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## Assessment and Reporting

### Rationale

- Schools undertake a range of student assessment and reporting activities to inform and support student learning.
- Assessment is a fundamental part of the process of teaching and learning. How student work is assessed has a major impact on what is taught and how it is taught. Tasks which are undertaken should reflect objectives, so strengthening the purpose of learning. The intentions, precise content and expectations of students' work should be explicitly stated.
- Assessment (and reporting) are vital processes which provide information about what students know and can do, and to make recommendations for their future learning.
- Good assessment practice will promote excellence in learning.
- The [Insight Assessment Platform \(Insight\)](#), an Education State initiative, is aimed at helping teachers assess the progress of all learners and support more targeted teaching practices.
- Insight aims to enable high quality assessment and feedback that will inform teacher planning for the next steps in a student's learning as that they continue to make progress along the learning continuum.
- The Insight Assessment Platform is the new home for the Department's collection of quality online assessment instruments, all aligned to the Victorian Curriculum F–10.
- Schools enrolling international students are required to effectively monitor student performance (including any academic progress issues, accommodation and welfare issues or absences from school and home stay accommodation) and implement a documented intervention strategy where academic progress is at risk of failing to meet minimum Student Visa requirements (satisfactory completion of 50% or more of the units attempted in a study period).

### Purpose

- To ensure Essendon Keilor College is aware of the policies and procedures for the preparation of reports on student progress and achievement for parents/carers or the community.

### Definitions

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements about student progress to improve future learning.

Assessment can be defined as:

*A process concerned with gathering information about student competencies and the quality of learning outcomes. Its focus is not only on what has been achieved by students but also on how they have gone about their learning.*

Reporting can be defined as:

*The communication of student progress and achievement. Its aim is to communicate to parents clear and comprehensive information. It should be responsive to parents, teachers and students.*

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs
- School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress
- System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes

## **Implementation**

### **BASIC BELIEFS**

#### ***Assessment***

Good assessment practice will promote excellence in learning by:

- encouraging students to reach their full potential
- encouraging student motivation and self esteem
- valuing individual achievement
- assessing students in a non-competitive manner i.e. students will not be ranked against the achievements of other students in the class/year level
- encouraging students to be responsible for their own learning
- valuing student input into teaching and learning strategies
- being responsive to the needs of parents
- describing student performance in terms of strengths and areas in need of further development which in turn will provide students with a focus for new learnings and provide teachers with direction for teaching strategies
- commenting on student attempts to reach their full potential
- focusing on the process of learning as well as the final outcome
- ensuring that students are provided with clear information about work expectations - both work practices and final product
- promoting risk taking / trial and error in student attempts to fulfil work expectations
- ensuring all students have equal access to skills and learning
- being continuous

#### ***Reporting***

Good reporting practice will ensure that information is provided about:

- completion of work tasks together with comments about student attitudes to work
  - the process undertaken to complete work tasks
  - attitudes, values and social development
  - acquisition of knowledge and skills and levels of achievement
  - comments on student contributions to extra-curricular aspects of school life
  - specific plans to improve performance
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- Assessment and Reporting policies and practices will be consistent with DET policy.
  - At Years 11-12 assessment and reporting practices will be consistent with DET policy.
  - Years 7-10 assessment and reporting practices will be structured to prepare students for successful transition to the VCE but it is not intended that 7-10 assessment practice be an exact mirror of VCE practice.
  - All junior sites will have a common assessment and reporting policy and practices.
  - Assessment and grade descriptors will be work based.

- Each campus will report formally to parents on four occasions a year
  1. In Term 1, there will be an Interim Report and a parent-teacher interview for all students.
  2. In Term 2, detailed written reports will be completed for all students. Teachers will be available for interview when reports are distributed. For parents who do not attend, interviews can be arranged at a later stage at the request of the parent or the Co-ordinator. Any reports that are not collected after one week will be posted home.
  3. In Term 3, there will be an Interim Report and a parent-teacher interview for all students.
  4. In Term 4, details written reports will be completed for all students and will be available for collection at the end of the year.
  
- Teams of teachers are expected to develop and utilise a range of tools for use in different contexts that allow individuals, groups or the whole class to give feedback at appropriate stages about what has been learnt.
- In Years 7-10, the school will select from the range of assessment tools available on the Insight Assessment Platform.
- Tools should enable students to monitor and reflect upon their own learning.
- Feedback to students will be timely, given early in a unit, or promptly after assessment tasks, so that students have sufficient opportunity to use the feedback for improving subsequent performance. The style of feedback links to the style of assessment.
- Reports will focus positively on student progress, suggesting ways to overcome difficulties and improve performance.
- Please refer also the school's *Data Analysis & Use Policy* and the *Reporting to Parents Policy*.

### **Evaluation**

This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update early July 2017).

Reference:

[www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx](http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx)