

ASSESSMENT AND REPORTING POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Melba College.
Phone 03 9955 5700.

PURPOSE

The ensure the Vision and Values of Melba College as a Learning Community are reflected and followed through the fair, equitable and professional application of the Assessment Policy. That there is also consistent application of assessment across Years 7 to 10, and also in the Victorian Certificate of Education (VCE) and the Vocational Major (VM).

ASSESSMENT AND REPORTING POLICY

SECTION 1: ASSESSMENT

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 may be used including *self and peer assessment, portfolios, projects, questioning, formal tests, research projects, practical reports, investigations, problem solving, modelling, learning logs/journals*.
- Teachers should be encouraged to consider the appropriateness of student learning needs and may adjust **Common Assessment Tasks** individual student learning needs.
- Teachers are encouraged to negotiate with students who are on Individual Learning Plans as to the form of the assessment task.
- 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.

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 Melba 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 are a vehicle for teachers to record student achievement, comment on progress made and provide support for student's 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 assessment results** on Compass, in addition to **teacher feedback** on **each faculty area of assessment** (ie: all common 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 Learning Area Leader.

Creating Compass Learning Tasks

It is the responsibility of the Leaders of Learning Areas to ensure all common and major assessment tasks (CAT's and SAC's) are set up accurately and pushed down to staff within their Learning Areas (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, VCE SACs and VM Outcomes:

Year 7-9: semester number, CAT number, CAT title.	For example: S1 - CAT 1: Algebra Test
Year 10: semester number, SAC number, CAT title.	For example: S1 – SAC 1: Argumentative Essay
VCE: unit number, SAC number, SAC title.	For example: U1 – SAC 1: Historical Inquiry
VM: unit number, area of study number, task title.	For example: U1 – AoS 1: Research Report

Teacher Feedback Using Compass Learning Tasks

Melba College provides teacher with the opportunity to give students continuous feedback via Compass. This includes comments on semester reports and individual Learning Tasks. Teachers are expected to provide ongoing feedback to all students on all faculty common assessment tasks and/or major assignments.

All feedback written 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 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 2: REPORTING POLICY AND PROCESS

Reporting is a process of communicating assessment information to assist student learning. At Melba College reporting to students occurs on both a formal and informal basis. 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 and Term 3. The Progress reports are designed to provide parents with information about their child in five areas:

- Engagement in Learning
- Learning Progress
- Effective Use of Class-time
- Classroom Behaviour
- Timely Submission

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 conferences provide both parents and teachers with the opportunity to discuss individual student progress.

These conferences are held throughout the year, and are well publicised, both through Newsletters and Compass.

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

In addition to Parent-Student-Teacher conferences, further informal meetings may be requested by teachers or parents. These are to be arranged on an individual basis directly with the teacher, Student Engagement Leader or Sub-school Team Leader.

Reporting Against The Victorian Curriculum

From 2017 all government schools in Victoria have been 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 Victorian Curriculum 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 Melba College Assessment and Reporting Scale' in attached Appendix for link between internal assessment and Victorian Curriculum progression points.

Policies for reporting on Victorian Curriculum for EAL Students:

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

Reporting Formats

Progress Reports

These are completed electronically using the College Compass and use the same format for Years 7 - 12. Teachers are required to report on the following 5 areas by selecting Excellent, Good, Satisfactory, Improvement Required and Not Assessed. Guidelines on completing progress reports can be found in the Melba College Handbook.

