



Northern School for Autism

"Learning for Life"

ASSESSMENT OF STUDENT ACHIEVEMENT & PROGRESS POLICY

Purpose

To ensure Northern School for Autism is aware of its obligations relating to assessment of student achievement across Foundation to Year 10 and in Senior School Year 11 & 12.

Policy

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Quality assessment forms a foundation upon which:

- teaching can be targeted to student learning needs, thereby maximising the potential for optimal growth in learning
- **informed and consistent teacher judgements** against curriculum standards can be made, which is critical to understanding how well each student is developing as a successful learner, individual and citizen.

Any account of a student's learning and development needs to be rich, robust and comprehensive, which requires that multiple sources of data and evidence are collected and used.

Documentation of assessment usually involves identifying the what, when, how and who of assessment. Documentation may take the form of an assessment schedule, and/or be included in the school's whole-school curriculum plan.

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.

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Implementation

- The school will ensure there is ongoing assessment of each student’s performance, and that this assessment is embedded in the school’s curriculum program.
- The school will assess student performance against the [Victorian Curriculum F-10 achievement standards](#). Assessment information will be formally recorded for every student.
- Student performance will be monitored.
- The school has in place policies and procedures that outline expectations for the assessment, recording and monitoring of student performance.
- We will ensure that teachers, parent/carer(s) and students have access to accurate information about student performance.
- The school will document how we will assess student learning as part of our school-based curriculum program, including formative and summative assessment.
- developing and implementing quality school-based assessment across Foundation to Level 10, including assessment of students for whom English is an additional language.
- NSA will assess Senior School student performance against the VCAA Guidance for Assessment, VPC Assessment, VET &/ or ASDAN program.
- Student Performance and Progress will be communicated to parents &/or carers, see *Reporting Student Achievement and Progress policy*

Department guidance on assessment

Assessment

- Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities
- Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms

Schools are expected to align the design and delivery of school-based assessment to FISO 2.0. Online supports for the Assessment core element are available on the Guidance and Resources tabs of the [Framework for Improving Student Outcomes \(FISO 2.0\)](#) policy.

VCAA guidance on assessment (Senior School)

To support schools to improve their formative assessment practices, the Victorian Curriculum and Assessment Authority (VCAA) has developed a series of online resources:

- [Formative assessment](#) – provides advice to teachers about how to develop formative assessment rubrics and put formative assessments into practice in the classroom
- [Insight Assessment Platform](#) – a collection of online assessment tools aligned to the Victorian Curriculum F–10. The platform supports high quality assessment practices and provides teachers with information they can use to target the learning needs of students as they progress along the continuum.

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- **On Demand** – online adaptive assessments, in English and Mathematics that cover levels 2 to 10 of the Victorian Curriculum, to support teachers identify student learning strengths and weaknesses and assist in forward planning of teaching programs.
- **Education State sample assessment programs** – a set of assessment tasks to support teachers to assess the capability Critical and Creative Thinking.
- **Digital Assessment Library (DAL)** – formative assessments to support teachers to know what students have and have not learnt, identify strengths and weaknesses, and to plan their instructions effectively.

VET Assessment (Senior School)

The VPC can include units of competency from nationally recognised VET qualifications. Training from a nationally recognised VET qualification may contribute towards the VPC through the following recognition arrangements:

- enrolment in a VCAA-approved VCE VET program or a School-based Apprenticeship or Traineeship (SBAT)
- enrolment in any other nationally recognised qualification at Certificate I or above (block credit recognition)
- successful completion of 90 nominal hours of units of competency from a nationally recognised VET qualification at Certificate I level or above provides one unit of credit towards the completion requirements of the VPC.

VET Curriculum must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units. The Assessment for VET will depend on the course requirements. For a VCE VET course with a study score may require a formal end of year examination. For a VET course with a block credit, it may comply with the VPC assessment requirements.

VPC Assessment (Senior School)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 certificate designed to meet the needs of students who require a more individualised and flexible program for their last two years of secondary schooling.

