

Assessment, Feedback and Reporting Years 7-10





Assessment of student learning at Sacred Heart College is an ongoing process that takes place at different levels and for different purposes.

We strive to provide parents with regular opportunities to share information on student progress, including:

- Parent Information Sessions and Orientation Events
- The provision of detailed information in Kindergarten, Primary and Secondary Handbooks.
- Get Set Conferences & Progress Reports in Term 1
- Continuous Online Reporting on Josie
- Mid-Year Learning Conferences
- End-of-Semester Reports at the end of Term 2 and Term 4.

Shared information on feedback, assessment and reporting is an important aspect of the partnership between parents and teachers that supports student learning and progress.

The information detailed in this guide aims to provide an indication of the various feedback, assessment and reporting processes completed throughout the school year, where to find information and the frequency with which feedback, assessment and reporting occurs.

If you have any questions or concerns at any stage during the year please contact your son/daughter's Tutor/Class Teacher, Subject Teachers, Head of House or Director of Teaching & Learning. All teachers can be contacted directly via your son/daughter's Josie page or please contact the College Office on 6279-4090.

Mrs Aimee Woodward
Director of Teaching & Learning

FEEDBACK, ASSESSMENT AND REPORTING

Feedback, assessment and reporting are integral components of the learning process at Sacred Heart College, providing students, parents and teachers with invaluable information that:

- allows students to reflect on what they have done well, and how they can improve and extend their learning;
- provides teachers with opportunities to evaluate and identify areas requiring greater support, and adjust and adapt teaching strategies to help students make progress;
- provides parents with an ongoing indication of student progress.

Assessment and feedback can be categorised as:

- **Formative** - helping students and teachers identify strengths and target areas that can be improved upon as they progress through units of work.
- **Summative** – completed at the end of a topic or a unit of work, perhaps in the form of a test, an essay or a submitted piece of work
- **Diagnostic** - a form of **pre-assessment** where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction, or may be given **post-instruction** to identify if students have met a course's required learning objectives.

Assessment and feedback are continuous, occurring on an ongoing basis and in many different forms. Wherever practical, assessment and feedback information is recorded on Josie and is available for students and parents to view at any time.

FEEDBACK

Throughout a unit of work students will receive feedback on their learning progress, focusing on their development of key knowledge, skills, and understanding.

Examples of **Online Feedback** on Josie could include but are not limited to:

- quizzes to check knowledge
- annotated student work
- written comments
- rubrics
- reviews of essay plans or drafts of work

Not all feedback can be recorded and can also take the form of:

- class discussions and verbal feedback; answering questions and emails;
- demonstrating techniques and skills to support practical projects;
- practising language skills in French, Japanese or Indonesian;
- work shared using google docs;
- working with students at recess, lunchtime or during afternoon tutorials;
- oral reports, collaborative tasks, performances and presentations;
- encouraging students to reflect and self-assess their work.

ASSESSMENT

Assessment tasks are developed to enable students to show their knowledge, skills and understanding. Teachers use a variety of assessment strategies to evaluate and document student progress.

Assessment tasks receiving a mark from A-E vary for different subjects (both formative and summative) and may include:

- drafts of work
- tests or essays
- research assignments
- presentations
- collaborative projects
- a piece of finished work
- Common Assessment Tasks (CATs)

FEEDBACK, ASSESSMENT & REPORTING PROTOCOLS & RESPONSIBILITIES

Responsibilities of Students:

To get the most from their learning students are expected to:

- Come to each class prepared with all the items they require (laptop, stationery, pencil case etc)
- Be prepared to participate in a range of learning activities that at various times will include lecture style classes, group or individual work, laptop or written work, quiet study, presentations and more.
- Ensure that they access all the information made available: read emails and regularly access Josie to view class pages, assessment tasks, due dates etc
- Understand how to submit or upload work and how to read teacher comments and access marks for work submitted.
- Participate in class and if they don't understand something, seek help.
- It is each student's responsibility to let their teacher know if they need clarification. Students are encouraged to ask questions, utilise tutorials, speak to their Subject Teachers, Heads of Department or Tutor Teacher.
- Expect to complete some work or study at home.
- Be organised and aware of due dates. Ensure work is submitted on time or an extension is sought if required. Teachers may grant an extension in extenuating circumstances if a request is made at least 48 hours before the due date. Work will not be accepted after the due date if an extension has not been granted, and a mark of 'not submitted' will be recorded. Incomplete work submitted on the due date will be marked accordingly. (Incomplete and 'not submitted' work can significantly affect the final grade.)
- Be aware of and adhere to the College's [Academic Integrity Protocols](#) with regard to correctly referencing and acknowledging the work of others when submitting work.

