Whole School Assessment & Reporting Policy 2024

Mission statement: *Mount Eliza SC provides a high quality, academically challenging international education aligned with the International Baccalaureate in years 7-9. In years 10-12, we provide a comprehensive education, preparing students for their post-school pathways via VCE, VCE VM and VET. We foster within each student, staff member and community member an enduring passion for learning and empowering each individual to become a caring global citizen.*

Philosophy and principles of assessment in Mount Eliza Secondary College
At Mount Eliza Secondary College, a collaborative and personalised approach supports students and staff as active learners. We work to empower students to be their best by questioning their experiences, expressing themselves with confidence and participating in local, national and global communities. We are committed to safety and wellbeing for all young people, and this is the primary focus of our care and decision making.

'Educated for excellence' – 'Prepared for life'

Goals of assessment:
School context
Assessment is a practice that drives a common instructional practice and involves teachers, students and parents. It is a chance for students to demonstrate understanding and growth and for students and teachers to receive and respond to feedback. Assessment measures student learning and informs stakeholders about an individual's areas of strength and areas that are in development. Data collated from assessment is used to identify learning targets and plan curriculum.

Mount Eliza Secondary College strives to develop summative assessment tasks that are authentic, that is, they are specific, criterion-related, varied, use of a range of measurement tools, and have real-world applications wherever possible. Mount Eliza Secondary College also uses a variety of formative assessment tools throughout a unit to continually monitor student understanding and to provide targeted feedback.

Through self-assessment, peer-assessment, and teacher assessment, students and teachers have opportunities to assess collaboratively. A collaborative culture enables teachers to moderate for consistency across the school. These practices develop a shared understanding of school-based expectations and the development of learning. Authentic assessment allows students to be active participants in their learning and allows teachers to account for the learning opportunities they provide for students.

In the MYP, assessment aims to support and improve student achievement, using feedback to inform, enhance and improve the teaching process. Assessments should support the development of the whole student, providing opportunities for cross-discipline skill transfer through inter-disciplinary units where appropriate. Inquiries and their assessments should be set in real-world context, including a variety of cultural and linguistic context, reflecting the international mindedness of the MYP. (Source: *Principles to Practice*, 2014 (updated 2022), page 79).

In the Senior School Pathways, assessment tasks measure student achievement, articulates and maintains standards, identifies opportunities for further learning and provides the basis of the award of the VCE / VCE VM certificate. Assessments developed at Mount Eliza Secondary College will follow the VCAA assessment principles by being:

- Valid and reasonable
- Equitable
- Balanced
- Efficient.

General assessment philosophy:

Assessment and feedback will be generated and communicated via COMPASS.

In MYP classes at years 7-9:
- Students will complete at least 2 Common Assessment Tasks (CATs) per semester, and these will be assessed against MYP criteria.
- Teachers will use multiple sources of data and evidence from throughout the semester to inform their on-balance judgements in relation to Victorian Curriculum and MYP Criteria on end of semester reports. This can include (but not limited to) formal pre- and post-tests for Literacy and Numeracy.
- Students will be assessed against Learning Behaviours every 5 weeks.
- Students, parents and teachers will participate in Student Led Conferences each semester.
- End of Semester reports will be provided to parents / carers once every semester, twice per calendar year. These reports will provide feedback on student progress against MYP criteria and Victorian Curriculum.

In Years 10-12:
- Students will be required to complete coursework to satisfactorily demonstrate their understanding of the Victorian Curriculum at Year 10.
- In all VCE pathways, students will be required to complete coursework to satisfactorily demonstrate the determined skills and knowledge set out in an outcome or set of outcomes,
- Teachers will provide judgements and report on a level of achievement on a variety of tasks for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks or examinations as required.
- Students will be assessed against Learning Behaviours every 5 weeks.
- Students, parents and teachers will participate in Student Led Conferences each semester.
- End of Semester reports will be provided to parents / carers once every semester, twice per calendar year. (These will be no Semester 2 written report for year 12 students only).

