**ASSESSMENT AND REPORTING POLICY**

# PURPOSE

The purpose of this policy is to outline expectations for the assessment, recording and monitoring of student performance at Clyde Secondary College.

# DEFINITIONS

**Formative assessment** is any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school’s curriculum program and teachers’ units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like: How is learning progressing? What will be learned next?

**Summative assessments** usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students’ knowledge, skills and understanding at a point in time. Summative assessments usually occur at the end of a unit of work/learning sequence. Summative assessments can also be used formatively since they can inform future planning for student learning.



# POLICY

* Teachers at Clyde Secondary College assess and monitor student learning and performance accurately and comprehensively against the against the Victorian Curriculum 7-10 (inclusive of levels A-D) achievement standards
* Teachers at Clyde Secondary College formally record assessment information for every student on Compass.
* Formative and summative assessments are used to improve student learning by accurately determining current performance, as well as areas of future need and development.
* Clyde Secondary College ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the school year, including through twice-annual formal reporting.
* Clyde Secondary College ensures ongoing assessment of each student’s performance, and that this assessment is embedded in the school’s curriculum program
* This policy should be read in conjunction with Clyde Secondary College’s Assessment Schedule (Appendix 1)
* Clyde Secondary College ensures that teachers, parent/carer(s), and students have access to accurate information about student performance.
* Clyde Secondary College will provide two written reports to parents/guardians per year.

Clyde Secondary College teachers accurately assess student achievement against Achievement Standards detailed within the Victorian Curriculum for students enrolled in Years 7-10. A Whole School Victorian Curriculum Map has been developed and identifies the Learning Area/Subject across each band of schooling (2year period) responsible for teaching and assessing the Victorian Curriculum Standards (7-10). Teaching and Learning Leaders review this document each year and adjust where necessary.

Clyde Secondary College has an assessment schedule (Appendix 1) that outlines the compulsory assessment tasks to be completed by class teachers and the dates that the results of these tasks are due each term.

Students at Clyde Secondary College will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

A software app, G-Suit, is used to provide links between classroom learning and home through a digital platform.

Within the Department’s [Framework for Improving Student Outcomes](https://www2.education.vic.gov.au/pal/fiso/policy) (FISO) ‘Curriculum Planning and Assessment’ is identified as one of six dimensions that lead to high-impact improvement in student learning outcomes. Clyde Secondary College has aligned the design and delivery of school-based assessment to FISO.

## Assessment Strategies

* Teachers at Clyde Secondary College use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.
* Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
* Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.
* Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
* Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the ‘Towards Foundation Level Victorian Curriculum’ where applicable.
* The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum EAL achievement standards.
* Clyde Secondary College will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in ‘Out of Home’ care, in consultation with students, parents and where appropriate, with outside agencies.
* The IEPs will identify key Literacy and Numeracy Goals, as well as Learning Behaviour Goals and include detail on.
  + the student’s current strengths and challenges o the student’s learning needs and goals o actions that address the student’s learning needs o roles and responsibilities for carrying out the plan
  + a record of important decisions, actions, student behavior and progress o timelines for actions and reviews
* Each student with a disability or on an IEP will have a student support group comprising the Inclusion and Wellbeing Leader, Teaching and Learning Leader, the aide, and the parent/guardian/carer. Clyde Secondary College will include students in the discussion.
* The initial meeting will develop an Individual Education Plan and behavior support plan (if required). It will also document what additional reasonable adjustments may need to be made to support the student.
* Regular meetings (depending on student need) aim to discuss progress towards learning goals and agree on any changes required to the supports being provided.
* Student progress towards the IEP Learning Goals is assessed by the classroom teacher/s at the end of each semester. The IEP report is completed and shared at the following Student Support Group (SSG) meeting.

## Feedback on Assessment

Teachers use the online learning management system, Google Classroom, to set up and communicate student learning tasks. Students and parents can view the details of the tasks, the assessment elements and rubric (if applicable) and the due date.

Throughout a unit of work and across a semester, students will receive feedback on their progress towards, and achievement of, the key knowledge, skills, and understandings of the unit.

Students will receive feedback about their current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning.

Modes of 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
* written comments
* completed assessment rubrics
* peer-assessment
* self-assessment
* Student Support Group (SSG) meetings.

