

ASSESSMENT AND REPORTING POLICY



Help for non-English Speakers

If you need help to understand the information in this policy please contact the school administration office.

PURPOSE

The purpose of this policy is to outline expectations for the assessment, recording and monitoring of student performance at Murrum Primary School.

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

The process of assessment and reporting provides accurate, comprehensive, and valuable information about student learning and informs planning and school-based decision making.

A number of performance indicators are used to provide data for analysis and review. This is necessary in order to modify and/or review education progress to optimise all student learning and performance. It is essential that effective and comprehensive monitoring and feedback takes place in order that all students move towards their potential and are individually supported to progress to the next stages of their learning.

Thorough assessment enables teachers to reflect on and modify their practice to suit students' individual needs. It provides an overview of learning across the school and identifies and addresses areas in need of specific focus. Thorough assessment also enables teachers to strengthen and consolidate all aspects of student learning.

At Murrum Primary School:

- teachers assess and monitor student learning and performance accurately and comprehensively against the Victorian Curriculum F-10 (inclusive of levels A-D) achievement standards
- teachers formally record assessment information for every student on school-based collation platforms such as Google Drive and Compass
- teachers and students work in partnership to understand current learning needs, identify gaps and develop strategies to guide future learning
- allied health professionals assess and monitor student progress against individual goals that address areas such as communication, mobility and self-care
- the application of formative and summative assessments is used to improve student learning by accurately determining current performance, as well as areas of future need and development

- there is continuous sharing of assessment information formally and informally with parents and carers/families throughout the school year, including through twice-annual formal reporting
- there is ongoing assessment of each student's performance, and this assessment is embedded in the school's curriculum program
- the Year 1 Phonics Check (which is a mandatory literacy assessment for all Year 1 students in Victorian government schools) will be conducted within the school's specified timeframe
- teachers, parents and carers/families and students have access to accurate information about student performance
- two written reports per year are provided to parents and carers/families per year which provide accurate information about student performance
- teacher judgements for all curriculum areas taught are provided to the Department (via CASES21) each semester.

This policy should be read in conjunction with Murrum Primary School's Assessment Schedule (Appendix 1).

Murrum Primary School teachers accurately assess student achievement against Achievement Standards detailed within the Victorian Curriculum for students enrolled in Years Foundation-6. A Whole School Curriculum Plan has been developed and identifies the Curriculum Area across each band of schooling (2-year period) responsible for teaching and assessing the Victorian Curriculum Standards (F-10). Teaching and Learning Leaders review this document each year and adjust where necessary.

Murrum Primary School 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 Murrum Primary School 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.

A software app, 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 2.0) 'Assessment' is identified as one of 5 core elements that reflect the evidence of what makes the most difference to student outcomes. Murrum Primary School has aligned the design and delivery of school-based assessment to FISO 2.0 through the use of evidence and data to assess student learning growth, attainment and wellbeing capabilities and to design and implement priorities for improvement.

Assessment Strategies

- Teachers at Murrum Primary School apply formative assessment practices (to inform teacher instruction and curriculum planning with a focus on feedback to guide future learning) and summative assessment practices (to determine what the student has learned at the end of a sequence of learning), alongside peer assessment, student self-assessment and reflection.
- Ongoing assessment guides future lessons and learning, and 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 and student-teacher conferences.
- Assessment tasks will be 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.

- Murrum Primary School develops Individual Education Plans (IEPs) for Disability Inclusion students, Koorie students and students in Out of Home care, in consultation with students, parents and carers/families, Student Support Group and relevant agencies.
- IEPs 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 at the end of each semester. The IEP report is completed and shared at the following Student Support Group meeting.
- Teachers assess the achievements of students with disabilities and additional needs in the context of the Victorian Curriculum F-10.
- The English language proficiency of English as an Additional Language (EAL) students is assessed using the Victorian Curriculum F-10 – EAL Curriculum.

Feedback on Assessment

Teachers use the Compass system 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 F-10 Achievement Standards across the school.

Reporting to Parents/Carers

Murrum Primary School 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.

Murrum Primary School provides two written reports to parents and carers/families per year.

The report is written in a format that is easy for parents and carers/families to understand and is accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Murrum Primary School reports directly against the [Victorian Curriculum F-10 Achievement Standards for version 2.0](#), including the [Victorian Curriculum F-10 EAL Achievement Standards](#).
- Both student achievement and progress is included in the report.
- Achievement and progress is shown along a continuum, including the student's current teacher judgment (assigned as a score) for every curriculum area taught over the semester and progress is shown from the last time that curriculum area was reported on.
- A five-point scale is used when reporting on student achievement and progress:

- o 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, is used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- o Murrum Primary School uses either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities are provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- Reports are 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 are made available 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 8.35am - 8.45am and 3.05pm - 3.15pm.

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

Additional reporting considerations for students with a disability and/or additional learning needs

Schools are required to report on the achievement of all students, including those with a disability and/or additional learning needs. Murrum Primary School customises the student reports for students with a disability and/or additional learning needs.

