ASSESSMENT AND REPORTING POLICY

PURPOSE

The purpose of this policy is to outline expectations for the assessment, recording and monitoring of student performance at Greenvale 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 Greenvale 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 Greenvale 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.
- Greenvale 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.
- Greenvale 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 Greenvale Secondary College's Assessment Schedule (Appendix 1).
- Greenvale Secondary College ensures that teachers, parents/carers and students have access to accurate information about student performance.
- Greenvale Secondary College will provide two written reports to parents/guardians per year.

Greenvale 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 (2-year 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.

Greenvale 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 Greenvale 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.

Compass is used to provide links between classroom learning and home through a digital platform.

Within the Department's Framework for Improving Student Outcomes (FISO) 'Curriculum Planning and Assessment' is identified as one of six dimensions that lead to high-impact improvement in student learning outcomes. Greenvale Secondary College has aligned the design and delivery of school-based assessment to FISO.

Assessment Strategies

- Teachers at Greenvale 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 peer assessment, 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.
- Greenvale 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.
- 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.
- 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.

Feedback on Assessment

Teachers use the online learning management system, Compass, 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.

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/Carers

Greenvale 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.

Greenvale 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.

- Greenvale Secondary College will report directly against the Victorian Curriculum achievement standards, including the Victorian Curriculum EAL achievement standards.
- Both student achievement and progress will be included in the report.
- Achievement and progress will be shown along a continuum, including the students 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).
- Greenvale 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.

Informal opportunities for parents/carers to meet with teachers will occur before and after school with all teaching staff being present in their learning community between 8:40am and 3:40pm.

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

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

- included in staff handbook/manual
- discussed at parent information nights/sessions
- hard copy available from school administration upon request.

FURTHER INFORMATION AND RESOURCES

- Curriculum Programs Foundation to 10
- Framework for Improving Student Outcomes
- Reporting Student Achievement and Progress Foundation to 10
- Framework for Improving Student Outcomes (FISO) the Curriculum planning and assessment dimension
- Minimum standards and requirements for school registration
- Understanding, assessing and reporting on English language proficiency
- Victorian Curriculum F-10 EAL reporting resource
- Assessment of Student Achievement and Progress

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

Policy last reviewed	19/07/2022
Consultation	Parent Groups, Staff, RAG
Approved by	Interim School Council
Next scheduled review date	21/07/2024

Updates	
Reviewed	3/06/2022

Greenvale Secondary College Assessment Schedule (Year 7 and 8)

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

Area	Assessment	Focus	Type	C1	C2	C3	C4	C5	C6	C7	C8
EAL (Maths)	DBR		AS, FOR, OF		orange						
	Probability	Refer to Vic Curriculum Achievement Standard 7-8	AS, FOR, OF		orange				green		
	Statistics	Refer to Vic Curriculum Achievement Standard 7-8	AS, FOR, OF		orange				green		
	Algebra		AS, FOR, OF			orange			green		
	Linear		AS, FOR, OF			orange				green	
	Financial		AS, FOR, OF			orange					green
	Measurement	Refer to Vic Curriculum Achievement Standard 7-8	AS, FOR, OF				orange				green
	Problem Solving		AS, FOR, OF				orange				green
	Geometry	Refer to Vic Curriculum Achievement Standard 7-8	AS, FOR, OF				orange	green			
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	orange	orange	orange	orange	green	green	green	green
EAL	Reading and Viewing	Reading Comprehension/Text interpretation	FOR, AS, OF	orange	orange			green	green		
	Language Conventions	Spelling, grammar and punctuation	OF		orange		orange		green		green
	Persuasive Writing	Persuasive Devices	FOR, AS, OF		orange					green	
	Creative Writing	Narratives	FOR, AS, OF				orange	green			
	Reading and Writing Conferences	All strands	FOR, AS, OF	orange	orange	orange	orange	green	green	green	green
	PAT Reading	Reading Comprehension/Text interpretation	OF	orange		orange		green		green	
	NAPLAN	Reading, Writing and Language Conventions	OF		orange						
	Speaking and Listening	Persuasive Devices	FOR, AS, OF		orange				green		green
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF	orange	orange	orange	orange	green	green	green	green
	Teacher Checklists/Rubrics	All Strands	FOR, AS, OF	orange	orange	orange	orange	green	green	green	green
Health and Physical Education	Physical Education Progression Points	All strands	OF	orange	orange	orange	orange	green	green	green	green
	Investigate and apply movement concepts	Movement Skills	AS, OF	orange	orange	orange	orange	green	green	green	green
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF	orange	orange	orange	orange	green	green	green	green
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	orange	orange	orange	orange	green	green	green	green

