students' coursework. These criteria are in the subject specific information in the Assessment Guide.**

The school has a policy that students undertaking Units 3 and 4, receive a raw score for their SACs or SATs following completion of the assessment task together with an indication of their performance against the set criteria. They **DO NOT** receive a grade either at the time the work is returned or on the Semester 1 report, as all internal assessment is subject to statistical moderation. Grades will be determined by VCAA at the end of the year.

**Please refer to the 'Senior School Handbook' or to the relevant Coordinator's for further information.**

## SECTION 8: GUIDELINES FOR WRITING REPORTS

### A: YEAR 7-10 REPORTS

Reports are written for ONE semester only. The Semester 1 report refers to work done in Semester 1 and the Semester 2 report refers to work done in Semester 2.

#### Student Names

These will be automatically filled in by Compass.

#### Attendance

Attendance will be automatically indicated on the student report - number of classes held for each subject and the number of classes each student has attended.

#### Assessment Grades

Use the **GWSC ASSESSMENT AND REPORTING SCALE FOR YEARS 7 – 11 (Refer to Appendices for details)**

See **SECTION 6** if you need to use 'Not Demonstrated' or 'Exempt'. *Remember you must inform the relevant Director of Students if it appears likely that a student may receive a 'Not Demonstrated' or 'Exempt' so that follow-up can occur as soon as possible.*

***If it happens that a student does receive an 'Exempt', written feedback must be provided in Compass Learning Tasks outlining why it was given.***

#### Work Habits

The Work Habits as outlined in SECTION 5 must be reported on. A continuum containing descriptors for each work practice should be used. Determine which comment best describes the student for each work practice.

#### Victorian Curriculum

All students in Years 7-10 must have VicCurric progression points for the achievement standards entered for all the Dimensions and capabilities as decided by Faculty areas. Please see your Head of Learning Area or Assistant Principal (Teaching & Learning) if you are unsure of the dimensions on which you are reporting. Check that your Assessment Tasks have all of these agreed dimensions. VicCurric assessment should be included in the assessment of all CATs.

**An overall, balanced, evidence-based and holistic judgement is made about where on the learning continuum a student is located.** This is achieved through the ongoing process of gathering, analysing and interpreting, and using and reflecting on data and evidence gained from the range of formal tasks like CATS and informal assessment tasks like group activities and class discussion undertaken over a period of time.

The Percentage Scores on the GWSC Assessment & Reporting Scale are a guide only. Assessment tasks should facilitate differentiated learning, allowing students to learn and demonstrate learning beyond the expected standard for their year level. Where differentiation is not possible, such as when the Progression Points are content based rather than skill based or concept –based, it is recommended that Bloom's Taxonomy be used to inform decisions about how far advanced a student is beyond the expected standard.

In a yearlong subject, where some VicCurric Dimensions are covered only in one semester leave any Victorian VicCurric levels not covered in the first semester blank and this will not be shown on the student report. Make sure all required VicCurric dimensions are completed over the two semesters.

If you are teaching a semester length subject, ensure that the student is assessed against whole year VicCurric dimensions so that the student completing the elective in Semester 1 is not disadvantaged over the student completing the unit in Semester 2.

## STUDENTS ON MODIFIED PROGRAMS

### Policy for Modification of Work:

Students who are identified as working 2 year levels below the expected VicCurric level and have been placed on a modified program will not receive a VicCurric rating. This could include,

- funded and non-funded integration students,
- EAL students who have been learning English for less than 12 months,
- students who have missed a large amount of schooling
- students from socio-economic disadvantaged backgrounds

This is not an exhaustive list.

If a student is to work a modified program:

- A teacher or sub-school manager will recommend that the student needs a modified program
- The student will be deemed to be working well below expected VicCurric level
- A parent meeting must be held with the Sub-School Director to discuss the modification process and strategies that will be put in place to support the student learning - parent agreement required
- Teachers will be provided with details of the student learning difficulties / disability, how this impacts on their ability to manage the level of work required and the strategies to be put in place to support the student learning
- Learning goals and strategies are to be developed by, House Leader/Learning Support staff in consultation with the Director of Learning.
- Teachers are to work with the Head of Faculty to modify the work requirements for the particular student. Advice on teaching and learning strategies can also be sought from the Learning Support Staff.