Where possible, staff will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

## Reporting to Parents

Clyde Secondary College ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

Clyde Secondary College will provide two written reports to parents/carers per year.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

* Clyde Secondary College will report directly against the Victorian [Curriculum achievement standards i](https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx?Redirect=2)ncluding the Victorian [Curriculum EAL achievement standards.](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims)
* Both student achievement and progress will be included in the report.
* Achievement and progress will be shown along a continuum, including the student’s current teacher judgment (assigned as a score) for every curriculum area taught over the semester and progress will be shown from the last time that curriculum area was reported on.
* A five-point scale will be used when reporting on student achievement and progress.
* An age-related five-point scale, where the quality of a student’s achievement against what is ‘expected’ for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
* Clyde Secondary College will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
* Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
* Reports will be kept at the school for the time periods specified by the Department.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students’ progress and how they can continue to be supported at home. Interpreting services will be made available for where required.

The school community will be informed of student learning outcomes data via the Annual Report.

## Additional reporting considerations for students with a disability and/or additional learning needs

Schools are required to report on the achievement of all students including those with a disability and/or additional learning needs. Clyde Secondary College will customise the student reports for students with a disability and / or additional learning need, depending on the needs of the student.

When reporting the achievement and progress for students with a personalised learning and support plan, Clyde Secondary College will:

* use the full student report format they have customised or components of it
* choose a different way of reporting progress that is better suited to the individual student’s needs, ensuring that all curriculum areas taught are reported on.

For students with personalised learning and support planning, learning progress will be reported against curriculum area achievement standards and/or against documented learning expectations as identified in their plan.

For reporting advice relating to students with disabilities and additional learning needs with personalised learning and support planning, refer to the [VCAA Students with Disabilities Guidelines.](https://victoriancurriculum.vcaa.vic.edu.au/static/docs/VC%20Towards%20Foundation%20Levels%20A-D%20guidelines%202017.pdf) Advice and support is available at [Abilities Based Learning and Education Support.](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ables.aspx)

# COMMUNICATION

This policy will be communicated to our school community in the following ways:

* Included in staff induction processes and staff training
* Available publicly on our school’s website
* Hard copy available from school administration upon request

# FURTHER INFORMATION AND RESOURCES

* [Curriculum Programs Foundation to 10](https://www2.education.vic.gov.au/pal/curriculum-programs/policy)
* [Framework for Improving Student Outcomes](https://www2.education.vic.gov.au/pal/fiso/policy)
* [Reporting Student Achievement and Progress Foundation to 10](https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy)
* [Framework for Improving Student Outcomes (FISO)](https://www2.education.vic.gov.au/pal/fiso/policy) the [Curriculum planning and assessment dimension](https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/dimension1curriculum.aspx)
* [Minimum standards and requirements for school registration](https://www.vrqa.vic.gov.au/schools/Pages/standards-guidelines-requirements-for-schools.aspx)
* [Understanding, assessing and reporting on English language proficiency](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/English-language-proficiency.aspx)
* [Victorian Curriculum F-10 EAL reporting resource](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealreport.aspx)
* [Assessment of Student Achievement and Progress](https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy)
* [VCAA Students with Disabilities Guidelines](https://victoriancurriculum.vcaa.vic.edu.au/static/docs/VC%20Towards%20Foundation%20Levels%20A-D%20guidelines%202017.pdf)  [Abilities Based Learning and Education Support.](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ables.aspx)

# RELATED POLICIES AND RESOURCES

The following school policies are also relevant to this policy:

* Statement of Values and School Philosophy
* Curriculum and Student Learning Overview

# POLICY REVIEW AND APPROVAL

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| Policy last reviewed | March 2024 |
| Approved by | Principal |
| Next scheduled review date | March 2028 |