Responsibilities of Teachers:

Teachers are required to:

- Provide **feedback** within two weeks of receiving a task, to support student learning. Feedback should reflect strength in the students' knowledge, skills and/or understanding, areas for development and guidance on how to build upon knowledge, skills and understanding.
- Design and provide **assessment tasks** with realistic deadlines that include:
 - Task description
 - Due date
 - Rubric of the strands to be assessed
 - Vocabulary of key concepts
 - Resources to support student success
 - Acknowledge non-submission of work for any student who has not completed a task and ensure parents or guardians are notified.
- Produce mid-year and end-of-year **reports** providing a formal record of a student's progress and achievement.

WHAT TO EXPECT AND WHEN

Online Feedback	Ongoing and continuous: quizzes, tasks, daily classwork etc (formative).	Information is updated regularly and is accessible on Josie at any time.	
Assessment	Work submitted by students that is assessed against Developing, Consolidating and Extending standards (summative).	Completed regularly, usually at the end of a unit of work.	
Effort & Work Practices	A reflection of the student's Effort & Work Practices for each subject reflecting contribution to the learning environment, academic progress, respectful practices, engagement with learning, self-management.	Mid-point of Term 1	
Reports	Written reports that record an A-E rating of student progress against Australian Curriculum Achievement Standards for each subject.	Completed at the end of Term 2 and the end of Term 4.	
Parent/Teacher Conferences	Goal Setting Conferences with the Tutor Teacher Learning Conferences with Subject Teachers	Mid-point of Term 1 Week 2, Term 3 End of Term 4 (by appointment)	
External Assessments	NAPLAN - National Assessment Programme – Literacy & Numeracy)	March (Yrs 3, 5, 7 & 9)	
	PAT Testing (Progressive Achievement Tests) (reading, spelling, grammar, vocabulary, numeracy) AGAT (General Ability Testing)	October (Yrs 1-9)	
	Dibels - reading assessment	Terms 2, 3 and 4	
	TASC Yr10 Mathematics Methods Foundation (Office of Tasmanian Assessment, Standards & Certification)	November	
Exams	Years 9&10 Mid-Year Exams	Term 2	Week 8/9
	Years 9&10 End-of-Year Exams	Term 4	Week 7/8

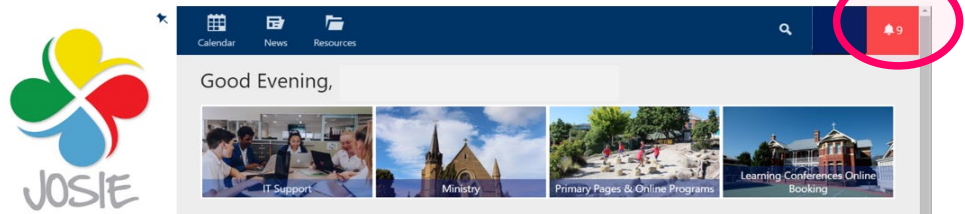
JOSIE

As much as possible, and wherever practical, feedback, assessment and reporting is recorded on Josie and is accessible by students and parents.

There are 2 ways to access Feedback and Assessments in Josie:

1. Using the Notification Icon:

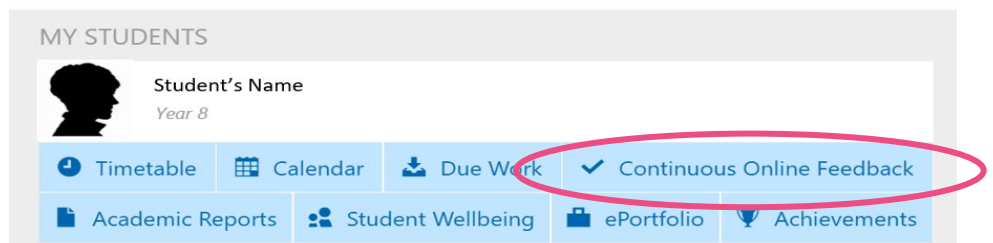
- The Notifications Icon (the bell) lets you know of recently added feedback or assessments.



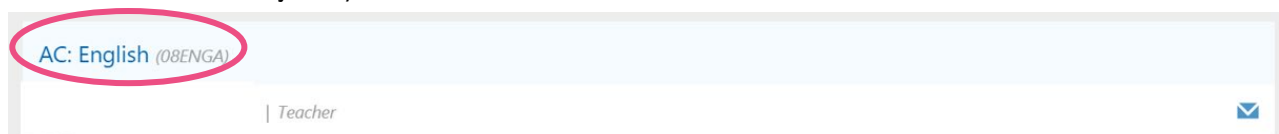
- Click the icon in the top right-hand side of the Josie home screen and a drop-down list of feedback will appear.
- Click on the feedback you would like to view.
- Feedback, mark/grade will appear in the bottom half of the screen.
- To view annotations on submitted student work, click on *Feedback* under the heading *Submission History*.