The modified program may be across all of the subject's learning tasks or just some of the tasks depending on the student's capabilities.

### Reporting on Modified Work:

- A student may complete modified work in one area of study but be graded in another area; eg. The student may receive a personalised modified task for written work and a CAT for an oral task.
- If a student is working on a modified program they will not receive a VicCurric rating for the areas of modification. The student needs to be 'excluded' from VicCurric in the particular areas on the Compass reporting grid.
- Student work will be assessed as 'Modified'. Ensure your **comment** is reflective of how the work is being modified and includes areas of strength as well as strategies for improvement as per the guidelines for all student feedback.
- Students completing a modified program will require a separate Learning Task to all other students. Specific details relating to the policy and procedures for this can be found in School Documentation/Teaching and Learning.
- Funded students on a modified program will have their comments for each Learning Task attached to their Semester report. Specific details relating to the policy and procedures for this can be found in School Documentation/Teaching and Learning.

### Policies for reporting on Victorian Curriculum for EAL Students:

- All EAL students are to receive an **EAL VicCurric assessment**
- Teachers of all other subjects are not required to include VicCurric ratings on student reports for EAL students who are deemed to be working well below the expected VicCurric level or are recently arrived (less than 12 months) and their English language skills are not sufficient to accurately place the student on the VicCurric continuum.
- Teachers will record this as '**excluded**' in the semester 1 report. Please do not leave the column blank
- At the commencement of the semester reporting cycle the Head of EAL will email a list of the EAL students in Years 7 – 10 who are recommended not to receive a VicCurric rating

- If a teacher identifies a further student then the name must be submitted to the Head of EAL and to the Sub-School Director for a decision as to whether this student receives VicCurric rating.
- A teacher must NOT make the decision to not report on VicCurric without consultation with the Head of EAL and the Director of Sub-school

## GENERAL COMMENTS

Teachers are to provide detailed feedback to students throughout the semester on all common assessment tasks and/or major assessment tasks and are not required to write a comment on the end of semester report.

**NOTE carefully:** Ensure the Victorian Curriculum levels are in line with the assessment grades and the feedback provided throughout the semester.

## B: VCE REPORTS

Prior to starting your reports, you will be asked to complete a results sheet for each VCE class you teach by the coordinators. On this sheet you write an S or N for each outcome.

For details regarding reporting of results to VCAA refer to the Senior School Handbook.

### Guidelines for Writing Comments on VCE Reports or Progress

Teachers are to provide detailed feedback to students throughout the semester on all common assessment tasks and/or major assessment tasks and are not required to write a comment on the end of semester report.

## SECTION 9: EXAMPLES OF WRITTEN FEEDBACK ON LEARNING TASKS

The following examples of written feedback on Learning Tasks have been reproduced to give you an indication of the types of comments which meet the guidelines outlined in the previous section. **Comments need to be clearly written and concise. Do not describe the Common Assessment, instead concentrate on**

- What the student has achieved
- Areas for improvement/future learning and
- The strategies the student can use to move them ahead in their learning

### Sample 1: Year 7 Writing Task.

[VG] This is a very good piece of work showing a strong awareness of audience and purpose. You have communicated effectively and you made your writing suit the form. Your writing is well organised and demonstrates good vocabulary and control of language. I thought the tone in the letter was really effective. You could now focus on using a wider variety of words and on varying your sentence length to make your writing even more developed.

### Sample 2 - Year 8 Art rendering task

[CO] You have completed your work to a competent standard. The eyes are the best feature. You needed to develop your shades further and be more patient with yourself to add detail. The purpose of the task was to eliminate lines, you could have got there had you had the confidence! Believe in yourself!

### Sample 3 – Year 7 Maths

The questions relating to the conversion of units of measurement and calculation of perimeters were well done. You had difficulty finding areas of composite shapes and you should revise this using your textbook.