• Assessment is on-going.
• Assessment is consciously designed to measure and improve student learning.
• Reflection is an essential and integral part of assessment.
• Assessment tasks must be authentic whenever possible.
• Regular and authentic feedback is central to the assessment process.
• Students and teachers use feedback to revise and improve performance.
• Assessment provides a direction for teachers, the learners (students), the parents, the administration and the larger school community.
• Assessment should be sensitive to cultural, linguistic, racial, learning, physical and gender differences.
• Criteria for assessment is shared or developed with the students prior to assessment where appropriate.
• Assessment is objective; all judgments are based on evidence from student work.

Assessment at Mount Eliza Secondary College should:
• Provide valid and reliable measurements of what students have learned.
• Be based on an on-balance judgement, using a variety of sources where appropriate.
• Reflect student growth, development and learning.
• Identify areas of strengths and areas to be further developed.
• Provide direction for future planning and instruction.
• Develop a common language for discussing and evaluating.
• Evaluate the appropriateness of the curriculum.
• Inform academic target setting.
• Empower students to be active participants in their own learning.
• Develop shared year level and school-wide expectations and set standards.
• Create shared academic understanding in Domains.
• Provide structured, focused and relevant feedback to students and parents.
• Provide information to school management to inform budgets, resources, curriculum development, appraisal and professional development.

General assessment practices in Mount Eliza Secondary College:
1. **Pre–assessment** – All teachers will assess student's prior knowledge and experience before embarking on new learning experiences. This includes student understanding of any subject specific vocabulary that may be used throughout the unit.
2. **Formative assessment** – On-going and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used.
3. **Summative assessment:**
Summative assessment happens at an appropriate point in the outcome and is planned in advance. The assessment is designed so that a spread of results can be achieved and so that allows students to demonstrate their understanding to the highest level.
Years 7-9: Common Assessment Tasks (CAT) – Summative assessment happens at the end of the teaching and learning process and is planned in advance. The assessment is designed so that students can show their understanding of concepts, knowledge and skills in authentic contexts.
Years 10-12: School Assessed Coursework (SAC) or School Assessed Tasks (SAT) – Tasks should allow for the authentication of student work, be mainly completed in class within the nominated time frame, elicit a spread of results and allow for consistent judgement for all students of the subject within the school.
For students undertaking a unit 3&4 subject in a scored VCE pathway, these Tasks will also inform teacher judgements that will be provided to the VCAA at appropriate times throughout the year.
4. **Internal assessment moderation -** Teams of educators are expected to moderate common assessment tasks. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus level of achievement. This practice is designed to create agreed-upon standards between professionals across the school.
5. **Assessments will be carried out in the following forms**:
      peer-assessment,
      self-assessment, and
      teacher-assessment.
Feedback should be provided within an appropriate amount of time, and never longer than a 'Learning Behaviour Report' cycle.
6. **A balance of assessment strategies** will be used at developmentally appropriate levels and should be outlined in curriculum documentation. In Years 10-12, curriculum documentation with

coursework expectations and timelines will be made available to students and families at the beginning of the school year via COMPASS.

7. **A balance of assessment tools** should be used with the strategies. Templates for learning tasks are stored in 'School Resources' in COMPASS. Domain teaching teams will develop these learning tasks with copies saved and stored on COMPASS.

8. **Assessment data should provide**

- clear connections that allow for the development of the IB Learner Profile attributes for MYP classes 7-9.
- active participation of students, teachers and parents. They work together to keep each other informed about student progress. The student is at the centre of the process and is actively involved in and takes appropriate responsibility for their own assessment. Teachers, students and parents support each other in the on-going assessment process.

Evidence of the assessment process would include:

- Ongoing formative assessments that provide timely data to students, parents and teachers.
- For Years 7-9, Common Assessment Tasks will be assessed using the relevant MYP Criterion as well as a be one source of evidence as to the student's progress against the Victorian Curriculum.
- For Year 10, School-Based assessment tasks will be awarded a Victorian Curriculum judgement.
- For VCE classes, School Based assessment tasks will be awarded an 'open grade' (eg 32/40), marking against the performance descriptor rubrics, where appropriate.

