



YEAR 7 – 12 ASSESSMENT & REPORTING POLICY

Section 1 Teaching and Assessing the Skills, Knowledge and Behaviours

- a) The skills and knowledge for each unit are clearly specified in the relevant KLA handbook and on end of unit reports and are based on the Victorian Curriculum, the VCE and VCAL Course Advice and outcomes.
- b) Desirable learning behaviours are outlined in the Progress Reports. Teachers will complete 3 Progress Reports each semester indicating the learning behaviours which have been exhibited by each student over the preceding 6 weeks. Teachers will report on the 4 areas of assessment (outlined below) and indicate whether these behaviours have been exhibited: 'always', 'usually', 'sometimes', 'rarely' or 'never' and receive a corresponding value 4, 3, 2, 1, 0 respectively. A Grade Point Average (GPA) will be awarded for each Progress Report, which is a measure of the student's level of effort and application to their studies, measured irrespective of their level of academic ability. Certificates will be provided for students who receive a GPA above 3.75. Students receiving a GPA of 2.75 or lower will be identified as students at risk. The desirable learning behaviours are:
 - Comes to class fully equipped to learn
 - Participates constructively and remains on task
 - Completes and submits work on time
 - Follows the instructions of the teacher and respects the rights of others to learn
- c) The Learning and Assessment Tasks delivered by the teacher become the mechanism through which students engage in learning the skills and knowledge of the subject. We expect each student to engage with these skills and knowledge through participation and effort in each class.
- d) Teachers teach the skills, knowledge and behaviour as described in their Course Overview and Teaching and Learning Schedule. Teachers will teach this content by implementing the Lalor North Instructional Model which is designed to maximise student engagement and achievement. This inclusive model provides all students with the opportunity to grow and progress in their learning in every Domain no matter their starting point.



- e) Teachers will communicate to their students the Learning Intentions and Success Measures in every lesson. The Teaching and Learning Schedule published on Compass and given to students captures the term learning objectives.
- f) Teachers will communicate their expectations for Assessment Tasks through the provision of Assessment Criteria. Assessment Tasks will be assessed according to these criteria and awarded at VCE a Very High, High, Medium, Low, Very Low or Not Satisfactory and in Years 7-10 Well Above Standard, Above Standard, At Standard, Approaching Standard, Below Standard and not shown based on the achievement standards in the F-10 Curriculum.
- g) Teachers will report on each student's skills and knowledge in the end of Unit Report through an evaluation of student performance on Learning and Assessment Tasks. These tasks will be varied in nature and provide all students with an opportunity to demonstrate their skills and knowledge. Teachers will maintain thorough records of student's progression towards the achievement of specific skills and knowledge and subsequently students will be awarded Very High, High, Medium, Low, Very Low or Not Satisfactory.
- h) Teachers will engage in moderation of student work to ensure consistency of assessment.

Section 2 Awarding an S for a unit

- a) At Lalor North College students will receive an S (Satisfactory) or N (Not satisfactory) for each unit. It is the goal of teachers to ensure all students in their class are able to successfully develop the skills and knowledge of their unit.
- b) To successfully complete (pass) a unit as indicated on the end of semester reports a student must:
 - Complete the assigned assessment tasks (usually three per unit)- at the minimum level of *very low*
 - Demonstrate the relevant Skills and Knowledge covered in the unit –at the minimum level of *very low*



Section 3 Record Keeping and Feedback

- a) It is the **teacher's responsibility** to ensure students are aware of how each Learning Task and Assessment Task links with the skills, knowledge and behaviours covered in the unit. Teachers will communicate this through the Learning Intentions and Success Measure in every lesson. The Teaching and Learning Schedule given to students captures the term learning objectives of the unit. For assessment tasks, **students must be aware** of the specific rubric they are being assessed on and receive timely and effective (written and oral) feedback.
- b) Teachers are to engage in ongoing assessment of each student's performance on how they are progressing toward achievement of the skills, knowledge, and behaviours of the unit. This will involve keeping **detailed records** of a student's performance in learning activities and in Assessment Tasks. These records may be based on teacher observation, analysis of student notebooks and student work, record of attendance etc.

Section 4 Support and Redemption Process for students falling behind in their work

- a) A Teaching and Learning Schedule, including Learning and Assessment requirements, has been distributed to students. Assessment Tasks have been provided with the relevant assessment criteria. Assessment Tasks and classwork are modified by the teacher to suit the learning needs of specific students e.g. integration, language support students. ILPs are written for relevant students.
- b) If a student does not complete a step in the completion of an assessment task and/or an agreed amount of work during a specific class, then the teacher will detain students to finish incomplete work when your class abuts a break. Limits are 10 minutes at recess and no more than 25 minutes at lunch and 10 minutes after school.
- c) The teacher runs catch up sessions where necessary for students who fall behind with their work.
- d) Parents and level coordinators are advised by email/phone re concerns regarding students' non-completion of assessment tasks or key work.



- e) For students who have incomplete Assessment Tasks at Progress Report time, the teacher will tick Redemption Required and they will attend the designated catch up/redemption session after school to help the specific students to complete the Assessment Task and get back on track.
- f) Teachers to meet students at the IT1/IT2 to supervise and support students to complete the assessment task or get organised to get back on track.
- g) Teacher to place a chronicle entry on Compass to summarise what they have done to support the student to get back on track.
- h) If they don't attend this catch up/redemption session, the student will be required to attend a Friday afternoon detention/catch up session

Section 5 Awarding an N (not satisfactory) for skills, knowledge and assessment tasks

- a) It is the **goal of teachers to ensure all students** in their class can **successfully develop the skills and knowledge** and successfully complete the Assessment Tasks of their subject.
- b) **Teachers need to be aware that awarding one N (not satisfactory) for an assessment or for skills and knowledge will mean the student will fail that unit.**
- c) **Students may not be awarded an N for an Assessment Task (or for the designated skills and knowledge) unless the following steps are undertaken by staff:**
 - Work has been modified to suit the learning needs of specific students e.g. integration, language support students. ILPs are written for relevant students.
 - Students are provided with support to get back on track. This includes opportunities to redeem work during teacher run catch up/redemption sessions. Redemption required is ticked on Progress Report. Parents/Guardian have been contacted by phone/mail re concerns
 - A Compass Chronicle entry is written outlining the student issues and teacher support provided.
 - The teacher advises the coordinator regarding students who are having difficulties with or completing critical work central to the awarding of an S.
 - The coordinator facilitates a Student Support Meeting where necessary to investigate possible reasons for the student's lack of performance and provide relevant support.
- d) **If all of these steps have been implemented, then an N may be awarded**