### Sample 4 - Year 9 HPE role play

[GD] Your play was well thought out and effectively acted out, but your written work lacked the required detail. You were meant to submit a script of your play indicating tone, and volume of the dialogue and all planned body language. Make sure you read the criteria sheet carefully and complete all required tasks in the future. Check off the tasks as you complete each one and ask questions if you are unsure as to what is needed.

**Sample 5 – Science**

(VG) It is pleasing to see you enthusiastically contribute to the presentation and display a good understanding of the topic 'tectonic plates'. This is a substantial improvement on the level of detail you previously displayed and represents significant progress, particularly in terms of your clarity of communication. Focus your efforts now on maintaining the same level of involvement with future assignment to consolidate your improved performance

**Sample 6 - Year 7 English oral presentation on a book**

[GD] Your oral presentation about the novel 'Reality Check' was very interesting. Thank you for taking the time to dress up. It made your performance much more authentic. You had a great insight into the novel; however your response was a little short. You could include relevant quotes or passages from the novel to support your views. This is something that you could work on in the future. You could have hooked your audience by perhaps giving them a few clues as to why the girl disappeared and this could have left them guessing and wanting to read the novel. Overall, good work!

**Sample 7: Year 9 Maths**

Your graphs were neat and correctly ruled up. Key features like intercepts need to be more clearly labelled, by putting them into coordinate form. Follow the instructions carefully to that you don't lose marks unnecessarily.

**Sample 8: Humanities**

A well planned and presented assignment on Egyptian life. The information was accurate and the visual representations were well placed and enhanced the readers understanding. However, you did not include a bibliography. It is essential that you acknowledge where you have obtained your information. Makes sure you read the criteria sheet carefully and cover all required areas.

**Sample 9: Technology –ICT**

Your gridsheet was a good overview of the design of your output and most of the accepted formats and conventions were consistently applied. To give more precise description of your product, details about fonts, sizes and formatting need to be included. When entering formulas ensure correct cell references are used.

## APPENDICES

### Glen Waverley Secondary College Interim Report Assessment Descriptors

#### Displays a Positive Attitude

1	Very Good	Consistently demonstrates a constructive approach and a willingness to become involved in all class activities.
2	Good	Usually demonstrates a constructive approach and a willingness to become involved in most class activities.
3	Satisfactory	Demonstrates a constructive approach and a willingness to become involved in most class activities when prompted.
4	Needs Improvement	Often unwilling to become involved in class activities.

#### Works Cooperatively With Others

1	Very Good	Consistently willing to assist, listen to and respects others in the class or in group situations.
2	Good	Usually willing to assist and listen to others. Shows some respect for others in the class or in group situations.
3	Satisfactory	Can assist and listen to others. Is able to show respect for others in the class or in group situations when prompted.
4	Needs Improvement	Displays difficulty working effectively with others in the class.

#### Works Effectively in Class to Complete Set Work

1	Very Good	Consistently focussed on tasks and makes full use of learning opportunities.
2	Good	Usually focussed on tasks and generally makes use of learning opportunities.
3	Satisfactory	Can focus on tasks and make use of learning opportunities when prompted.
4	Needs Improvement	Displays difficulty concentrating on tasks and work is often not completed or is submitted incomplete.

#### Meets all Deadlines (includes homework and classwork)

1	Very Good	Completes all work (CATS and developmental tasks) on time.
2	Good	Completes most work on time.
3	Satisfactory	Usually completes work on time with prompting.
4	Needs Improvement	Often has difficulty managing time to complete work in the required time.

#### Brings Materials to class

1	Very Good	Always brings all required materials to class.
2	Good	Usually brings all required materials to class.
3	Satisfactory	Sometimes brings all the required materials to class.
4	Needs Improvement	Rarely brings all the required materials to class.

#### Demonstrates understanding of Course Work

1	Very Good	A strong understanding of required knowledge, concepts and skills is evidenced by participation in class and completed work.
2	Good	A general understanding of required knowledge, concepts and skills is evidenced by participation in class and completed work.
3	Satisfactory	A basic understanding of required knowledge, concepts and skills is evidenced by participation in class and completed work.
4	Needs Improvement	Significant difficulties understanding required knowledge and concepts.

