



PURPOSE

This policy has been designed in line with Department and VCAA guidelines on assessment and reporting to ensure rigorous and authentic assessment of student outcomes. Craigieburn Secondary College has a consistent and formalised approach to providing students with opportunities to demonstrate their achievement, against clearly documented learning goals, derived from the relevant curriculum standards for each subject and unit. Teachers provide feedback to students about their progress in multiple ways throughout the teaching and learning cycle. Student achievement is determined through examining the range of evidence they produce and matching this to statements on a rubric which indicates the level the student has achieved. In this way, we are able to monitor with students the learning growth they have achieved in terms of their knowledge and skills.

SCOPE

This policy aims to provide school leaders, teachers, parents, carers and students with a guide as to:

- the types of assessment opportunities which may be used as an opportunity for students to demonstrate their learning;
- the different modes of feedback available for use by teachers in communicating with students about their learning progress throughout the learning cycle;
- the use of student evidence and rubrics in determining the level of student achievement;
- the level of progress expected within a given period of learning.

POLICY

This policy will act as a guide for teachers, parents, carers and students to ensure that the College's high standard of professionalism and integrity with regard to the rigorous and authentic assessment of student learning is maintained.

The Assessment Policy is broken into four components:

- i. Assessment opportunities: addressing the opportunities which may be provided to students in order for them to demonstrate progress and achievement;
- ii. Feedback: regarding how and when students may receive feedback about their progress;
- iii. Determining student achievement: addressing the means by which teachers form judgements about a student's level on the learning continuum;
- iv. Expected academic progress: with regards to the monitoring and promotion of students.



i. Assessment opportunities

Students at Craigieburn Secondary College will, within a learning program, have multiple and varied opportunities to demonstrate learning and achievement. These assessment opportunities are documented through unit planners and may consist of:

- hurdle tasks (designed to find out what students already know and can do);
- formative assessment tasks (designed to allow students to examine and evaluate their skills and understanding and receive feedback on their learning so far);
- summative assessment tasks (designed to gauge to what extent the student can demonstrate the learning goals).

Consistency with regard to the summative assessment task for each unit, as documented on the assessment task sheet, is expected across all classrooms. Modifications to the task may be necessary however, in order to cater for students with additional learning needs. Where applicable, Individual Learning Plans (ILPs) should be used to help determine reasonable adjustments to learning activities and assessment items.

ii. Feedback

Throughout a unit of work and across a semester, students will receive feedback on their progress and achievement with regard to the documented **learning goals**. Feedback needs to be timely, so that it is useful to the student in setting goals for their learning and moving their learning forward. It should also be specific, so that it informs the student about what they have done well and what they need to do to improve and grow in their skills and knowledge. Modes of feedback include but are not limited to:

- one on one conferencing;
- whole class discussion about common errors and misconceptions;
- observational, 'on the spot' verbal feedback;
- written comments;
- rubrics;
- peer-assessment;
- self-assessment.

iii. Determining student achievement with regards to:

- Assessment tasks**
- Semester reporting**
- Effort and behaviour (GPA)**

- The level at which a student has demonstrated achievement on an assessment task is determined by examining the evidence they have produced and matching the evidence to descriptors on a rubric, which represent different levels of achievement of the learning goals. The learning goals are derived from the relevant curriculum standards and therefore, the rubric allows the teacher to determine the level demonstrated by the student in their assessment task. For assessments for senior pathways, the VCAA Assessment Principles and Framework and the VCAA VCE & VCAL Administration



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Handbook must be used in conjunction with the appropriate study design to develop the assessment task and rubric.

b. For the purpose of Semester Reports:

- In years 7 to 10 teachers will make a judgement to determine the overall level a student has achieved for each of the Victorian Curriculum standards covered, by using a range of evidence collected across the semester which should include:
 - levels achieved on relevant assessment tasks;
 - workbook activities;
 - observation of performance during classroom activities;
 - PAT (or similar) or RVEAL (EAL equivalence) test results.

The summative assessment task for each unit carries the most weight with regard to determining achievement levels. It may not be possible for teacher to accurately assess students who consistently fail to complete and submit assessment tasks without prior arrangement due to medical or other circumstances.