Special features of assessment in the Middle Years Programme (MYP):

Year 7 students: All students in year 7 will undertake a Literacy and Numeracy test at the beginning of the year. This data will be organised and analysed by the Literacy and Numeracy Specialists to begin to build a profile of our cohort of students. This process will enable adequate planning to support the transition of these students into the MESC community.

As a means of cross-referencing our internal assessment data with National and State standards (**Victorian Curriculum Framework**), students in Years 7- 9 will undertake the PAT-R and PAT-M tests as well as the PAT e-write test. These tests assess literacy and numeracy for students in many school settings and gives valuable information on student ability. Teachers can use these tests to plan learning activities, differentiation and appropriate assessment tasks for students. Parents can receive a personalised report that indicates how their child is performing against age-appropriate criteria (criterion-referenced) and where they stand relative to all other students.

Years 7- 9 Authentic assessment tasks in the MYP are generated by teachers and, where appropriate, students. Objectives for each subject group are identified by the MYP subject group guides and are aligned with the assessment criteria. Assessments are measured by criterion-related rubrics that are also found in the MYP subject group guides; these are modified with task-specific clarifications where appropriate. The rubrics describe eight levels of competency against the objectives. Judgments are made by consulting the levels of achievement and assigning the level that best describes the quality of work submitted. Assessment in the MYP is on-going, using both formative assessments (which inform teaching and learning) and summative (which measure the amount of learning that has taken place). This school expects level descriptors for summative tasks to be distributed at least one week in advance of student deadlines. Where appropriate, students are expected to submit the work with a self-assessed judgment based on the level descriptors. Teachers are expected to return student work with written feedback within one **learning behaviour reporting cycle** of receipt. After a series of judgments are made, the rubrics, along with formative assessment data and summative assessment data are used to make a final judgment using the "best-fit" approach (see pages 79 and 85 of *MYP: From principles into practice*, 2014(Updated 2022)). The final grade, which is awarded at the end of the year, is based on the total of the four criteria using

the grade boundary guidelines descriptors (Source: *MYP: From principles into practice*, 2014 (updated 2022) page 94).

Internal moderation in MYP – in the cases where more than one teacher is teaching the same subject group in a given year level, instances of internal moderation will take place for all CATs to ensure a common understanding of criteria and application of levels of achievement. The Assessment Panel of the Community project will also moderate. According to the guide *MYP: From principles into practice* (2014, Updated 2022): "Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives." (page 84).

Special features of assessment in the Senior Pathways Program (SPP):
School-Assessed Coursework tasks must be unique to each school and each student cohort. Teachers are responsible for ensuring this, so that the VCAA Assessment principle of equitable is applied.

Reporting
How do we report student learning? There are a variety of methods employed at Mount Eliza SC for reporting. These include:
Semester reports A Semester One and Two report shows the progress in all areas of the curriculum.
For MYP Years 7-9 – a grade is given on the learner's progress with a Victorian Curriculum grade and IB description of skill attainment.
For Booster Maths Years 7-9 – Booster Maths teachers will collaborate with Core Maths teachers to assist them to report each student's progress in Mathematics overall, with students receiving a report for just Core Maths.
For Year 10 - a grade is given on the learner's progress with a Victorian Curriculum grade. Subjects that undertake an end of semester exam in semester 2, the exam result will be recorded on the report as an 'open grade'.
For VCE / VCE VM - a result as to the satisfactory completion of outcomes that contribute to each unit studied is given. Subjects undertake an end of semester exam in both semesters 1&2, with the exam result recorded on the report as an 'open grade'.