**Appendix 1:**

## Assessment Schedule (Year 7 and 8)

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| **\* As need arises ü must do t below benchmark** | | | | **Year 7** | | | | **Year 8** | | | |
| **Domain** | **Component** | **Assessing** | **Type** | **T1** | **T2** | **T3** | **T4** | **T1** | **T2** | **T3** | **T4** |
| **English** | Reading and Viewing: Variety of Texts | Reading  Comprehension/Text  interpretation | AS  FOR  OF |  |  |  |  |  |  |  |  |
| Reading and Writing Conferences | Goal setting/monitoring of improvement | AS FOR |  |  |  |  |  |  |  |  |
| PAT Reading | reading and comprehension | OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Language Conventions | grammar, punctuation, spelling of words | FOR OF |  |  |  |  |  |  |  |  |
| NAPLAN | Reading, Writing and Language Conventions | OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | Reading and Writing | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Speaking and Listening | Persuasive Devices | FOR, AS, OF |  |  |  |  |  |  |  |  |
| English Progression Points | All strands | AS  FOR  OF |  |  |  |  |  |  |  |  |
| Text Response | Analysis | AS  FOR  OF |  |  |  |  |  |  |  |  |
| Creative Writing | Narrative | AS  FOR  OF |  |  |  |  |  |  |  |  |
| **Mathematics** | Mathematics | Tracking student progress in Mathematics | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Progression Points |
| Whole Number | Refer to Vic Curriculum Achievement Standard 7-8 | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Fraction | Decimal, percentages, Ratios (Year 8) | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | AS, FOR, OF |  |  |  |  |  |  |  |  |
| NAPLAN | All strands | OF |  |  |  |  |  |  |  |  |
| DBR |  | AS, FOR, OF |  |  |  |  |  |  |  |  |

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|  | Probability | Refer to Vic Curriculum Achievement Standard 7-8 | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Statistics | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Algebra | **Refer to Vic Curriculum Achievement Standard 7-8** | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Linear | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Financial | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Measurement | Refer to Vic Curriculum Achievement Standard 7-8 | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Problem Solving | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Geometry | Refer to Vic Curriculum Achievement Standard 7-8 | AS, FOR, OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **EAL** | Reading and Viewing | Reading  Comprehension/Text  interpretation | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Language Conventions | spelling, grammar and punctuation | OF |  |  |  |  |  |  |  |  |
| Persuasive Writing | Persuasive Devices | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Creative Writing | Narratives | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Reading and Writing Conferences | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| PAT Reading | Reading  Comprehension/Text  interpretation | OF |  |  |  |  |  |  |  |  |
| NAPLAN | Reading, Writing and Language Conventions | OF |  |  |  |  |  |  |  |  |
| Speaking and Listening | Persuasive Devices | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | All Strands | FOR, AS,  OF |  |  |  |  |  |  |  |  |
| **Physical Education** | Physical Education Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Investigate and apply movement concepts | Movement Skills | AS, OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |

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| **Language (AUSLAN)** | **LOTE Progression Points** | All strands | OF |  |  |  |  |  |  |  |  |
| **Pre and Post Common Learning Tasks** | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Reading and Comprehension** | Text interpretation | FOR, OF |  |  |  |  |  |  |  |  |
| **Writing** | Narrative/Persuasive | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Translation** | Interpretations | OF |  |  |  |  |  |  |  |  |
| **Language Conventions** | spelling, grammar and punctuation | OF |  |  |  |  |  |  |  |  |
| **Oral Presentation/Dialogue** | Language Techniques | OF |  |  |  |  |  |  |  |  |
| **Teacher Checklists/Rubrics** | Analysis of student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **The Arts**    **Visual Arts** | **Visual Arts Progression Points** | All strands | OF |  |  |  |  |  |  |  |  |
| **Evaluation** | Analysis of work | OF |  |  |  |  |  |  |  |  |
| **Finished Product** | Creation of Product | OF |  |  |  |  |  |  |  |  |
| **Pre and Post Common Learning Tasks** | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Teacher Checklists/Rubrics** | Analysis of student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Drama** | **Performing Arts Progression Points** | All strands | OF |  |  |  |  |  |  |  |  |
| **Research, Development and Production** | Production Techniques | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Pre and Post Common Learning Tasks** | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Teacher Checklists/Rubrics** | Analysis of student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Science** | **Science Progression Points** | All strands | OF |  |  |  |  |  |  |  |  |
| **Pre and Post Common Learning Tasks** | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Biological Science | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Physical Science | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Science Skills | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Earth and Space | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |

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|  | Chemical Science | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Practical | Vic Curriculum  Achievement Standard (end of Year 8) | OF |  |  |  |  |  |  |  |  |
| Science Terminology | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Ethics | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Light and Sound | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Geology | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Media** | Media Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Evaluation | Analysis of Artwork | OF |  |  |  |  |  |  |  |  |
| Media Artworks | Creation of Artwork | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Digital Technology** | Digital Technology Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Codes o f Conduct | Design Codes of Conduct | AS, OF |  |  |  |  |  |  |  |  |
| Portfolio | Folio of Digital work | OF |  |  |  |  |  |  |  |  |
| Digital Workbook | Class notes and planning | OF |  |  |  |  |  |  |  |  |
| Design | Use of Technology | AS, OF |  |  |  |  |  |  |  |  |
| Evaluation | Analysis of Design | OF |  |  |  |  |  |  |  |  |
| Data Visualisation | Tools | OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Design Technology** | Design Technology Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Project Management | Organisation | OF |  |  |  |  |  |  |  |  |
| Create Criteria | Design elements | FOR |  |  |  |  |  |  |  |  |
| Terminology | Design language | FOR |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Design Brief | Planning | AS, OF |  |  |  |  |  |  |  |  |
| Folio | Student planning/research | OF |  |  |  |  |  |  |  |  |
| Product and Evaluation | Analysis of Design | OF |  |  |  |  |  |  |  |  |
| Practical (food) | Production Techniques | OF |  |  |  |  |  |  |  |  |

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|  | Recipe Evaluation | Analysis of Food Production | OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR, AS, OF |  | |  |  |  |  |  |  |
| **Humanities** | Pre and Post Common Learning Tasks | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Civics and Citizenship | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Economics | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Geography | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| History (including evaluation) | Vic Curriculum  Achievement Standard (end of Year 8) | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |
| **Music** | Music Progression Points | All strands | OF |  | |  |  |  |  |  |  |
| Performance | Performance Technique | OF |  | |  |  |  |  |  |  |
| Music Terminology | Music Language | FOR, AS |  | |  |  |  |  |  |  |
| Evaluation | Analysis of Performance | OF |  | |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR, AS, OF |  | |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR, AS, OF |  | |  |  |  |  |  |  |
| **Visual Communication** | Visual Communication Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Evaluation | Analysis of Product | OF |  |  |  |  |  |  |  |  |
| Finished Design | Production Techniques | OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR, AS, OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR, AS, OF |  |  |  |  |  |  |  |  |

## Assessment Schedule (Year 9 and 10)

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| **\* As need arises ü must do t below benchmark** | | |  |  | **Year 9** | |  |  | **Year 10** | |  |
| **Domain** | **Component** | **Assessing** | **Type** | **T1** | **T2** | **T3** | **T4** | **T1** | **T2** | **T3** | **T4** |
| **English** | Reading and Viewing: Variety of Texts | Reading  Comprehension/Text  interpretation | AS  FOR |  |  |  |  |  |  |  |  |
| OF |
| Reading and Writing Conferences | Goal setting/monitoring of improvement | AS  FOR |  |  |  |  |  |  |  |  |
| PAT Reading | Reading and comprehension | OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Language Conventions | Grammar, punctuation, spelling of words | FOR OF |  |  |  |  |  |  |  |  |

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|  | NAPLAN | Reading, Writing and Language Conventions | OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | Reading and Writing | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Speaking and Listening | Persuasive Devices | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| English Progression Points | All strands | AS  FOR |  |  |  |  |  |  |  |  |
| OF |
| Text Response | Analysis | AS FOR |  |  |  |  |  |  |  |  |
| OF |
| Creative Writing | Narrative | AS  FOR |  |  |  |  |  |  |  |  |
| OF |
| **Mathematics** | Mathematics | Tracking student progress in Mathematics | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Progression Points |
| PAT Numeracy | All strands | OF |  |  |  |  |  |  |  |  |
| Whole Number | Refer to Vic Curriculum  Achievement Standard 910 | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Fraction | Decimal, percentages, Ratios | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| NAPLAN | All strands | OF |  |  |  |  |  |  |  |  |
| DBR |  | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Probability | Refer to Vic Curriculum  Achievement Standard 910 | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Statistics | Refer to Vic Curriculum  Achievement Standard 910 | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Algebra |  | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Linear |  | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Financial |  | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Measurement | Refer to Vic Curriculum  Achievement Standard 910 | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Problem Solving | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Geometry | Refer to Vic Curriculum  Achievement Standard 910 | AS,  FOR,  OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | FOR,  AS,  OF |  |  |  |  |  |  |  |  |