2. Viewing Continuous Online Feedback from your home page:

- Scroll down the page and click on the Continuous Online Feedback Tab.



- Choose the subject you wish to view.



- From this page you can view grades, comments, rubrics, annotated work, etc.



- If you wish to contact the teacher, click on the teacher's name.

EXAMPLES OF FEEDBACK, ASSESSMENT TASKS AND SUCCESS CRITERIA

Example of Rubric

EXAMPLE ASSESSMENT TASK AND SUCCESS CRITERIA RUBRIC - Secondary

Secondary - English Assessment Task Climate Fiction: Publisher Proposal

Dystopian fiction is a popular literary genre. Due to the impact of climate change a new category of dystopian fiction has emerged. It is called 'climate fiction'. Assessment: Students have 3-5 minutes to deliver a proposal for a new book. The task sheet with details is on your Josie class page.

Description of the task

Strands being assessed

RUBRIC:	Extending	Consolidating	Developing
Language: Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts.	Based on your PowerPoint it is evident you researched & wrote a detailed script for your proposal. The language you used during your presentation was descriptive, engaging and varied.	Based on your presentation it is evident you wrote a complete script for your proposal. The language you used during your presentation was engaging and varied in places.	Based on your presentation, it was evident that your script was incomplete. The language you used during your presentation needed to be more engaging and varied.
Literacy: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content.	Clearly, you had rehearsed your proposal several times before recording as your narration was extremely clear and confident. Your presentation covered all the elements listed on the task sheet. Each part of your proposal was detailed and engaging. The slides/films used to support your proposal were visually appealing & created intense interest in your novel.	It was clear that you had rehearsed your proposal before recording. Your presentation covered most of the elements listed on the task sheet. Some parts of your proposal lacked detail. Slides/films used to support your proposal required further planning to be visually appealing.	Your narration would have benefited from a rehearsal before recording. Your presentation did not cover all elements listed on the task sheet. Many elements of your proposal lacked detail. Slides/films were either too crowded and lacked visual appeal or contained a limited amount of detail.

Descriptors of success criteria

Example of Annotated text

...ness which supposedly shows a utopian society but has later deteriorated to a dystopian society. A dystopian fiction can be defined as a terrifying, oppressive futuristic society that is the opposite of a utopian society. The protagonist of this novel is Jonas, Jonas has been given the important role of the receiver of memory. Jonas has special training with his teacher (the giver) through this training he realises how much better the previous times were compared to the current day, wanting the world to go back to how it was, Jonas breaks the laws and crosses the boundary of memory entering 'elsewhere'. By doing this, he set all the memories free, letting the world go back to the way it was. Examples of a dystopian characteristics displayed in the film include lack of personal freedom/social control, tech advancements and natural world banished.

Lack of personal freedom and intense methods of social control have been displayed on multiple occasions in 'The Giver'. The author demonstrates this by writing that when children turn 16, they are assigned roles/jobs that they have for the rest of their lives and cannot change. Lack of personal freedom and intense methods of social control means, a society in which the individuals simple rights have been taken away and their lives are constrained by a government or authority. Methods of social control that have been used throughout the storyline, include tight control of simple everyday activities such as, recreation time, meals, family unit and curfews. The citizens are constantly monitored by CCTV, ensuring that they are following the strict rules and expectations. These methods used, show how a seemingly perfect society can in fact be a dystopian society.

ES Emma Seddon 6 hours ago
A good introduction

ES Emma Seddon 6 hours ago
capitals

ES Emma Seddon 6 hours ago
we did not read the novel - so your analysis needed to be based around the film (rewording was needed)

ES Emma Seddon 6 hours ago
You have not included any quotes from the film to support your statements.

Example of Grade and Comment

CAT 1: Australia's Economy

Reviewed | Assessment Task | Due Apr 7, 2023

Extending -

“ Luke, your submission for your first Business assessment clearly demonstrates both your clear understanding of the concepts covered, including the challenging ideas of inflation and domestic product, and your ability to apply these concepts to a range of contexts. Your responses to the comprehension task were complete and well structured, and succinctly answered. Your analysis of the unemployment statistics, comparing Tasmania, Victoria and South Australia carefully considered each element in turn. It would have been of benefit in this section to consider extending yourself to address the possible reasons behind such differences and similarities. The third section was a good personal response to the cost of living crisis from a few perspectives, and you wove the story shared by Mrs McDougall about Louis Van into this well. A great first assessment!

Example of a Quiz grade

The Dog Runner: Quiz 1
● Reviewed | Quiz | Due Feb 28, 2021 | View Attempts

6 / 10

Example of a class/homework task

Status of Where in the world is France? - Mapping task

Due Mar 3, 2021

Class Work

Continuous Online Feedback visible to staff, students and parents

Showing:

Incomplete

Self-Assessed

Teacher-Assessed

Student Name
● Teacher-Assessed



Tick means student has satisfactorily completed the task.