The five areas are:

- Engagement in Learning
- Learning Progress
- Effective Use of Class-time
- Classroom Behaviour
- Timely Submission

Teachers are required to tick the 'interview requested' box for any student who receive improvement required for one or more areas in any of the five areas identified or under teacher discretion. The use of NA (Not Applicable) is only to be used under rare circumstances, such as chronic absenteeism. Teachers are able to request an interview with the student's parent/s for Parent-Student-Teacher conference. The 'Melba College 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
- Subject Outcome (S/N)
- Victorian Curriculum Standards
- Learning habits
- Learning Tasks
- Teacher Comment including Areas for Improvement

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
- Learning Tasks - each assessment task is listed with a description of the task and a grade
- Learning habits
- Teacher Comment

C: VM Reports

The following information is included on **all Foundation, Intermediate and Senior VM reports**:

- Parent Information sheet
- Strand description
- Unit description
- Unit result
- Learning Outcomes – a list of Learning 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
- Learning habits
- Teacher Comment

SECTION 3: GRADES AND GRADE DESCRIPTORS**Learning Habits**

For all Years 7-12 students, teachers are required to report on the 3 Learning Habits identified below by selecting Excellent, Good, Acceptable, Needs Attention or Not Assessed.

Guidelines for completing these learning behaviours may be found in the Melba College Handbook

- **LH1: Effort**
- **LH2: Behaviour**
- **LH3: Organisation**

General Descriptors: Level at which students are meeting Learning Habits

- **Excellent**
Consistently displays the learning 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
- **Acceptable**
Sometimes displays the work habit, but only with occasional prompting and/or assistance from the teacher
- **Needs Attention**
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 Learning 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 Domain Leader or appropriate Team Leader if intending to use 'NA'.

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 Reporting Guidelines on Compass School Resources or in within the Melba College Handbook). Appropriate assessment tasks for each area of assessment should be 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 from the Domain Leader). All Common Assessment Tasks must be completed and sufficient assessment must be undertaken by each class to allow the teacher to provide valid results for each student for each area of assessment.

VCE 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 Melba College Staff Handbook.

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 reported on for each assessment tasks.

The school has a policy that all studies will assess at least three, preferably four, 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.

VM

Each VM unit includes a set of 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 'Competent' or 'Not Yet Competent' or 'Not Yet Assessed' for each Outcome. In addition, level of performance is also reported on for each assessment task.

SCALES

A. YEAR 7 - 10

Grades: A descriptive scale is to be used.

Grade Descriptors to be Used on Reports

- Excellent
- Very Good
- Good
- Acceptable
- Needs Attention
- Not Assessed
- Excluded

The Use of 'Not Assessed' and 'Excluded' on Year 7-10 Reports

'Not Assessed' indicates that the student was absent or otherwise excused from assessment on the task, and that task was not able to be completed at an alternative time.

If a student does not complete a task for which they are expected to make a submission, or receives a grade of less than 50% on the task, the student must be given a chance to redeem this task through a CATCH-up session.

Excluded: "Excluded" 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 Melba College – after the assessment task was completed
- Significant personal circumstances

When a teacher believes that a student will receive an **‘excluded’** category, they must contact the relevant Student Engagement Leader immediately.

Students that have had significant absence issues that have prevented them from engaging in school may be reported as **‘excluded’** in other areas, such as learning habits. The ‘excluded’ category will completely remove the learning task or item from reports, and should only be used when attendance is below 50%.

Teaching staff are required to inform the relevant Team Leader of any student they believe may receive such an assessment as soon as possible, so that the Student Engagement Leader may take relevant action prior to the issuing of reports. Melba 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 Assessed’ or ‘Exempt’ for an area of assessment.

As a general policy, the College intends to inform parents prior to students receiving a ‘Not Assessed’ or ‘Excluded’.

Prior to issuing ‘Not Assessed’ and ‘Excluded’ for assessments staff should notify parents and Team Leaders.

Common Assessment Tasks (CATs)

Domain Leaders, 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 using the Melba College Reporting Guidelines found in the College Handbook. All faculties must have agreed upon Common Assessment Tasks (CATs) at each year level which will be reported upon. The Domain Leader must make this information available to all staff teaching that subject early in the semester.

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 Team Leader and/or Domain Leader.

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 Student Engagement Leader. 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 ‘N’ (Not Satisfactory) 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 ‘N’ for the task. If, following Senior School Procedures as outlined in the Senior School Handbook, the task is then completed satisfactorily the student will still receive a ‘N’ for the assessment task but can achieve an ‘S’ for the unit. If the task was not redeemed satisfactorily they will receive a ‘N’ for the assessment task and an ‘N’ for the unit.

