



Sacred Heart
College
GEELONG

ASSESSMENT AND REPORTING POLICY

RATIONALE

At Sacred Heart College (the College) two curriculum frameworks are implemented: the International Baccalaureate Middle Years Program (IB MYP) and the Victorian Curriculum. The IB MYP unit planning and assessment process is followed using the specified content knowledge from the Victorian Curriculum. The College has an exemption from the current Victorian Curriculum style of reporting in place of the MYP 1-7 grading scale.

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be undertaken as a sequence.

DEFINITIONS

Authentic assessment is balanced assessment: it makes use of a variety of methodologies. No one type of assessment will be able to provide an accurate judgement of a student's knowledge, skills and understanding. Therefore, authentic assessments will provide opportunities for practice of a range of skills, presentations, conditions and contexts. Assessment procedures at Sacred Heart College follow the principles of Universal Design for Learning.

Summative Assessment - describes student learning at a certain time for the purposes of reporting to families, other teachers and the student themselves. Most of this assessment is used for reporting to families and is described at the College as an Assessment Task. These tasks are designed to describe the student's



learning across a range of tasks and a range of conditions. Summative tasks should be rigorous enough in scope to allow students to meet the highest levels of the assessment criteria.

Formative Assessment - those activities undertaken by teachers and students to provide information to be used as feedback to modify teaching and learning activities. Teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

Consistency of Teacher Judgment - Consistency of teacher judgments on assessment is achieved through the use of common assessment tasks across a year level in subjects, the use of common criteria sheets for assessment, informal cross-marking of student work and in moderation sessions where teachers meet to compare assessment of student work and reach agreement about standards.

Differentiated Instruction - To differentiate instruction is to recognise students' varying background knowledge, readiness, language, preferences in learning and interests; and to react responsively. Differentiated instruction is a process of teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximise each student's growth and individual success by removing cognitive and linguistic barriers.

Satisfactory Completion at VCE - Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the College. The learning outcomes and associated assessment tasks are specified in accredited VCE study designs.

Satisfactory Completion for a VCE Vocational Major (VM)- Successful completion of all learning outcomes for a VM unit may be demonstrated in one integrated assessment activity or spread over a number of different activities. An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VM unit cannot be used to demonstrate achievement in other VM unit learning outcomes or competency in a VET unit of competency.

VET Study Scores and Competency-Based Assessment - The assessment of student performance in the training program continues to be competency-based. In order to satisfactorily complete the program, students must demonstrate competence in the units that make up the selected program.



POLICY STATEMENT

Sacred Heart College utilises a learning management system called CANVAS. All assessment data will be recorded and collated using the CANVAS mark book functions. Summative tasks at Levels 1-4 of the MYP will be assessed against the prescribed subject group objectives chosen for that task. It is expected that teachers will specify whether the assessment data being recorded is formative or summative.

At the conclusion of each semester, teachers will examine closely their total assessment data for each student and make a final judgement against the four MYP subject objectives to determine the overall IB MYP grade. For year-long subjects, this MYP grade will be considered to be 'in progress' until all assessment data has been gathered across the year. The MYP grade for year-long subjects will be considered final in the December reporting period. For semester subjects, the MYP grade will be considered final at the end of each semester.

VCE levels of achievement for Units 1 and 2 are determined by the College and students are awarded with an S or N for Unit Outcomes.

VCE levels of achievement for Unit 3 and 4 sequences are assessed using School-based Assessment and external assessments (including examinations).

Graded assessments are reported on an 11-point scale ranging from grade A+ to E, or as UG (Ungraded). The VET certificate is issued by the RTO on the basis of demonstration of competence for the specified units of competence.

VCE VM students are assessed against 4 compulsory strands and there are two symbols for reporting completion of units on a VM Statement of Results - S (satisfied), which means satisfactory completion of the curriculum components in accordance with assessment guidelines for accredited curriculum or N (not yet complete), which is only used for VCE units reported on the VCE VM Statement of Results and means that not all outcomes have been achieved.

Reporting and communicating to families

Families will receive information on their daughter's academic progress and learning behaviours in 6 forums:

1. **CANVAS:** continuous online assessment and feedback of formative and summative tasks and learning behaviours.



2. **Learning Behaviours email:** once per term. Emailed feedback from all subject teachers on student progress against the learning behaviours.
3. **Statement of Attainment:** twice per annum.
4. **Parent Communication Afternoons:** scheduled afternoons during the term for families to meet or contact teachers.
5. **Informal 'In-Time' Communication:** families may contact any teacher via phone or email or arrange an interview in person to discuss matters of concern or student progress.
6. **Progress Reports:** Senior School students and families will be emailed progress reports in response to attendance, and work standards.

Differentiated Instruction

The College's Learning Philosophy values and promotes differentiated instruction. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

Reporting adjustments and further guidance on assessment and reporting in the IB MYP for students with additional learning needs are outlined in the Reporting Progress and Achievement for Students with *Additional Learning Needs Policy*.

Timelines and Workload

Subject teachers should endeavour to support students in developing their self-management skills by:

- Providing course timelines at the commencement of the unit indicating when summative assessment will occur
- Using the CANVAS calendar function to indicate the dates of assessment tasks
- Support students to scaffold assessment so that it can be mostly completed in class
- Place realistic limits on how much of the assessment task should be completed at home



- Seek feedback from students after the assessment to determine what adjustments need to be made in light of the student's workload experience relating to that task
- Be familiar with the Home Learning Policy to ensure that all assessment is in line with the College expectations
- Providing Senior students with dates for Assessment Tasks and School Assessed Coursework a minimum of two weeks prior with any changes made in writing via CANVAS or email.

ASSOCIATED PROCEDURES AND RELATED DOCUMENTS

Sacred Heart College Geelong:

- IB MYP Assessment and Reporting Guidelines
- Home Learning Policy
- Submission of Work Policy
- Reporting Progress and Achievement for Student with Additional Learning Needs Policy

Victorian Curriculum and Assessment Authority:

- VCAA VCE and VM Administrative Handbook

International Baccalaureate


- *IBO MYP: From Principles to Practice*



Document Control

Date Approved: 26 April 2023

Name: Anna Negro, Principal

Signature:  _____

Sponsor: Deputy Principal- Pedagogy Learning Design and Innovation

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Reviewed by:

- School Committee: Learning and Teaching team
- Sub Committee of the College Council: N/A
- Student Leadership House Focus Team: N/A

Person responsible for implementation: Director of Communications

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