ASSESSMENT AND FEEDBACK

*This policy is to be read in conjunction with the Examinations Policy, VCE Teacher Rules and Procedures Handbook and VCAA VCE and VCAL Administrative Handbook

RATIONALE

Quality assessment and feedback is one of the key drivers of student achievement and improvement identified by Professor John Hattie and across the literature. Therefore, a formal and consistent approach to assessment and feedback, based on the features of quality assessment and feedback identified in the studies, is at the core of improving student outcomes at Forest Hill College.

PURPOSES

1. To develop a consistent approach, across the school, to assessment and feedback
2. To provide students with quality effective feedback on a regular basis
3. To provide students and parents with feedback and assessment that provides them with a clear, realistic and consistent picture of where they are in their learning progression
4. To provide students and parents with clear advice on how to improve their learning

GUIDELINES FOR IMPLEMENTATION

1. Year 7 to VCE Units 1&2 Feedback
   a. All students will receive detailed feedback at least twice for each Common Assessment Task. Once during (or in the preparation for) the task and once following the task
   b. The purpose of the feedback during (or in the preparation for) the task is to provide students with detailed information on how to improve their final product based on the assessment rubric
   c. Letter grades, numerical grades (e.g. ‘out of 10’) and percentages will not to be provided to students as part of the feedback during (or in the preparation for) the task.
   d. This feedback can be paper-based, electronic or verbal.

2. Effective Learning Behaviours
   a. Students and parents will receive formal feedback on the College’s Effective Learning Behaviours (see Appendix 2) at least twice a semester, in the Interim and End of Semester reports
   b. Assessment of a student’s Effective Learning Behaviours will be based on a consistent set of college wide rubrics.

3. Year 7 to VCE Units 1&2 Assessment
   a. Common Assessment Tasks
      i. Common Assessment Tasks will be developed by all subjects to ensure a consistent approach to assessment across classes
      ii. Common Assessment Tasks, including examinations, will be assessed using a rubric that is based on the AusVELS standards (7-10) or the VCAA assessment advice (Units 1&2).
         1. Rubrics should be provided for students before they undertake the task
      iii. The task will be assessed using the College’s Grading Scale as detailed below
      iv. Percentages will only be used for a Year 7-10 task if it is carefully designed to allow students to demonstrate they are at least twelve months ahead of the expected AusVELS level
      v. Common Assessment Tasks will provide opportunities for Year 7 to 10 students to demonstrate abilities above the expected level of AusVELS.
   b. Informal Tasks
Assessment for informal tasks and homework can take the form of short comments on quality or descriptive statements:

a. Some examples of such statements could be:
   b. “satisfactory” and “not-satisfactory”
   c. or
   d. “above expected standard”, “at expected standard” or “working towards standard”.

i. Letter grades will not be provided to students as part of informal assessment.

Returning Work- Year 7 to VCE Units 1&2

i. All student work will be assessed and returned within ten school days of receiving the work from the student.

ii. Teachers are encouraged to retain a photocopy or digital copy of student work.

Late Submission of Work- Years 7-10

i. Teachers may grant an extension to the due date for work at their discretion or when a student has a note from a parent explaining the need for an extension.

ii. Any work that is submitted late will still be counted fully towards the student’s AusVELS dimensions at the top of their report without a reduction in progression point.

1. If a student was present during a Common Assessment Task but failed to submit the task they should receive a grade of “N” for the specific Common Assessment Task.

2. If a student was absent during a Common Assessment Task and is not required to complete the task they should receive a grade of “NS”.

iii. The classroom teacher will notify parents when a student has submitted a formal assessment late or not submitted it at all and contact the Year Level Leader following the use of the class’ staged response.

Late Submission of Work- Units 1&2

i. Procedures are outlined in the VCE Teacher Rules and Procedures Handbook.

Units 3&4 Feedback

a. Assessment

i. The procedure for assessing VCE student work is detailed in the College’s VCE Procedures Booklet and publications released by the VCAA specific to each subject.

ii. Teachers should base their assessment procedures on these official publications.

iii. Letter grades should not be provided to Unit 3&4 students, as there is a likelihood that these will change following statistical moderation.

1. Raw scores and rubrics are the College’s preferred method.

2. Raw scores should be accompanied by the following advice: “initial school assessment may change as a result of the statistical moderation process. The GAT may be used as part of the statistical moderation along with examination scores.”

iv. Rubrics should be created from the VCAA Assessment Advice that is provided to students before the task and used to provide feedback following the task.

b. Returning Work

i. For School Assessed Coursework, original student work will be returned to the student within ten school days of receiving the work from the student. In the event there is an external audit that requires original copies of student work, photocopies of the work will be returned to the student.

ii. The procedures for returning School Assessed Tasks will be found in the VCE Teacher Rules and Procedures Booklet and will be based on yearly advice from the VCAA.

c. Providing Feedback

i. “After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

1. advice on particular problem areas

2. advice on where and how improvements can be made for further learning
3. reporting S or N decisions and/or written comments on students’ performance against each outcome.” (VCAA, 2014, p.83)

d. Late Submission of Work Units 3&4
   i. Procedures are outlined in the VCE Teacher Rules and Procedures Handbook

5. Notification of Tasks
   a. Homework
      i. All homework tasks will have a published due date
      ii. These tasks will be recorded on Moodle and students directed to write these in their planner.
   b. Assessment Tasks
      i. Students will be informed of all Assessment Tasks that will be used to inform formal reporting (7-10) or address outcomes (VCE) at least 7 days before the task begins
      ii. These notifications will be recorded on Moodle.

REFERENCES


Ratified by College Council: June 2014
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Term</th>
<th>Percentage*</th>
<th>AusVELS</th>
<th>VCE</th>
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<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>85-100</td>
<td>A- 12 mths or more above the standard expected</td>
<td>A comprehensive and sophisticated understanding of content and application of skills demonstrated</td>
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<tr>
<td>Di</td>
<td>Distinction</td>
<td>70-84</td>
<td>B- 6-12 mths above the standard expected</td>
<td>A thorough and detailed understanding of content and application of skills demonstrated</td>
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<td>Cr</td>
<td>Credit</td>
<td>55-69</td>
<td>C- At the standard expected (within 6 mths)</td>
<td>A sound understanding of content and application of skills demonstrated</td>
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<td>P</td>
<td>Pass</td>
<td>45-54</td>
<td>D- 6-12 mths below the standard expected</td>
<td>Some understanding of content and application of skills demonstrated</td>
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<tr>
<td>MP</td>
<td>Minimum Pass</td>
<td>35-44</td>
<td>D- 12-24 mths below the standard expected</td>
<td>Limited understanding of content and application of skills demonstrated</td>
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<td>N</td>
<td>Not Satisfactory</td>
<td>&lt;34</td>
<td>E- 24 mths or more below the standard expected</td>
<td>Little understanding of content and application of skills demonstrated</td>
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<tr>
<td>NS</td>
<td>Not Submitted</td>
<td>?</td>
<td>Did not submit this assessment task</td>
<td>Did not submit this assessment task</td>
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*Provided task is designed to allow students to achieve 12 months above the expected level.
### APPENDIX TWO: FOREST HILL COLLEGE EFFECTIVE LEARNING BEHAVIOURS

- Uses ICT tools ethically and responsibly
- Uses ICT tools effectively for learning
- Demonstrates effective problem-solving techniques
- Makes connections between concepts
- Is organised and meets deadlines
- Uses class time effectively for learning
- Reflects and acts on feedback in order to improve
- Respects the values and rights of individuals
- Works effectively in teams