Refer to the ‘Senior School Handbook’ section on ‘Senior School Policy for SAC Assessment’ for further detail or seek clarification from the relevant VCE Leader or Assistant Principal Teaching and Learning.

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.

Melba College 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 VCE Leader or Assistant Principal for further information.

C. VM

ALL STRANDS and UNITS

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 'N' For Learning Outcome Assessment Tasks on VCAL 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 'N' for the task. If, following Senior School Procedures, the task is then completed satisfactorily the student will receive a 'S' for the assessment task and achieve an 'S' for the unit. If the task was not redeemed satisfactorily they will receive a 'N' for the assessment task and an 'N' for the unit.

Refer to the 'Senior School Handbook' section on 'Senior School Policy for SAC Assessment' for further detail or seek clarification from the relevant VM Leader or Assistant Principal Teaching and Learning.

SECTION 4: 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. Melba College **STRONGLY** discourages students from being absent from school. Attendance in class is critical to student learning success.

Students who have attendance below 80% will find it difficult to meet the learning outcomes and requirements of all subjects. Attendance below 80% may, in some cases, lead to students receiving an 'N' for a subject.

Students who attend less than 50% after three weeks from the initial absence will be referred to the 'Pathways Progress Committee'.

Assessment Grades

Use the **Melba College Assessment and Reporting Scale for Years 7 – 10** (Refer to Appendices for details)

See **SECTION 3** if you need to use 'Not Assessed' or 'Excluded'. *Remember you must inform the relevant Student Engagement Leader if it appears likely that a student may receive a 'Not Assessed' or 'Excluded' 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.

Learning Habits

The Learning habits as outlined in SECTION 3 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 Victorian Curriculum progression points for the achievement standards entered for all the Dimensions and capabilities as decided by Domain areas. Please see your Learning Area Leader or Assistant Principal (Teaching and Learning) if you are unsure of the dimensions on which you are reporting. Check that your Assessment Tasks have all of these agreed dimensions. Victorian Curriculum 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 Melba College **Assessment and 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 year-long subject, where some Victorian Curriculum Dimensions are covered only in one semester leave any Victorian Curriculum levels not covered in the first semester will not be shown on the student report. Make sure all required Victorian Curriculum dimensions are completed over the two semesters.

If you are teaching a semester length subject, ensure that the student is assessed against whole year Victorian Curriculum 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 two year levels below the expected Victorian Curriculum level and have been placed on a modified program will not receive a Victorian Curriculum 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

This is not an exhaustive list.

If a student is to work a modified program:

- A teacher or Student Engagement Leader will recommend that the student needs a modified program
- The student will be deemed to be working well below expected Victorian Curriculum level
- A parent meeting must be held with the Sub-School Leader 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 in a **Student Support Group Meeting (SSG)** in consultation with the relevant Assistant Principal.
- Teachers are required to modify work for each student on an SSG. Student Engagement Leaders are to be informed of the work requirements for the particular student and to monitor the implementation of the modified work. Advice on teaching and learning strategies can also be sought from the Educational Support Staff, Domain Leaders and Learning Specialists.

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 Victorian Curriculum rating for the areas of modification. The student needs to be ‘excluded’ from Victorian Curriculum 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 may require separate Learning Tasks to cater for their Learning Needs.
- PSD Funded students on a modified program will have teacher comments on their Semester report that relate to the agreed Learning Tasks.