#### Quality of Work

1	Very Good	Consistently produces work of a high standard.
2	Good	Usually produces work of a good standard.
3	Satisfactory	Sometimes produces work of a good standard.

4	Needs Improvement	Work produced does not satisfy criteria or lacks detail.
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## GWSC ASSESSMENT AND REPORTING SCALE FOR YEARS 7 – 11

### GWSC ASSESSMENT AND REPORTING – Vic Curriculum achievement standards Years 7 – 10

- Staff are required to make **informed** and **consistent judgements** about student progress against the **achievement standards** provided in the Victorian Curriculum for all learners.
- These judgements should be **evidence-based** and **holistic judgements** about where a student is located on the continuum of learning.
- Evidence to make informed judgements for the Semester Report could include formal tasks like **CATs**, and developmental tasks or informal tasks such as class discussion and observation.
- **CATs** should be designed so they provide enough breadth to cater for a range of student abilities across the learning continuum.
- The benefit of CAT's is that all students are judged against the same assessment criteria, creating **consistency and accuracy**.

The Victorian Curriculum achievement standard columns in the table below are a **guide** to assist you in making informed on balance judgements for reporting. Remember, that a student needs to demonstrate the skill **consistently** to achieve a particular standard. This should be considered carefully when reporting to parents on the end of Semester report. Be mindful of tasks where students have been assessed as a group as this may not reflect their individual ability.

### Linking the Internal grading scale to the Vic Curriculum at Years 7 - 10

Year 7				
Internal GWSC Rating		Victorian Curriculum		
% Assessment Tasks	GWSC Grade (to be included as performance grade on the Learning Task)	Vic Curriculum rating (Student consistently shows)	Semester 1 Level of achievement against the standards	Semester 2 Level of achievement against the standards
91% & above	Outstanding	Well above (12+ months ahead)	7.5 (or above for exceptional students 18 months ahead)	8.0 (or above for exceptional students 18 months ahead)
82-90%	Excellent	Above (12 months ahead)	7.5	8.0
73-81%	Very Good	Above (6 months ahead)	7.0	7.5
64-72%	Good	At the expected standard (Range)	6.5	7.0
55-63%	Competent	At the expected standard (Range)	6.0	6.5
46-54%	Satisfactory	At the expected standard (Range)		
35- 45%	Below Standard	Below expected standard	5.0 & 5.5	5.5 & 6.0
0-34%	Not Demonstrated	Well below expected standard	4.5	5.0
No Grade	Exempt	Students have been excused from the assessment task in consultation with the sub-school		

No Grade	Modified	Students who are on an official Modified Program (in consultation with sub-school & LS)
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Year 8				
Internal GWSC Rating		Victorian Curriculum		
% Assessment Tasks	GWSC Grade (to be included as performance grade on the Learning Task)	Vic Curriculum rating (Student consistently shows)	Semester 1 Level of achievement against the standards	Semester 2 Level of achievement against the standards
91% & above	Outstanding	Well above (12+ months ahead)	8.5 (or above for exceptional students 18 months ahead)	9.0 (or above for exceptional students 18 months ahead)
82-90%	Excellent	Above (12 months ahead)	8.5	9.0
73-81%	Very Good	Above (6 months ahead)	8.0	8.5
64-72%	Good	At the expected standard (Range)	7.5	8.0
55-63%	Competent	At the expected standard (Range)	7.0	7.5
46-54%	Satisfactory	At the expected standard		
35- 45%	Below Standard	Below expected standard	6.0 & 6.5	6.5 & 7.0
0-34%	Not Demonstrated	Well below expected standard	5.5	6.0
No Grade	Exempt	Students have been excused from the assessment task in consultation with the sub-school		
No Grade	Modified	Students who are on an official Modified Program (in consultation with sub-school & LS)		