Reporting and Student-led conferences – Parents and students receive academic and learning behaviour reports consistently through the year via COMPASS. Based on this and other feedback, parents should have a clear understanding of 'where' their student is at compared to peers the same age.
What are 'student-led conferences?
These are a meeting between the student, parent and relevant teacher, where the student leads the conversation to discuss what is being learnt, how it is being learnt and how they are progressing with this learning. The ability to 'lead' the conference depends on the student's age, ability and past experience, however the goal is to increasingly develop each student's ability to confidently discuss themselves and their work in an honest and open manner.
Why use student-led conferences?
'Conferencing' as an assessment and reporting tool is an expression of a fundamental belief that students can and should reflect upon and share responsibility for their own learning. It also communicates to the whole school community that we value the students in the assessment process by placing them at the very centre of their own learning and assessment.
• Conferences help develop constructive and open relationships and communication between students, parents and teachers.
• Conferences offer students, teacher and parents the opportunity to reach mutual understanding of the nature of the work completed and the progress it indicates.

• Conferences validate student learning and allow for discussion and explanation of individual achievements in a personal setting.

• Through focusing on student work and analysing what it demonstrates about the student as a learner, students, teachers and parents are provided with an opportunity to address specific issues.

• Honest and open discussion, focusing on evidence of student learning, allows opportunities for students, teachers and parents to collaborate in making plans for the future and to provide encouragement for the student as they continue to learn.

How do we use student-led conferences?

Formative and summative tasks along with any other significant and relevant student work provide the focus for the student-led conference.

• The teacher welcomes the student and his/her parents to the classroom (or online) as they arrive and provides the student with the opportunity to talk with their parents.

• The student initiates the discussion.

• The student and parents take time to look through any relevant work that has been completed and discuss the work included their own and the teacher's assessments and evaluations.

• Parents are encouraged to ask questions which will assist them in gaining information about the extent to which their child understands the purpose of the learning.

• Teacher's role is to assist the student with planning the conference. Then to assist the student as needed.

Evidence of application of the assessment policy in teachers, students and parents
This will be evident when teachers:

• Plan with assessment as the focus of the teaching and learning in their classroom.

• Value and promote assessment as an integral part of the learning process in the classroom with their students.

• Allow their students time to reflect on their own learning as part of the teaching and learning process.

• Model the habit of reflection with their students.

• Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom.

• Adapt their teaching and the learning environment to cater for all student learning styles.

• Provide students with the learning expectations or assessment criteria prior to a particular task.

• Identify the extent to which the learning expectations or assessment criteria are met by an individual student.

• Select from a wide range of assessment tools, reflecting student needs and skills.

• Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents.

• Communicate clearly and openly with students and parents about, achievements, on-going progress and future goals.

This will be evident when students: (as appropriate and applicable)

• Participate meaningfully in assessing and evaluating their own learning.

• Become aware of their own strengths and weaknesses.

• Become aware of their own learning style.

• Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.

• Are aware of, use and develop a range of assessment tools.

• Share the outcomes of their learning with peers, teachers and parents.

• Contribute to the assessment process through managing their workbooks and documentation.

• Know what the expectations are for their work and behaviour at school.

• Recognize and increasingly use the common assessment vocabulary used throughout the school.

• Prepare for and lead their conferences with parents and teachers, describing their own learning and explaining the purpose behind the activities they have been engaged in.

This will be evident when parents:
• Are informed about the school-based expectations.
• Understand the assessment vocabulary used in the school.
• Recognise that their child is at the centre of the assessment process.
• Value that their child is aware of his/her own strengths, weaknesses, learning styles and preferences.
• Are invited to provide information to the teacher regarding their child's on-going learning.

Monitoring and revision of the policy
This policy has been revised during the school year 2023 by the Curriculum and Pedagogy Leadership and consulted via staff bulletin with Mount Eliza Secondary College's teaching staff. In November 2023 this policy was reviewed by the Leading Teachers and Principals of the school. It will be presented to School Council for ratification in early 2024. The assessment policy will be reviewed and updated in consultation with the whole staff on an annual basis. Prior to the update, feedback will be sought from all stakeholders of the school community. VCAA assessment and reporting principles and the *Programme standards and practices*, as well as the guide *MYP: From principles into practice* were taken into account in developing & reviewing the policy.

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