Policies for reporting on Victorian Curriculum for EAL Students:

- All EAL students are to receive an **EAL Victorian Curriculum** assessment
- Teachers of all other subjects are not required to include Victorian Curriculum ratings on student reports for EAL students who are deemed to be working well below the expected Victorian Curriculum level or are recently arrived (less than 12 months) and their English language skills are not sufficient to accurately place the student on the Victorian Curriculum 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 EAL Leader will email a list of the EAL students in Years 7 – 10 who are recommended not to receive a Victorian Curriculum rating.
- If a teacher identifies a further student then the name must be submitted to the EAL Leader and to the Sub- School Director for a decision as to whether this student receives Victorian Curriculum rating.
- A teacher must NOT make the decision to not report on Victorian Curriculum without consultation with the EAL Leader and the Learning Engagement Leader.

General Comments

Teachers are to provide detailed feedback to students throughout the semester on all Common Assessment Tasks and/or all major assessment tasks.

- **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 reports, staff are to complete a results sheet for each VCE class taught to the VCE coordinators. On this sheet an S or N is written 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.

RELATED POLICIES AND RESOURCES

- Reporting Handbook And Guidelines
- Melba College Handbook
- Senior School Handbook
- Melba College Staff Induction Handbook
- Melba College Attendance Policy
- Melba College Student Engagement And Wellbeing Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	January 2024
Person Responsible for Policy Development	Assistant Principal - Accountabilities
Approved by	Principal
Next scheduled review date	January 2027

APPENDICES

Melba College Interim Report Assessment Descriptors

Dimension	Excellent (4)	Good (3)	Satisfactory (2)	Below Standard (1)	Improvement Required (0)	Not Assessed (null)
Engagement in Learning	Consistently demonstrated a positive, enthusiastic and focused approach to lessons, and a willingness to be involved in all class activities	Often demonstrated a positive and focused approach to lessons, and a willingness to be involved in class activities	Generally demonstrated a positive approach to lessons, and a willingness to be involved in most class activities	Mostly demonstrated a positive approach to lessons, and, when prompted, a willingness to be involved in class activities	Often unwilling to become involved in class activities and spent too much time off task	
Learning Progress	Made excellent learning progress with strong commitment and demonstrated effort	Made good learning progress with demonstrated consistent effort	Made satisfactory learning progress with appropriate effort	Made little learning progress and needed to strengthen effort demonstrated	Makes little or no learning progress and little or no demonstrated effort	
Effective use of class time	Consistently focused on tasks and willing to tackle complex issues. Made full use of learning opportunities in order to complete set work	Focused on tasks and made good use of learning opportunities in order to complete most set work	Generally focused on tasks and usually made use of learning opportunities in order to complete most set work	Did not always make use of learning opportunities and only completed some of the set work	Did not make use of learning opportunities. Work was often not attempted or was incomplete	
Classroom Behaviour	Listened to and respected the teacher and other students in all class activities	Generally listened to and respected the teacher and other students in class activities	Usually showed respect for the teacher and other students in class activities	Showed some respect for the teacher and other students in class activities	Showed little respect for the teacher and other students in class activities	
Timely Submission	Deadlines for all tasks including assessments and homework were always met and were fully completed	Deadlines for all tasks including assessments and homework were always met with most components fully completed	Deadlines for all tasks including assessments and homework were usually met but some components were not fully completed	Deadlines for some tasks were met	Deadlines for tasks were rarely met	No tasks were required to be submitted

MELBA COLLEGE ASSESSMENT AND REPORTING SCALE FOR YEARS 7 – 11

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 Melba College Internal Grading Scale to the Victorian Curriculum at Years 7 - 10

Year 7				
Internal Melba College Rating		Victorian Curriculum		
% Assessment Tasks	Melba College 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
90% & 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)
80-89%	Excellent	Above (12 months ahead)	7.5	8.0
70-79%	Very Good	Above (6 months ahead)	7.0	7.5
60-69%	Good	At the expected standard (Range)	6.5	7.0
50-59%	Satisfactory	At the expected standard (Range)	6.0	6.5
30- 49%	Below Standard	Below expected standard	5.5	6.0
0-29%	Not Demonstrated	Well below expected standard	4.5	5.5
No Grade	Exempt Students have been excused from the assessment task in consultation with the LEL 7 + 8			
No Grade	Modified Students who are on an official Modified Program (in consultation with LEL 7 + 8 and PSD)			