The VPC is not a senior secondary qualification, however, students can use it as a pathway to the VCE, VCE VM, or VET certificates. VPC units, being at AQF Level 1 do not provide credit into the VCE or VCE VM.

A student is awarded the VPC when they have satisfactorily completed 12 units, including a combination of units that meets the VPC minimum requirement.

A VPC unit is satisfactorily completed once all modules within that unit have been completed. Completion of a module is based on the teacher's decision that the student has demonstrated achievement of the learning goal(s) of that module.

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Evidence of achievement of a learning goal must be ascertained through a range of assessment activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of modules. Students should be observed on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is carried out in line with the VPC assessment principles of valid and reliable, fair, flexible and efficient assessment.

The tasks and activities provided to VPC students to demonstrate their achievement of the set of modules as specified in the curriculum design must also comply with the Pillars of Applied Learning, particularly Assessment practice which promote success. The VPC studies are based on an applied learning approach to teaching and assessment.

Teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning goals without disadvantage.

ASDAN PROGRAM (Senior School)

At NSA we offer ASDAN to the year 10, 11 and 12 students as an alternative to the VPC program. ASDAN is a curriculum which supports and promotes our students in preparing them for adulthood. Through our ASDAN curriculum we aim to enable our students to develop their self-confidence in being prepared for life after school, preparing to live independently and becoming valued members of their local community. The activities are designed for students to learn in a variety of settings and contexts, both at school and in the local community.

The ASDAN curriculum allows students of all abilities demonstrate a level of achievement. A student's learning is documented through the development of a portfolio of evidence which is assessed by trained moderators, at school level as well as by ASDAN staff, for the award of an accredited certificate.

Practice principles for excellence in teaching and learning

The [practice principles for excellence in teaching and learning](#) provide additional guidance for school leaders and teachers to deliver the curriculum and engage students, including guidance on the school's approach to assessment. The practice principles support teachers to determine student learning needs and how students can demonstrate their level of understanding.

An essential practice principle regarding assessment to supports schools to improve student achievement and motivation is Practice 6 Rigorous assessment practices and feedback inform teaching and learning. This includes four actions:

- teachers design authentic, fit for purpose assessments to reflect the learning program and objectives
- teachers use assessment data to diagnose student learning needs and plan for learning

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- teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards
- teachers analyse student achievement data to improve their practice.

One essential element to support schools reflect on their school-based assessment is the [Understand assessment design](#) — the what, when and how of assessment. This tool comprises of six elements and supports teachers and leaders to evaluate and improve assessment processes and practices in their schools:

- Understand assessment design
- Assess the knowledge and understanding of your students
- Assess the capabilities and skills of your students
- Assess the attitudes, motivations and dispositions of your students
- How to interpret assessment data
- Understand your impact on student learning growth

When considering assessment of student achievement and progress, effective teachers see formative assessment as an integral part of teaching and learning, for both themselves and their students. Using data and feedback, teachers identify important issues, which drive inquiry and actions. Teachers monitor the impact of their actions and adjust their practice accordingly.

References:

For further advice, guidance and support for assessment practices and processes, or for teaching resources relating to assessment of student achievement and progress, see the Department’s these resources:

<https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy>

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>

<https://www2.education.vic.gov.au/pal/curriculum-programs/policy>

<https://www2.education.vic.gov.au/pal/fiso/policy>

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/dimension1curriculum.aspx>

<https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy>

<https://www.vcaa.vic.edu.au/assessment/f-10assessment/formative-assessment/Pages/default.aspx>

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/evaluateimpactteaching.aspx>

<https://www.vcaa.vic.edu.au/Documents/vet/publications/VETScoredAssessmentGuide.pdf>

<https://www.vcaa.vic.edu.au/administration/vpc-handbook/Pages/index.aspx>

Evaluation

Mandatory for VRQA purposes

School Council Approval No Longer Required

Review

This policy will be reviewed as part of the school’s three-year review cycle or if guidelines change

This policy updated June 2024 and is scheduled for review in June 2027

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