REPORTS

Twice each year, at the end of Term 2 and the end of Term 4, a summary of student achievement is provided to parents in the form a **written report** reflecting:

- an A-E rating of student progress against the Australian Curriculum Achievement Standard for each subject;
- an assessment of Developing, Consolidating or Extending against the strands for each subject e.g. Inquiry and Communication Skills, Knowledge and Understanding, Measurement and Geometry;
- a reflection of effort and engagement in each subject: *Effort and Work Practices* addresses the following areas: Engagement with Learning, Respectful Practices, Self-management
- a Tutor comment (secondary)/General Class comment (primary) for the semester.

Learning Conferences:

The issuing of reports in Term 2 is followed by **Learning Conferences**: an opportunity for parents to meet with subject teachers to discuss student progress. Parents are, however, welcome to contact teachers at any time during the year should they have questions or concerns. Similarly, teachers will email or call home should they have concerns or information to discuss with parents.

External Assessments:

At various stages throughout the year students may also complete **external assessments** such as NAPLAN, PAT Testing, pre-tests, TASC exams etc all of which help to provide reference points for student progress and achievement.

Moderation:

In both the Primary and Secondary, teachers complete **moderation** of student work both within the College and across schools, comparing anonymous samples of work to ensure assessment and feedback is consistent and comparable within subjects and year groups across the system.

Clarifying Grades:

Explanatory Notes accompany both Mid-Year and End-of-Year Reports providing detailed explanations of Learning Area Assessment and level of achievement against Australian Curriculum Achievement Standards. A copy of this document follows.



EXPLANATORY NOTES FOR REPORTS

The information contained in student reports provides a summary of student achievement and should be read in conjunction with the feedback and assessment which can be accessed through the College Learning Management System, Josie.

Reports include a Class Teacher Comment and assessment of a student's Effort and Work Practices, and a rating for progress against the Australian Curriculum Achievement Standard for each subject (where applicable) and assessment on the Strands for each subject.

The following provides further information on the various ratings in your child's report.

Level of Achievement against Australian Curriculum Achievement Standard

This section is an indication of your child's overall performance against the Achievement Standard for each subject. Students in Prep-Year 2 receive an A-E word equivalent and students in Years 3 to 10 receive an A - E based on the following:

A Outstanding	Evidence in a student's work demonstrates an extensive depth of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
B High	Evidence in a student's work demonstrates a high level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
C Sound	Evidence in a student's work demonstrates a sound level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills at grade level standard.
D Partial (working towards)	Evidence in a student's work demonstrates a developing level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills towards grade level standard.
E Minimal	Evidence in a student's work demonstrates a very limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
N Narrative	<p>Indicates a Narrative Report.</p> <p>In consultation with the principal, parents and school curriculum leaders, an alternative programme for students who are working to capacity but are unable to access the mainstream curriculum includes the ability to provide narrative feedback on assessments. The capacity to provide a narrative report is addressed within an individualised Learning Plan.</p> <p>Achievement for students who require a modified alternative programme will be reported to parents through a Narrative Report that comments on the skills, knowledge and understanding acquired at this stage of the year, in alignment to the learning goals for that student.</p>

EXPLANATORY NOTES FOR REPORTS

Assessment against the Strands

Within each subject, the content is structured and then assessed by using Strands e.g., Knowledge, Skills and Understanding. In some subjects, particular Strands carry more weight than others, due to the nature of content covered.

Students receive Extending, Consolidating or Developing in each of the Strands that make up a subject:

Developing: Working towards grade level knowledge, skills and understanding which relate to the strand.

Consolidating: Consistently demonstrating grade level knowledge, skills and understanding which relate to the strand.

Extending: Demonstrating an increasing and extensive depth in knowledge, skills and understanding which relate to the strand.

Students may receive **Not Assessed** against a Strand, or Strands, for Mid-Year Reporting. This rating indicates that the student has not yet had the opportunity to demonstrate understanding and/or skills, as this content has not yet been taught or formally assessed. Students who commenced during the reporting period may also have **Not Assessed** recorded as a strand mark and will have the opportunity in Semester Two to address this Strand.

English as an Additional Language/Dialect - Intensive English

Students are marked against the Tasmanian Catholic Education Office Language Progressions which show the level of English language acquisition:

- Beginning
- Emerging
- Developing
- Consolidating

Effort and Work Practices

This section indicates your child's application to learning in each area: Engagement with Learning, Respectful Practices, Self-Management.

- Meeting Expectations
- Needs Improvement/Cause for Concern

Attendance

School attendance refers to the total number of days the student was absent from school at the time of producing this report.