Year 8				
Internal Melba College Rating		Victorian Curriculum		
% Assessment Tasks	Melba College 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
90% & 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)
80-89%	Excellent	Above (12 months ahead)	8.5	9.0
70-79%	Very Good	Above (6 months ahead)	8.0	8.5
60-69%	Good	At the expected standard (Range)	7.5	8.0
50-59%	Satisfactory	At the expected standard (Range)	7.0	7.5
30- 49%	Below Standard	Below expected standard	6.5	7.0
0-29%	Not Demonstrated	Well below expected standard	5.5	6.5
No Grade	Exempt Students have been excused from the assessment task in consultation with the LEL 7 + 8			
No Grade	Modified Students who are on an official Modified Program (in consultation with LEL 7 + 8 and PSD)			

Year 9				
Internal Melba College Rating		Victorian Curriculum		
% Assessment Tasks	Melba College 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
90% & 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)
80-89%	Excellent	Above (12 months ahead)	9.5	10.0
70-79%	Very Good	Above (6 months ahead)	9.0	9.5
60-69%	Good	At the expected standard (Range)	8.5	9.0
50-59%	Satisfactory	At the expected standard (Range)	8.0	8.5
30- 49%	Below Standard	Below expected standard	7.5	8.0
0-29%	Not Demonstrated	Well below expected standard	6.5	7.5
No Grade	Exempt Students have been excused from the assessment task in consultation with the LEL 7 + 8			
No Grade	Modified Students who are on an official Modified Program (in consultation with LEL 7 + 8 and PSD)			

Year 10				
Internal Melba College Rating		Victorian Curriculum		
% Assessment Tasks	Melba College 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
90% & 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)
80-89%	Excellent	Above (12 months ahead)	10.5	11.0
70-79%	Very Good	Above (6 months ahead)	10.0	10.5
60-69%	Good	At the expected standard (Range)	9.5	10.0
50-59%	Satisfactory	At the expected standard (Range)	9.0	9.5
30- 49%	Below Standard	Below expected standard	8.5	9.0
0-29%	Not Demonstrated	Well below expected standard	8.0	8.5
No Grade	Exempt Students have been excused from the assessment task in consultation with the LEL 7 + 8			
No Grade	Modified Students who are on an official Modified Program (in consultation with LEL 7 + 8 and PSD)			

Units 1 and 2 VCE Assessment Scale

Victorian Certificate of Education Assessment			
% Assessment Tasks	Internal Rating	Semester 1	Semester 2
90% & above	Outstanding		
80-89%	Excellent		
70-79%	Very Good		
60-69%	Good		
50-59%	Satisfactory		
30- 49%	Below Standard		
0-29%	Not Demonstrated		
No Grade	Modified	Students who are on an official Modified Program (in consultation with LEL VCE and PSD)	

Setting up Common Assessment Task (CAT) and School Assessed Coursework (SAC) at VCE.
To maintain consistency across learning areas and faculties please follow the checklist below.

Task	Completed
<p>The task should be named using the correct naming convention.</p> <p>Year 7-9: S1 – CAT #: [CAT title]</p> <p>Year 10: S1 – SAC #: [SAC Title]</p> <p>VCE: U1 – SAC #: [SAC Title]</p> <p>VM:</p>	
A description of the task should be created	
<p>The correct Melba College assessment and reporting scale should be added to the learning task.</p> <p>Add Performance Grading Scheme.</p> <p>Excellent, Very Good, Good, Acceptable, Needs Attention, Not Assessed</p>	
The comment (open) component should be added to the learning task	
The yellow star should appear on the primary grading component which is the Melba College assessment scale (Not Demonstrated - Outstanding). This will appear on the report	
The SAC should be connected to the Semester Report.	
The assessment task and rubric should be attached to the learning task.	
Once the above steps are completed the task should be distributed by the Domain Leader to the appropriate teachers.	