



St Patrick's College, Ballarat

Expected Standards of Attainment in Assessment Tasks Guidelines

The expected minimum standard of attainment for graded assessment tasks in all AusVELS, Awakenings and VCE subjects at St Patrick's College is 50%.

Context

The College's vision, 'Raising fine boys to the status of great men', will be fulfilled through our commitment to honour the rich traditions which have shaped the identity and culture of St Patrick's.

In relation to teaching and learning, this is evident in our ongoing work to:

- Provide a holistic, challenging and engaging education that is accessible to all boys and will inspire boys to be motivated and informed life-long learners
- Provide a curriculum that is challenging and relevant to the needs of each learner using appropriate technology and engaging methodologies informed by good pedagogy
- Foster a personal responsibility for learning as a lifetime's work.

Achievement of this mission requires a range of policies and guidelines that clearly direct teachers, students and parents as to the roles and responsibilities of each.

The practice principle about high expectations for every student is based on the belief that each has a right to an education that takes into account their individual learning path and the uniqueness of their experiences, learning and development. A student's motivation to learn is influenced by the expectations of important people in their lives. In other words, students who are expected to succeed are more likely to succeed.

Teacher expectations have a direct impact on a student's motivation to learn, their self-esteem and self-efficacy. Evidence from range of research projects indicates that students who develop strong self-esteem and self-efficacy and are motivated to succeed, are better placed to achieve their potential at school.

High expectations also promote resilience in students. Resilience is evident when a student persists and strives to achieve goals in spite of setbacks, obstacles and disadvantage. A number of protective factors work together to contribute to a student's resilience. These include internal factors such as:

- Willingness to work hard
- Persistence
- High self-esteem
- Ability to control one's own behaviour and self-regulate
- Well-defined goals and aspirations.

The *Expected Standards of Attainment in Assessment Tasks Guidelines* make expectations for learning and attainment explicit to all in the College community. The standards can also be used to inform or set targets for improvement and measure progress towards these targets.

Purpose:

The *Expected Standards of Attainment in Assessment Tasks Guidelines* aim to:

- Promote and further a culture of high academic expectations amongst students
- Reinforce and support the College's committed to academic excellence
- Further raise academic outcomes (with particular emphasis on, literacy, numeracy and VCE outcomes).
- Enhance student engagement and resilience
- Establish clear expectations for students, parents and teachers alike regarding assessment tasks
- To support the ongoing identification of students who might benefit from an individual learning plan.
- Inform any required discussions regarding a student's readiness to progress to the following year level or equivalent subject

The establishment and enforcement of expected standards of attainment for assessment tasks clearly indicates to all students, parents and teachers that the College will not accept mediocrity. These guidelines aim to reinforce in the boys' minds that the College is committed to academic excellence and that doing the minimum will not be accepted.

Scope:

The Expected Standards of Attainment in Assessment Tasks Guidelines would, in principle, apply to all St Patrick's College students. Negotiation would be required for students with identified learning needs to ensure that these boys have every opportunity to maximise their learning outcomes.

Outcomes:

The intentions of the Expected Standards of Attainment in Assessment Tasks Guidelines are to ensure:

- An overall improvement in the standard of class work and an increase in performance on assessment tasks across all levels of the College.
- Greater clarity as to which students may, or would, benefit from an individual learning plan.
- An expanded understanding of the place and function of formative and summative assessment tasks in learning
- Increased student recognition and understanding of the place of assessment in learning and the strategies that can be used to ensure successful completion of assessment tasks.

The following notes have been developed to support the implementation of the Expected Standards of Attainment.

Supporting students with identified learning needs:

The objectives of AusVELS and/or the Victorian Curriculum F–10 are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with learning needs.

Many students with learning needs can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding. For some learners, making adjustments to instructional processes and to assessment strategies will assist them in working towards achievement of educational standards commensurate with their peers.

Having used relevant diagnostic testing data and/or assessment information from the Enhanced Learning Team to identify students with learning needs, teachers may need to make adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to

others in their age group. It follows that adjustments will also need to be made as to how the student's progress is monitored, assessed and reported (against the published achievement standards). With the curriculum and its associated assessment tasks modified to reflect each boy's current academic ability, attaining the expected standard of 50% should be achievable.

VET studies:

In general, the competency model of assessment associated with most VETiS studies does not lend itself to the expected minimum standard of attainment of 50%.

VCE studies:

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an S for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement.

The Assessment Handbook for each VCE Units 1-4 study contains information for school-based assessments and the examination, providing advice for teachers on how to construct assessment tasks.

A student's level of achievement in any VCE Units 1/2 study is a matter for school decision. Assessment of levels of achievement for these units is not reported to the Victorian Curriculum and Assessment Authority (VCAA). Schools may choose to report levels of achievement using grades, descriptive statements or other indicators. VCAA supervises the assessment of all students undertaking VCE Units 3/4 studies. A student's level of achievement will be determined by School-assessed Coursework, and an end-of-year examination.

The use of the expected minimum standard of attainment of 50% for any assessment task will assist and support teachers in making on-balance judgements regarding the awarding of a Satisfactory (S) or Not Satisfactory (N) unit result by establishing the minimum level of performance required by a student to clearly display the required key knowledge and key skills that underpinning any outcome.

Redeeming VCE Units 1-4 outcomes: submitting further work:

By not meeting the expected minimum standard of attainment of 50% for any assessment task, a student places himself at risk of not meeting the minimum required standard for satisfactory completion. Should this occur, a teacher shall permit or require a student to submit further work, or complete supplementary tasks to meet satisfactory completion requirements of a unit (including work previously submitted).

Students may not submit further tasks for the reconsideration of VCE Units 3/4 School-based Assessment scores.

Students usually complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

Consequences of not meeting the expected minimum standard of attainment of 50%:

Any assessment task that does not meet the expected minimum standard of attainment of 50% will result in the boy needing to redeem the task by re-sitting or completing a supplementary assessment task or activity. This expected minimum standard will apply to all graded assessment tasks from Year 7 through to VCE Units 3/4.

Students can demonstrate the skills and knowledge associated with meeting the expected minimum standard of attainment of 50% in one or more of the following ways:

- Re-sit the assessment task (in its entirety or part thereof)
- Complete an alternative, but comparable, assessment task
- Complete additional topic or concept specific short answer questions
- Be given additional time to complete misunderstood or incomplete responses. This might also include the use of scaffolding strategies or additional prompts (e.g. audio files or key word lists)
- Review of students notes related to the topic or concept being assessed
- Review of formative tasks related to the topic or concept being assessed
- Use of a student's verbal responses during an interview related to the knowledge required to successfully the expected minimum standard of attainment
- Set exercises or questions from a subject text book or other related text resources
- Demonstration of skills related to the knowledge component of the topic or concept being assessed.

Where suitable, or appropriate, the boy might be able to negotiate one or more of the above to demonstrate that he has attained the skills and knowledge associated with the expected minimum standard of attainment specific to each assessment task.

Reporting the result for a redeemed assessment task:

The reporting of the result for a redeemed task will be based on VCAA model. That is, the original percentage result will stand and will be reported on. The redeemed result will be reported on using the Learning Areas section of SIMON.

Follow-up procedures:

Paternal communication and student expectations will be communicated and enforced through the use of the College electronic diary, App4, and SIMON (via the Parent Access Module – PAM).