



## Policy

This policy outlines the obligations of Crusoe College relating to the **assessment of student achievement and progress**, including English as an Additional Language (EAL) students. This is based on the guidelines set out by DET available via <https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy>.

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## Section 1: Overview

### **Assessment Opportunities**

Students at Crusoe College will, within a learning program, have multiple and varied opportunities to demonstrate learning and achievement. This is in addition to day to day work in a topic that will assist teachers and students in gaining a formative opinion of where students are at. These assessment opportunities are documented through **unit planners** and may consist of:

- Pre tests (designed to find out what students already know)
- Post tests (designed to find out student growth)
- Summative **Key Assessment Task**

### **Rubrics**

Each documented unit has a matching rubric. This provides a description of what the student evidence would contain or show across a range of achievement levels. The descriptors are matched to the learning goals of the topic the Key Assessment Task assesses. The language is student friendly and the rubric is intended for use as a formative tool by students to set goals and monitor progress throughout the unit with the help of the teacher. The teacher will also use the rubric to determine the students' level of achievement based on the evidence they produce.

### **Feedback**

All students will receive frequent formative feedback on their learning, progress and achievement throughout a unit of work and across a semester. This can be classified as formal and informal.

All students will receive formal feedback through the provision of:

- Written comments in a Semester Report
- Growth on a Rubric throughout a topic
- Parent teacher conferences
- Progress reports

Other modes of informal feedback include, but are not limited to:

- One on one conferencing
- Whole class discussion about common errors and misconceptions
- Anecdotal, 'on the spot' verbal feedback
- Peer-assessment
- Self-assessment

## **Section 2: Modification of curriculum and assessment**

### **EAL students**

The English language proficiency of English as an Additional Language (EAL) students should be assessed using the Victorian Curriculum F10 EAL.

The length of time during which a student will be assessed against the EAL standards depends on many factors, such as the existing English language proficiency of the student, the number of years of schooling completed, level of literacy in their first language and background experiences.

If a teacher's assessment of an EAL student against the English achievement standards places the student well below their peers, and the student still requires substantial support in learning English as an additional language, then teachers should continue to use the EAL standards.

The progress of students who have not yet reached an achievement standard can be reported using a Reporting Resource developed by the department. It will allow teachers and schools to use the Beginning (.1) and Consolidating (.2) proficiency levels for assessment and reporting purposes. These additional levels allow schools to demonstrate that EAL students are making satisfactory progress in learning English as an additional language before they reach the achievement standards described in the EAL curriculum.

Once an EAL student has reached the end of their respective A, B or C pathway and achieved the standard in all three language modes of Speaking and Listening, Reading and Viewing and Writing, they can be transferred to the Victorian Curriculum F-10 English for assessment and reporting purposes.

### **Other students**

Due to their diverse learning needs, teachers should also be adequately differentiating curriculum day by day for these students in the programs listed below.

- PSD student
- Middle Years Literacy and Numeracy Support (MYLNS) students in Literacy & Numeracy
- Literacy Support students

The students that are part of these programs should have modified KATs and must have modified exams. **NOTE:** Please check Compass for confirmation of students involved in these programs.

## **Section 3: College Wide Assessment**

### **PAT-M/PAT-R/eWrite Testing (All Year Levels, English and Maths)**

Students will complete these tests in English and Maths. The results of the tests are used to monitor student growth and provide additional data to triangulate student achievement. This is uploaded to Compass and monitored using other tools. Testing is completed in:

- Term 1
- Term 4

### **Key Assessment Tasks (All Year Levels, All Subjects)**

Students in all classes of a given subject will complete the same summary Key Assessment Task (KAT), due at the same time. Modified KATs should be provided for students who are members of the programs listed previously. KATs will be:

- clearly indicated in all relevant curriculum planning documents
- intentionally designed to assess the achievement standard(s) relevant to the unit

- designed in different formats in different subjects including online tests, written tests, projects, presentations, folios and products • reviewed/updated annually prior to the relevant unit
- assigned to students on Compass, using the correct template, with the correct due date more than 2 weeks prior to the due date • marked for submission within 1 working day of the due date
- marked for assessment purposes, including relevant comments on Compass, prior to the Formal Feedback Point for the relevant Assessment Cycle using the assessment scale on the next page

### Assessment Scale(s)

Vic Curriculum level	Crusoe College 5 point Achievement Scale
More than 6 months above the expected level	Working well above expected level
Up to 6 months above the expected level	Working above expected level
At the expected level	Working at expected level
Up to 6 months below the expected level	Working below expected level
More than 6 months below the expected level	Working well below expected level
Student does not submit the Key Assessment Task	Not Submitted

For	Crusoe College Achievement Scale
<ul style="list-style-type: none"> <li>- Year 9 &amp; 10 Semester Exams</li> <li>- VCE School Assessed Coursework</li> <li>- VCE Semester Exams</li> </ul>	
The percentage reflects the amount (out of 100) of the marks the student correctly answered in the task.	Percentage (0-100%)

### Ready To Learn Behaviours (Grade Point Average or GPA)

Parents and students will receive feedback on students' effort and behaviour through the progress reports. Completion of these reports produce a number between 0 and 4 known as GPA. This will be completed by teachers in terms one and three and as part of the semester reports in terms two and four and made available to parents online through Compass. The qualities assessed are. • on time and in uniform

- brings required equipment
- pays attention and follows instructions
- completes all classwork/homework
- brings and uses device appropriately
- engages 70 out of 70 minutes

## Section 4: Semester Exams

### Year 9 & 10 Semester Exams

Exams are held in Term 2 and Term 4 each year.

The key outcomes to be achieved throughout the exam program are for students to:

- utilise the academic vocabulary of a subject in a piece of writing and/or through the questions asked
- develop stamina in writing for at least 60 minutes
- sit and work in isolation under exam conditions – no talking or communication with others and no movement around the room • test the content taught for a semester

- provide students with experiences similar to years 11 and 12 across domains

Exams will be:

- clearly indicated in all relevant curriculum planning documents
- intentionally designed to assess the achievement standard(s) relevant to the units covered in the semester
- structured to reflect the relevant VCE exams for a similar subject (percentage multiple choice/short answer/extended answer)
- reviewed/updated annually prior to the relevant exam period
- submitted to the designated Compass location at least two weeks prior to day 1 of exams for proofing and printing
- assigned to students on Compass with the correct exam date by the 2<sup>nd</sup> week of Term 2/Term 4
- marked for submission within 1 working day of the exam date
- marked for assessment purposes, including relevant comments, within 10 working days of the exam date or earlier if required modified for students from the categories mentioned in [Section 2](#)

### Exam durations

#### Year 9

Subject	Reading Time	Writing Time
Year 9 English/Maths/Science/Humanities	5 minutes	60 minutes
Year 9/10 Electives	5 minutes	60 minutes

#### Year 10 (Semester One)

Subject	Reading Time	Writing Time
Year 10 English/Maths/Science/Humanities	5 minutes	60 minutes
Year 9/10 Electives	5 minutes	60 minutes

#### Year 10 (Semester Two)

Subject	Reading Time	Writing Time
Year 10 English	5 minutes	90 minutes
Year 10 Maths	5 minutes	90 minutes
Year 10 Science/Humanities	5 minutes	60 minutes
Y9/10 Electives	5 minutes	60 minutes
<b>Policy last reviewed</b>	<b>May 2024</b>	
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