Subject	Assessment	Strand / Standard	Type	1	2	3	4	5	6	7	8
Language	LOTE Progression Points	All strands	OF	O	O	O	O	G	G	G	G
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF	O	O	O	O	G	G	G	G
	Reading and Comprehension	Text interpretation	FOR, OF		O				G		G
	Writing	Narrative/Persuasive	FOR, AS, OF		O		O		G		G
	Translation	Interpretations	OF			O				G	
	Language Conventions	spelling, grammar and punctuation	OF			O				G	
	Oral Presentation/Dialogue	Language Techniques	OF			O					G
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	O			O	G			G
The Arts Visual Arts	Visual Arts Progression Points	All strands	OF			O				G	
	Evaluation	Analysis of work	OF			O				G	
	Finished Product	Creation of Product	OF			O				G	
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF			O				G	
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF			O				G	
Drama	Performing Arts Progression Points	All strands	OF	O	O			G	G		
	Research, Development and Production	Production Techniques	FOR, AS, OF	O	O			G	G		
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF	O	O			G	G		
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	O	O			G	G		
Science	Science Progression Points	All strands	OF	O				G			
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF	O	O	O	O	G	G	G	G
	Biological Science	Vic Curriculum Achievement Standard (end of Year 8)	FOR, AS, OF			O			G		
	Physical Science	Vic Curriculum Achievement Standard (end of Year 8)	FOR, AS, OF				O				G
	Science Skills	Vic Curriculum Achievement Standard (end of Year 8)	FOR, AS, OF	O				G			
	Earth and Space	Vic Curriculum Achievement Standard (end of Year 8)	FOR, AS, OF	O				G			
	Chemical Science	Vic Curriculum Achievement Standard (end of Year 8)	FOR, AS, OF		O					G	
	Practical	Vic Curriculum Achievement Standard (end of Year 8)	OF		O	O			G	G	
	Science Terminology	Vic Curriculum Achievement Standard (end of Year 8)	FOR, AS, OF	O	O	O	O	G	G	G	G
	Ethics	Vic Curriculum Achievement Standard (end of Year 8)	FOR, AS, OF	O	O	O	O	G	G	G	G
	Light and Sound	Vic Curriculum Achievement Standard (end of Year 8)	FOR, AS, OF					G			
	Geology	Vic Curriculum Achievement Standard (end of Year 8)	FOR, AS, OF						G		
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	O	O	O	O	G	G	G	G

Subject	Assessment	Strand/Focus	Type								
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 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 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					🟩	🟩		
	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	🟧	🟧			🟧	🟧		

	Assessment	Strand(s)	Type								
	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			🟧	🟧			🟩	🟩

Greenvale Secondary College Assessment Schedule (Year 9 and 10)

				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	█	█	█	█	█	█	█	█
	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 Progression Points	Tracking student progress in Mathematics	AS, FOR, OF	█	█	█	█	█	█	█	█
	PAT Numeracy	All strands	OF	█		█		█		█	
	Whole Number	Refer to Vic Curriculum Achievement Standard 9-10	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 9-10	AS, FOR, OF		█				█		
	Statistics	Refer to Vic Curriculum Achievement Standard 9-10	AS, FOR, OF		█				█		
	Algebra		AS, FOR, OF			█			█		
	Linear		AS, FOR, OF			█				█	
	Financial		AS, FOR, OF			█					█

* as need arises ü must do   t below benchmark

Subject	Assessment	Focus	Type
Measurement	Refer to Vic Curriculum Achievement Standard 9-10		AS, FOR, OF
Problem Solving			AS, FOR, OF
Geometry	Refer to Vic Curriculum Achievement Standard 9-10		AS, FOR, OF
Teacher Checklists/Rubrics			FOR, AS, OF

EAL

Assessment	Focus	Type
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

Health and Physical Education

Assessment	Focus	Type
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

Assessment	Focus	Type
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

Assessment	Focus	Type
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

Subject	Assessment	Strand/Focus	Type								
	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 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								
	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 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								

Subject	Assessment	Focus	Type								
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								
	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								
	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								