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| **EAL** | Reading and Viewing | Reading  Comprehension/Text  interpretation | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Language Conventions | Spelling, grammar and punctuation | OF |  |  |  |  |  |  |  |  |
| Persuasive Writing | Persuasive Devices | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Creative Writing | Narratives | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Reading and Writing Conferences | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| PAT Reading | Reading  Comprehension/Text  interpretation | OF |  |  |  |  |  |  |  |  |
| NAPLAN | Reading, Writing and Language Conventions | OF |  |  |  |  |  |  |  |  |
| Speaking and Listening | Persuasive Devices | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | All Strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| **Physical Education** | Physical Education Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Investigate and apply movement concepts | Movement Skills | AS, OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| **Language (Auslan)** | LOTE Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Reading and Comprehension | Text interpretation | FOR, OF |  |  |  |  |  |  |  |  |
| Writing | Narrative/Persuasive | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Translation | Interpretations | OF |  |  |  |  |  |  |  |  |
| Language Conventions | spelling, grammar and punctuation | OF |  |  |  |  |  |  |  |  |
| Oral Presentation/Dialogue | Language Techniques | OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |

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| **The Arts Visual Arts** | Visual Arts Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Evaluation | Analysis of work | OF |  |  |  |  |  |  |  |  |
| Finished Product | Creation of Product | OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| **Performing Arts** | Performing Arts Progression  Points | All strands | OF |  |  |  |  |  |  |  |  |
| Research, Development and Production | Production Techniques | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| **Science** | Science Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Biological Science | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Physical Science | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Science Skills | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Earth and Space | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Chemical Science | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Practical | Vic Curriculum  Achievement Standard  (end of Year 10) | OF |  |  |  |  |  |  |  |  |
| Science Terminology | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Ethics | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Light and Sound | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Geology | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |

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|  | Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| **Media** | Media Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Evaluation | Analysis of Artwork | OF |  |  |  |  |  |  |  |  |
| Media Artworks | Creation of Artwork | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| **Digital Technology (STEM)** | Digital Technology Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Codes of Conduct/Safety Briefings | Design Codes of Conduct | AS, OF |  |  |  |  |  |  |  |  |
| Portfolio | Folio of Digital work | OF |  |  |  |  |  |  |  |  |
| Digital Workbook | Class notes and planning | OF |  |  |  |  |  | |  |  |
| Design | Use of Technology | AS, OF |  |  |  |  |  |  |
| Evaluation | Analysis of Design | OF |  |  |  |  |  |  |
| Data Visualisation | Tools | OF |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |
| **Design Tec**  **hnology** | Design Technology Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Project Management | Organisation | OF |  |  |  |  |  |  |  |  |
| Create Criteria | Design elements | FOR |  |  |  |  |  |  |  |  |
| Terminology | Design language | FOR |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Design Brief | Planning | AS, OF |  |  |  |  |  |  |  |  |
| Folio | Student planning/research | OF |  |  |  |  |  |  |  |  |
| Product and Evaluation | Analysis of Design | OF |  |  |  |  |  |  |  |  |
| Practical (food) | Production Techniques | OF |  |  |  |  |  |  |  |  |
| Recipe Evaluation | Analysis of Food Production | OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| **Humanities** | Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Civics and Citizenship | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Economics | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Geography | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| History (including evaluation) | Vic Curriculum  Achievement Standard  (end of Year 10) | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| **Music** | Music Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Performance | Performance Technique | OF |  |  |  |  |  |  |  |  |
| Music Terminology | Music Language | FOR, AS |  |  |  |  | part of the arts - elective |  |  |  |
| Evaluation | Analysis of Performance | OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| **Visual Co**  **mmunication** | Visual Communication Progression Points | All strands | OF |  |  |  |  |  |  |  |  |
| Evaluation | Analysis of Product | OF |  |  |  |  |  |  |  |  |
| Finished Design | Production Techniques | OF |  |  |  |  |  |  |  |  |
| Pre and Post Common Learning Tasks | All strands | FOR,  AS,  OF |  |  |  |  |  |  |  |  |
| Teacher Checklists/Rubrics | Analysis of student achievement | FOR,  AS,  OF |  |  |  |  |  |  |  |  |