When reporting the achievement and progress for students with a personalised learning and support plan, Murrum Primary School:

- uses the full student report format they have customised or components of it
- chooses a different way of reporting progress that is better suited to the individual student’s needs, ensuring that all curriculum areas taught are reported on.

For students with personalised learning and support planning, learning progress will be reported against curriculum area achievement standards and/or against documented learning expectations as identified in their plan.

COMMUNICATION

This policy is 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 our online staff information portal
- discussed at staff briefings/meetings as required
- included in transition and enrolment packs
- discussed at parent information nights/sessions
- hard copy available from school administration upon request.

FURTHER INFORMATION AND RESOURCES

- [Curriculum Programs Foundation to 10 policy](#)
- [Assessment of Student Achievement and Progress Foundation to 10 policy](#)
- [Reporting Student Achievement and Progress Foundation to 10 policy](#)
- [Framework for Improving Student Outcomes 2.0](#)
- [Victorian Teaching and Learning Model 2.0](#)
- [Minimum standards and requirements for school registration](#)
- [English as an Additional Language – Resources to support teaching EAL](#)
- [Individual Education Plan policy](#)

- [Towards Foundation Victorian Curriculum F-10 Guidelines for Students with Disabilities](#)
- [Students with Disability](#)
- [Abilities Based Learning and Education Support](#)

RELATED POLICIES AND RESOURCES

- Related Policies:
 - Statement of Values and School Philosophy
 - Curriculum and Student Learning Overview

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|---|
| Policy last reviewed | 2 nd July 2025 |
| Approved by | Principal – S. Fleming |
| Next scheduled review date | July 2028 To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3-4 years thereafter. |

APPENDIX 1: ASSESSMENT SCHEDULE

| | | | | * as need arises ✓ must do ◆ below benchmark ● above benchmark | | | | Foundation | | | | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Year 5 | | | | Year 6 | | | |
|--|---|--|-------------|--|----|----|----|------------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|--|--|--|
| Learning Area | Assessment | Purpose | Type | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | | | | |
| English | Teacher Judgements against the VC F-10 standards | Tracking student achievement in English in all three modes (Writing, Reading and Viewing, and Speaking and Listening) | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | | | |
| | Year 1 Phonics Check | Identify phonics skill acquisition and inform planning of programs | FOR, OF | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | |
| | DIBELS (Dynamic Indicators of Basic Early Literacy Skills) | Set of assessments to test acquisition of Literacy skills | For, As | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | Moderation of learning evidence | Tracking student achievement and progress in all strands | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | Little Learners Assessment of Reading Skills | Identify phonics & Reading skill acquisition and inform planning of programs | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | |
| | Little Learners Assessment of Spelling Skills | Identify phonics & spelling skill acquisition and inform planning of programs | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | |
| | The Test of Phonological Awareness for Little Learners Love Literacy (ToPALL) | Identify phonics skill acquisition and inform planning of programs | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
| | Learning Conferences | Includes: Goal setting/monitoring of improvement in the three modes. Running record/oral reading assessment - decoding, fluency and comprehension Comprehension assessment - literal, inferential and evaluative Writing assessment - text structure, vocabulary, expressing and developing ideas, creating texts Speaking and Listening assessment - language variation, interacting, responding to literature | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | Pre- and Post- Common Assessment Tasks | Ongoing short-cycle assessment to track progress in all three modes of English | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | DiSTn (Diagnostic Spelling Test Non-words) | Tracking student progress in the modes of Writing, and Reading and Viewing: Spelling | FOR, AS, OF | | | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | NAPLAN | For tracking progress in Reading, Writing, Language Conventions | OF | | | | | | | | | | | | | ✓ | | | | | | | | ✓ | | | | | | | | | | | |
| | School-selected, standards-referenced proprietary assessment tools (e.g. PAT tests) | Tracking student progress in specific focus areas in the three modes of English | FOR, OF | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | |
| | Digital Assessment Library Assessments | Formative assessment to support curriculum planning and differentiation in the modes of Writing, and Reading and Viewing (Reading Comprehension, Language Skills and Spelling) | FOR | | | | | | | | | | | | ● | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | | | | |
| Diagnostic Assessment Tools in English | Diagnostic assessment to monitor student progress in all three modes | FOR, OF | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | | | | | |

| Learning Area | Assessment | Purpose | Type | Foundation | | | | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Year 5 | | | | Year 6 | | | |
|--|--|---|-------------|------------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 |
| Mathematics | Teacher Judgements against the VC F-10 standards | Tracking student achievement in Mathematics in all three strands (Number and Algebra, Measurement and Geometry, and Statistics and Probability) | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Mathematics Online Interview | Tracking student progress in Mathematics in all three strands. | FOR | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ◆ | | ◆ | | ◆ | | ◆ | | ◆ | | ◆ | |
| | Number Fluency Assessment | Tracking student fluency proficiency in with placevalue and operations. | FOR, AS, OF | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Fractions and Decimals Online Interview | Tracking student progress in the Number and Algebra strand | FOR, AS, OF | | | | | | | | | | | | | | ● | | ● | | ● | | ● | | ✓ | | ✓ | | ✓ | | ✓ |
| | Learning Conferences | Includes: Goal setting/monitoring of improvement | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Pre and Post Common Assessment Tasks | Ongoing short-cycle assessment to track progress in all three strands | FOR, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | NAPLAN | For tracking progress in all strands | OF | | | | | | | | | | | | | ✓ | | | | | | | | ✓ | | | | | | | |
| | School-selected, standards-referenced proprietary assessment tools (e.g. PAT tests) | Tracking student progress in specific focus areas in all strands | FOR, OF | | | | ● | | | | ● | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| | Moderation of learning evidence | Tracking student achievement and progress in all strands | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Digital Assessment Library Assessments | Formative assessment to support curriculum planning and differentiation in all strands | FOR | | | | | | | | | | | | ● | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | |
| The Humanities | Teacher Judgements against the VC F-10 standards | Tracking student achievement in all strands for Geography (F-6), History (F-6), Civics and Citizenship (3-6) and Economics and Business (5-6) | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Pre- and Post- Common Assessment Tasks | Ongoing short-cycle assessment to track student progress in Geography (F-6), History (F-6), Civics and Citizenship (3-6) and Economics and Business (5-6) | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Digital Assessment Library Assessments | Formative assessment to support curriculum planning and differentiation in all strands | FOR | | | | | | | | | | | | ● | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| Health and Physical Education | Teacher Judgements against the VC F-10 standards | Tracking student achievement in both Health Education and Physical Education | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Pre- and Post- Common Assessment Tasks | Ongoing short-cycle assessment to track student progress in Health Education and Physical Education | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Digital Assessment Library Assessments | Formative assessment to support curriculum planning and differentiation in Health Education and Physical Education | FOR | | | | | | | | | | | | ● | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |

| | | | | * as need arises ✓ must do ◆ below benchmark ● above benchmark | | | | Foundation | | | | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Year 5 | | | | Year 6 | | | |
|---------------|---|---|-------------|--|----|----|----|------------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|
| Learning Area | Assessment | Purpose | Type | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 |
| Languages | Teacher Judgements against the VC F-10 standards | Tracking student achievement in (language TBD) | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Pre- and Post- Common Assessment Tasks | Ongoing short-cycle assessment to track student progress in (language TBD) | FOR, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Science | Teacher Judgements against the VC F-10 standards | Tracking student achievement in Science | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Pre- and Post- Common Assessment Tasks | Ongoing short-cycle assessment to track student progress in Science | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Digital Assessment Library Assessments | Formative assessment to support curriculum planning and differentiation in Science | FOR | | | | | | | | | | | | ● | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| The Arts | Teacher Judgements against the VC F-10 standards | Tracking student achievement in the Arts as taught across the two-year band (Dance, Drama, Media Arts, Music, Visual Arts) | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Pre and Post Common Assessment Tasks | Ongoing short-cycle assessment to track student progress in the Arts (Dance, Drama, Media Arts, Music, Visual Arts) | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Technologies | Teacher Judgements against the VC F-10 standards | Tracking student achievement in the Technologies as taught across the two-year band (Design and Technologies, and Digital Technologies) | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Pre and Post Common Assessment Tasks | Ongoing short-cycle assessment to track student progress in the Technologies as taught across the two-year band (Design and Technologies, and Digital Technologies) | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Capabilities | Teacher Judgements against the VC F-10 standards | Tracking student achievement in Capabilities as taught across the two-year band (Personal and Social, Critical and Creative Thinking, Ethical, Intercultural) | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Pre and Post Common Assessment Tasks | Ongoing short-cycle assessment to track student progress in the Capabilities as taught across the two-year band (Personal and Social, Critical and Creative Thinking, Ethical, Intercultural) | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Insight Intercultural Capabilities Digital Assessments | Tracking progress in Intercultural Capability (student-led diagnostic assessment) | FOR | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | |
| | Digital Assessment Library Assessments (Critical and Creative Thinking) | Formative assessment to support curriculum planning and differentiation for Critical and Creative Thinking | FOR | | | | | | | | | | | | ● | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | |

| | | | | * as need arises ✓ must do ◆ below benchmark ● above benchmark | | | | Foundation | | | | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Year 5 | | | | Year 6 | | | |
|-----------------------|--|--|------|--|----|----|----|------------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|--------|----|----|----|
| Learning Area | Assessment | Purpose | Type | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 |
| Additional Assessment | Abilities Based Learning and Education Support (ABLES) | Goal setting/monitoring of improvement in: English (all modes), Mathematics (Number and Algebra, and Measurement and Geometry), Physical Education, Capabilities (Critical and Creative Thinking, and Personal and Social), Digital Literacy | FOR | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | |
| | Reading and Vocabulary assessment for English as an Additional Language students (RVEAL) | Goal setting/monitoring of improvement for EAL students (Years 3-10) in Reading and Vocabulary Skills | FOR | | | | | | | | | | | | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | |