



CRANBOURNE
SECONDARY COLLEGE

ASSESSMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the College on 5996 3544.

Statement of Belief:

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. The primary purpose of assessment is to improve student performance.

The College offers a comprehensive curriculum, comprising a diverse range of subjects and courses. It is important that we strive to be as consistent as possible in the assessment practices utilised by teachers. These practices should be underpinned by sound research and be consistent with the College's "Model of Good Teaching" which emphasises the importance of both quality assessment and effective feedback as essential in achieving improved student outcomes.

Guiding Principles:

1. VCE & VCAL courses are bound by, and should reflect, the VCAA assessment guidelines. The Senior Executive will issue rules under which extensions to Assessment Task due dates can occur.
2. Each course of study needs to establish Major Assessment Tasks using rubrics that reflect specific criteria. Assessment criteria should be made explicit to students from the beginning of the task.
3. Teachers should provide their class with an assessment schedule for their subject that outlines both the list of **summative assessment tasks** as well as their relative **weighting** towards the final percentage grading. In the Senior School, this must be **provided at the start** of each semester.
4. Teachers should employ both formative and summative assessment practices consistent with the "Model of Good Teaching".
5. Formative assessment should be immediate and ongoing. Formative assessment tasks should be returned to the students by teachers as soon as possible to maximise the effectiveness of student feedback and improve student outcomes.
6. All assessments in Years 7-10 should be based on the Australian Curriculum. Assessment Tasks should be in a relevant context and not be culturally biased, which means assessment tasks are relevant to the students' personal experiences and cultural backgrounds.
7. Teachers should differentiate their curriculum in order to provide a range of Assessment Tasks as appropriate to the skills and background of the students, so that the task is achievable within the set timeframe.
8. Instructions for Assessment Tasks should be clear and explicit. Students must know what is expected of them and the criteria by which satisfactory completion will be established. Teachers should gather and record a range of evidence to demonstrate successful completion of outcomes.
9. Time provided to complete assessment tasks should be fair and reasonable. Students should be made aware of the time span that an assessment task will take to complete, and this should be conveyed in writing.
10. Teachers in the Senior School are expected to follow the specific advice laid out in the Senior School Assessment Procedures and summarised in the Staff Handbook.



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11. Teachers should assess students against the reported work habits that appear on the semester reports.
12. Reports will reflect this Policy and be phased in by end of 2017

Policy Review and Approval

Policy last reviewed	
Approved by	Principal - David Caughey
Next scheduled review date	10 12 2021