

# Modified Learning Assessment Comments to meet DET Semester 1 Assessment and Reporting Requirements - Remote Learning - Term 2, 2020 (ONLY)



All schools are required to follow set assessment and reporting requirements, formally announced by DET at 4:30pm on Tuesday the 19th of May, during this time of remote learning **only**.

Ref: <https://edugate.eduweb.vic.gov.au/sites/i/Pages/school.aspx#/app/news/detail/3846/>

As a result, BSE acknowledges the hard work and commitment by all staff this term through the ongoing support to our students and also the assessment of knowledge via our Learning Assessments. The college has decided to not increase teacher workload by producing additional comments in Semester reports but instead alter our Learning Assessment comments and use these in our Semester Reports to meet DET requirements. These comments in addition to student reflection comments (5 in total), supported by GA's, will meet our requirements without creating excessive workload. Staff will also be supported through 9 scheduled PLT sessions over Weeks 7-10 in lieu of meetings to allow for collaboration and provide additional time for this to occur.

Please note the following key points:

- GA's will not be required to write comments in reports but will be required to ensure all students have adequately answered 5 student reflection questions. These will be uploaded to students BSE Virtual Dashboard.
- Students will not be placed on the 5-point progression scale. Students will still receive a number based on their level of understanding for the LA in term 2 but this will not be placed on the VC F-10 scale until Semester 2. This will allow additional time for staff to gather evidence to adequately assess students face to face.
- All final LA's will not be made '**Live**' to students and families until Friday the 19th of June to allow additional time for staff to complete comments and support students in providing sufficient evidence.
- VCE, VET, VCAL and EAL reports will remain the same but Assessment tasks will be removed and 'working towards' will be added to provide staff an extension of time in ensuring Outcomes, Competencies and Standards are met.

## Guide for writing student comments on Learning Assessments via BSE virtual for Term 2, 2020 only.

All Student Comments in the final LA for Term 2 must include the following:

- Overview of essential learnings that have occurred in Term 2 during Remote Learning (*Developed by learning teams and the same for each student across the same subjects*)
- Learning Assessment overview and requirements (*Developed by learning teams and the same for each student across the same subjects*)
- Personalised comment, unique to each student covering:
  - What student learning has been demonstrated & achieved
  - Reasons for allocating a student as Exempt, NA or IE (where applicable)
  - How the student has responded to remote learning (staff can use the effort, behaviour & engagement rubric to assist also) (*A range of examples for this comment can be developed by learning teams and then adapted for individual students*)

## Development of Learning Assessment and LA Comments:

Subject team responsibility:	Individual teacher responsibility:
Develop consistent and agreed overview of Essential learning tasks.	Develop a personalised comment, unique to each student.
Develop consistent and agreed overview of Learning Assessment requirements.	Identify within student comment - What student learning has been demonstrated & achieved.
Assist each other with identifying support measures and checking off all requirements in relation to students that may receive an Exempt, NA or IE.	Outline within the student comment - How the student has responded to remote learning and specify reasons for allocating a student as Exempt, NA or IE.

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### Marking of Students as Exempt, Not Assessed or Insufficient Evidence during Remote Learning

**Exempt** = Exempt from completing Learning Assessment

**NA** = Not Assessed

**IE** = Insufficient evidence

Please see below for a full explanation of each of these terms.

### **THESE ASSESSMENT TERMS WILL ONLY APPLY TO A SELECT NUMBER OF STUDENTS**

During remote learning, any student who has been marked as Exempt or NA should have one or more of the following grounds of evidence and consultation with the appropriate YLL must occur:

- Medical certificate provided
- Attendance NIL
- Late student enrolment or student withdrawn/exited from the College
- Student has an alternate learning program, e.g. Base Camp, EAL, attending on a part time basis
- Modifications made and documented on student wellbeing as a contact
- Tasks differentiated at point of need
- Modifications made to essential learnings and / or Learning Assessment

Where students have only completed Learning Assessments upon returning to onsite learning, they will not be eligible for “at standard” assessment marks. NA may also be applied for some areas of a subjects LA’s continuum across all students within a class that have not been covered. This must be noted in students’ comments but does not require a parent phone call where it is consistent across all students.

IE is applied to a student’s learning assessment in the case where they have had reasonable opportunity to demonstrate competence or understanding of a chosen assessment but have not produced sufficient evidence or made any attempt to do so.

No Exempt, NA or IE shall be allocated to any student until the follow steps have been taken:

- Student contacted
- Parent contacted - phone call conversation to ensure situation is explained
- Documented on student wellbeing as a contact
- Teacher spoken to HoC for differentiation subject support **(Can occur during PLT time)**
- Teacher spoken to HA for wellbeing support **(Can occur during PLT time)**
- Approval by YLL in response to teacher’s documentation **(Can occur during PLT time)**
- Differentiated task provided or additional support given **(Can occur during PLT time)**
- Modified program offered **(Can occur during PLT time)**

Where Exempt, NA or IE are applied to a student’s Learning Assessment, this must be reflected in comments written by the subject teacher.

Any student that is marked Exempt, NA or IE will **NOT** receive a score indicating a drop in results.

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## Extract from BSE Learning Assessment Process Overview

### Marking of Students as Exempt, Not Assessed or Insufficient Evidence

When a student attends class for any period of a Learning Assessment but, due to illness or other approved reason, is unable to complete/demonstrate sufficient work that would enable an accurate assessment of their level of achievement/understanding for all of the assessment areas of the rubric the student should be marked as “Exempt” from the Learning Assessment ([tutorial](#)). The student does not need to submit the Learning Assessment or write a student comment; however, the teacher comment needs to clearly explain this.

When a student attends class during the Learning Assessment but, due to an approved reason, is not able to complete/demonstrate sufficient tasks to enable an accurate assessment, the student should be marked as “Not Assessed” for the rubric lines where evidence is not available. Assessment levels of rubric lines for which evidence is available should be assessed as per standard practice. The student must submit the Learning Assessment and must write a student comment. In this case the teacher's comment needs to clearly explain these circumstances.

A student is marked as “Insufficient Evidence” if they have had reasonable opportunity to demonstrate competence or understanding of a chosen assessment but have not produced sufficient evidence or made any attempt to do so. The student’s Learning Assessment must have been through the resubmission process before consideration of this level of achievement can be given. The teacher comment needs to clearly explain the students’ inability to follow this process and the subsequent grade.

A student may be removed from a Learning Assessment if they were not present at any time during the Learning Assessment. Attendance at even a single class must result in the use of “Exempt” with an appropriate comment. This is essential for documentation and accountability purposes, and should be discussed with the relevant ILC. In addition to this a student contact should be created to document this. [Link to the document can be accessed here](#)

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**Note:** During Remote Learning Student Behaviour as assessed in LA's via the drop-down boxes is Not Applicable and has been substituted with Student Engagement. This also supports and meets DET requirements in assessing students against elements of the Personal and Social Capability curriculum. The following Rubric has been developed to support staff in assessing students' level of Effort and Engagement. This will continue to be assessed in the same way via a drop-down box within LA's.

## STUDENT EFFORT, BEHAVIOUR & ENGAGEMENT RUBRIC

	EXCELLENT	VERY GOOD	GOOD	ACCEPTABLE	NEEDS ATTENTION	N/A
	Independently & consistently:	Consistently:	Usually:	On some occasions:	Infrequently & with support:	Is given when:
<b>EFFORT</b>	<ul style="list-style-type: none"> <li>* Remains on task &amp; is focused</li> <li>* Applies effort to all tasks</li> <li>* Completes all elements of set tasks</li> <li>* Adapts to any learning approach</li> <li>* Contributes to class discussions</li> <li>* Is punctual</li> <li>* Starts tasks promptly</li> <li>* Perseveres when they don't succeed</li> </ul>		<ul style="list-style-type: none"> <li>* Ability to listen to and follow directions</li> <li>* Aims for mastery in depth and detail</li> <li>* Seeks and uses teacher feedback/assistance</li> <li>* Self-assesses and edits own work</li> <li>* Has learning tools and is ready to learn</li> <li>* Manages learning time effectively</li> <li>* Submits tasks on time</li> <li>* Refines work to reach the highest standard possible</li> </ul>		<ul style="list-style-type: none"> <li>* Student has low or no attendance in class</li> <li>* Student has been given an exemption on this LA</li> </ul>	
<b>BEHAVIOUR</b>  <b>N/A - NOT USED DURING REMOTE LEARNING IN TERM 2, 2020</b>	<ul style="list-style-type: none"> <li>* Works productively on group tasks</li> <li>* Uses IT responsibly</li> <li>* Positively contributes to discussions</li> <li>* Uses positive language in interactions</li> <li>* Seeks to include everybody</li> <li>* Uses appropriate conflict resolution skills</li> <li>* Copes with change</li> </ul>		<ul style="list-style-type: none"> <li>* Shows empathy for others</li> <li>* Uses humour appropriately</li> <li>* Encourages all team members</li> <li>* Respects property</li> <li>* Reacts to situations reasonably</li> <li>* Reflects a minimal Learning Culture record</li> </ul>			
<b>ENGAGEMENT</b>  <b>INTRODUCED TO REFLECT STUDENT ENGAGEMENT DURING REMOTE LEARNING IN TERM 2, 2020</b>	<ul style="list-style-type: none"> <li>* Engages in remote learning tasks</li> <li>* Actively asked for assistance and clarification</li> <li>* Uses feedback to guide learning</li> <li>* Shows respect, positivity and consideration for others in interactions, particularly via IT</li> <li>* Has shown resilience when faced with adversities</li> <li>* Shows initiative in completing set tasks</li> <li>* Has adapted to the changes in learning</li> <li>* Communicates with teacher as prompted, e.g. via BSE messages WebEx meetings</li> <li>* Is independent with their work habits</li> <li>* Works to practise and improve skills and knowledge</li> </ul>					

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## Semester 1 Student Reports

### May 2020 advice

In recognition that schools have adopted revised teaching and learning plans for Term 2, schools must provide:

- a description of the areas of the Victorian Curriculum F-10 taught
- a succinct descriptive assessment of student learning achievement, based on the Achievement Standards in the Victorian Curriculum F-10 for the subject areas taught
- a comment on how the student has adjusted to the remote and flexible learning environment, with reference to the Personal and Social Capability curriculum.

If sufficient assessment evidence is available, schools can choose to use a five-point scale for relevant subjects (this is optional and not a requirement of reporting this semester).

### Example Statements

Below are examples for Semester 1 F-10 student reporting to reflect these expectations. These are examples only as the Department does not mandate a student reporting format.

#### Example: Description of the areas of the Victorian Curriculum F-10 taught - Mathematics

'In Mathematics, we focussed on representing and ordering numbers up to the tens of thousands. We have also been working on multiplication, telling the time (both digital and analogue), and collecting data and presenting findings in different types of graphs.'

#### Example: A succinct descriptive assessment of student learning achievement, based on the Achievement Standards in the Victorian Curriculum F-10 where there is limited assessment evidence: Mathematics comments

'Christina knows numbers to 10,000 and has been practicing multiplication, especially the 7 times table. She can read both digital and analogue clocks accurately. She also measured the length of each finger in her family and uploaded a bar graph displaying her findings.

The next steps for Christina include working with numbers beyond 10,000, comparing the time between two events and using different types of graphs to represent information.'

#### Example: a comment on how the student adjusted to the remote and flexible learning environment, with reference to the Personal and Social Capability curriculum

'Christina has shown great organisational skills during the transition from on-site to remote learning, writing up a daily schedule incorporating our check-in times and regular breaks. She is keen to contribute in class discussions at school and via WebEx. I congratulate her on her persistence and achievement this semester.'