

Hallam Senior College Assessment Policy

Rationale:

Assessment is a process concerned with the gathering and evaluation of information regarding student competencies. Hallam Senior College believes that the way students are assessed has a profound influence on their learning. Assessment focuses on what students achieve, how they have gone about learning and the promotion of further learning. Assessment should be carried out in the belief that all students have the ability to learn and to improve their learning outcomes. All assessments for all certificates and learning programs should be carried out in accordance with the relevant curriculum and study design documents, and for VET Certificates, in accordance with the assessment requirements and conditions of the relevant training package.

Aims:

- Develop & implement forms of assessment that:
- Promote confidence in, and positive attitudes towards learning.
- Encourage the pursuit of excellence.
- Ensure that all students have access to a range of learning experiences.
- Provide opportunities for all students to experience success.
- Carefully monitor student progress.

Report assessment in a way that:

- Is clearly understood by students and parents.
- Encourages students to reach challenging goals that are achievable.
- Allows for different performance levels.
- Assists in the diagnosis of student strengths and weakness.
- Develop and implement school based assessment procedures that allow for Special Provision.
- identifies opportunities for further learning

In accordance with VCAA Assessment Guidelines:

- Ensure consistency of assessment within subject areas.
- Ensure that students have the right to appeal assessment decisions made by the school and that these appeals are fairly considered.
- Ensure that all work submitted for assessment is the student's original work and that work that is not authentic be subject to appropriate consequences.

VCE assessment is undertaken according to VCE Assessment Principles. VCE Assessment will be:

- Valid
- Fair and reasonable
- Equitable
- Balanced
- Efficient

VCAL assessment should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Students should be assessed across as wide a range of tasks/activities as possible, in order to increase reliability and validity of assessment. One-off assessment tasks/activities do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.
- Assessment should include access to ICT where appropriate to the context of the activity or task.
- Assessment must be valid in terms of context and methods. Assessment must be reliable in showing consistent results over a number of occasions.
- Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.

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(Continued)

When assessing students with particular needs, the validity of assessment must be maintained. Flexibility in assessment strategies must be maintained to ensure alternative methods are utilized to allow the demonstration of achievement of learning outcomes without disadvantaging the student.

In Vocational Education and Training (VET) programs assessment is conducted in accordance of the Principles of Assessment and the Rules of Evidence and assessment requirements of the relevant training package.

Principles of Assessment	Rules of Evidence
<ul style="list-style-type: none">• Fair• Flexible• Valid• Reliable	<ul style="list-style-type: none">• Validity• Sufficiency• Authenticity• Currency

Implementation

- School Assessment Team Leader to oversee implementation of Assessment Policy.
- Curriculum Leading Teachers and Program Leaders ensure the use of Hallam Senior College Assessment and Reporting Guidelines for assessment practices across the College.
- Program Leaders and subject teachers develop common subject based assessment rubrics and or criteria, implement moderation procedures according to VCAA guidelines, and establish Success Criteria for each Unit of Study.
- Curriculum Leading Teachers to review current VCAA assessment guidelines.
- Subject Teachers implement current VCAA assessment guidelines
- Leading Teacher VCE, in collaboration with Student Support Team and Sub School Leaders, to implement Special Provision procedures.
- VCE and VCAL Leading Teachers collaborates with Assistant Principals and Sub School Leading Teachers , to implement VCAA 'Breach of Rules' procedures.
- Assessment expectations procedures, articulated to teachers through the Assessment and Reporting Guidelines, reviewed annually and program meetings.
- Assessment expectations procedures, articulated to students and families through the Programs, Certificates & Subjects Guide, the college website, Compass, VET student handbook, student diary and by classroom teachers.
- Assessment appeals process, articulated to teachers, students and families through the VCE and VCAL Administrative Handbook and VET student handbook
- Professional learning program designed to facilitate greater understanding of links between teaching, and learning and assessment.

Evaluation:

Date of Review	6 September 2018
Review Team	D. Cox, J. Lyall, L. Yardas, J. Tickner, T. McIntosh
Date of Next Review	December 2019
Links / Resources	<ul style="list-style-type: none">• VCE and VCAL Administrative Handbook• VCAA F-10• VRQA Guidelines for RTOs and relevant training packages