Year 9				
Internal GWSC Rating		Victorian Curriculum		
% Assessment Tasks	GWSC Grade (to be included as performance grade on the Learning Task)	Vic Curriculum rating (Student consistently shows)	Semester 1 Level of achievement against the standards	Semester 2 Level of achievement against the standards
91% & above	Outstanding	Well above (12+ months ahead)	9.5 (or above for exceptional students 18 months ahead)	10.0 (or above for exceptional students 18 months ahead)
82-90%	Excellent	Above (12 months ahead)	9.5	10.0
73-81%	Very Good	Above (6 months ahead)	9.0	9.5
64-72%	Good	At the expected standard (Range)	8.5	9.0
55-63%	Competent	At the expected standard (Range)	8.0	8.5
46-54%	Satisfactory	At the expected standard		

35- 45%	Below Standard	Below expected standard	7.0 & 7.5	7.5 & 8.0
0-34%	Not Demonstrated	Well below expected standard	6.5	7.0
No Grade	Exempt	Students have been excused from the assessment task in consultation with the sub-school		
No Grade	Modified	Students who are on an official Modified Program (in consultation with sub-school & LS)		

<b>Year 10</b>				
<b>Internal GWSC Rating</b>		<b>Victorian Curriculum</b>		
<b>% Assessment Tasks</b>	<b>GWSC Grade</b> (to be included as performance grade on the Learning Task)	<b>Vic Curriculum rating (Student consistently shows)</b>	<b>Semester 1</b> Level of achievement against the standards	<b>Semester 2</b> Level of achievement against the standards
91% & above	Outstanding	Well above (12+ months ahead)	10.5 (or above for exceptional students 18 months ahead)	11.0 (or above for exceptional students 18 months ahead)
82-90%	Excellent	Above (12 months ahead)	10.5	11.0
73-81%	Very Good	Above (6 months ahead) (Range)	10.0	10.5
64-72%	Good	At the expected standard (Range)	9.5	10.0
55-63%	Competent	At the expected standard (Range)	9.0	9.5
46-54%	Satisfactory	At the expected standard		
35- 45%	Below Standard	Below expected standard	8.0 & 8.5	8.5 & 9.0
0-34%	Not Demonstrated	Well below expected standard	7.5	8.0
No Grade	Exempt	Students have been excused from the assessment task in consultation with the sub-school		
No Grade	Modified	Students who are on an official Modified Program (in consultation with sub-school & LS)		

## Units 1 & 2 VCE ASSESSMENT SCALE

VCE Assessment		
% Assessment Tasks	Internal Rating	
91% & above	Outstanding	
82-90%	Excellent	
73-81%	Very Good	
64-72%	Good	
55-63%	Competent	
46-54%	Satisfactory	
35- 45%	Below Standard	
0-34%	Not Demonstrated	
No Grade	Modified	Students who are on an official Modified Program (in consultation with sub-school & LS)

## Setting up a Common Assessment Task

To maintain consistency across learning areas and faculties please follow the checklist below.

Task	Completed
The task should be named using the correct naming convention. <b>Sem 1 – CAT: Task name</b> <b>Unit 1 – SAC: Task name</b>	
A <b>description</b> of the task should be created	
The correct <b>GWSC assessment and reporting scale</b> should be added to the learning task Add Performance Grading Scheme. Outstanding, Excellent, Very Good, Good, Competent, Satisfactory, Below Standard, Not Demonstrated, Exempt, Modified	
All appropriate Vic Curric learning area <b>standards</b> and <b>capabilities</b> for the task should be added	
The <b>comment (open)</b> component should be added to the learning task	
The <b>yellow star</b> should appear on the <b>primary grading component</b> which is the GWSC assessment scale (Not Demonstrated-Outstanding). This will appear on the report	

The CAT should be connected to the <b>semester report</b>	
The assessment task and rubric should be <b>attached</b> to the learning task	
Once all the above steps are complete the task should be <b>pushed down</b> by the <b>HLA</b> to the appropriate teachers.	

Review:

- Ratified March 2018
- Reviewed every three years
- Next review March 2021