- In the VCE, students receive a percentage mark for each summative task completed. Teachers will make a judgement to determine the overall Satisfactory or Not Satisfactory result for the unit based on a range of evidence, which can include:
 - coursework activities completed in class;
 - coursework activities completed out of class, but authenticated by the class teacher;
 - completion of practise School Assessed Coursework (SACs);
 - progress in a School Assessed Task (SAT).
- In VET subjects, students demonstrate competence in the Units of Competency that make up the certificate. Students must also satisfy all the requirements of scored assessment in Units 3 and 4, as applicable to their study. Teachers will make a judgement to determine if a student is Competent or Not Yet Competent based on a range of evidence, which can include:
 - coursework activities completed in class;
 - coursework activities completed out of class, but authenticated by the class teacher;
 - completion of practise School Assessed Coursework (SACs).
- In the Vocational Major, teachers will make a judgement to determine the overall Satisfactory or Not Satisfactory result for the unit based on a range of evidence, which can include:
 - coursework activities completed in class;
 - coursework activities completed out of class, but authenticated by the class teacher.

To address concerns about plagiarism , please see the CSC Plagiarism & Breach of Assessment Conditions Policy.

c. Parents, carers and students will receive feedback on students' effort and behaviour through the GPA reporting cycle. This will be identified on the College's term calendars and completed by

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teachers three times per semester. GPA reports are available online through Compass.

iv. Expected academic progress

The College Promotions Policy outlines that making satisfactory progress is one of the factors to be considered by the Promotions Panel. Students are expected to show progression equivalent to that outlined in the Victorian Reporting Guidelines; one year's progress (one level) in one year. This will be demonstrated by the progress shown on Semester Reports (two per year). A student may be found to have made unsatisfactory progress if they are assessed as working below the expected level (in accordance with the Victorian Curriculum Framework) and have not shown expected learning growth as stated above. This at times may not apply to students with additional needs who are placed on an Individual Learning Plan (ILP).

KEY TERMS EXPLAINED

<i>Assessment Task</i>	It is expected that each unit of work has at least one common assessment task which is used summatively, to gauge student achievement of the unit learning goals. The skills and knowledge required for this task are progressively developed across the unit.
<i>Assessment Task Sheet</i>	Each common assessment task is documented on an assessment task sheet, used by teachers and students. It documents the assessment task in detail including: <ul style="list-style-type: none">• the conditions for the assessment task;• a description of the task;• the curriculum standards addressed;• a description of the work at above, at and towards expected level;• the key skills and knowledge that need to be demonstrated;• the steps involved in completing the task. Assessment task sheets should be given to students well in advance of the assessment date to assist students with adequate preparation and revision.
<i>Learning Goals</i>	These are the explicit skills and knowledge that a student will know and be able to do as a result of the learning program. Learning goals are derived from the curriculum standards, but are also informed by students' point of need as identified by the teacher. Matching learning goals should appear on all parts of the College curriculum documentation for each unit. They are communicated to students through these documents and also through teachers' use of the College instructional framework.
<i>Rubric</i>	It is expected that each documented assessment task has a matching rubric. This provides a description of what the student evidence would contain or show at each level across a five point scale (Highly Proficient, Proficient, Competent, Progressing, Beginning) for the appropriate year level and semester. The descriptors are matched to the learning goals that the task assesses. The language is student-friendly and the rubric is intended for use by students to set goals and monitor progress with the help of the teacher. The teacher will also use the rubric to determine the student's level of achievement based on the evidence they produce.



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<i>SAC Cover Sheet</i>	Where assessment tasks with unsighted materials need to be used or test conditions are required, a SAC cover sheet should be used. This is especially important at VCE to ensure VCAA compliance in relation to conditions of assessment tasks.
<i>Unit Planner</i>	Each unit of work is documented consistently using the unit planner which is a resource for teachers. It is the responsibility of the teaching team, under the guidance of the Learning Area Leader, to ensure that these documents are kept up to date. The unit planner includes: <ul style="list-style-type: none">• the position of the unit within the scope and sequence;• a description of the unit;• the assessment items (formative and summative);• the learning goals;• literacy and numeracy demands of the unit;• key lessons, sequenced to align with the teaching and learning cycle;• key resources.

FURTHER INFORMATION AND RESOURCES

- Craigieburn Secondary College Curriculum Policy
- Craigieburn Secondary College Promotions Policy
- Craigieburn Secondary College Senior School Handbook
- CSC VCE Breaches of School-based Assessment Conditions: Processes and Procedures document
- [VCAA VCE and VCAL Administrative Handbook](#)
- [Guidelines for the minimum standards and other requirements for schools](#)
- [VCAA Curriculum planning and Reporting guidelines](#)
- [Assessment of Student Achievement and Progress Foundation to 10 including EAL students Policy](#)
- [Reporting Student Achievement and Progress Foundation to 10 Policy](#)

REVIEW CYCLE

Policy to be reviewed October 2026 by the Education Committee.