



BRENTWOOD
SECONDARY COLLEGE



Parent Guide to Assessment & Reporting at Brentwood Secondary College

This guide has been prepared to support parents to understand the Assessment and Reporting practices at Brentwood so that we can work collaboratively to achieve our Vision for Learning for all students.

Brentwood's **Vision for Learning** encapsulates the ethos of the College's collective focus to support the development of all students, in partnership with families, through engagement in opportunities to empower their growth as learners and people.

Vision for Learning

We learn as a **connected community** to grow as **individuals** who are **future ready**

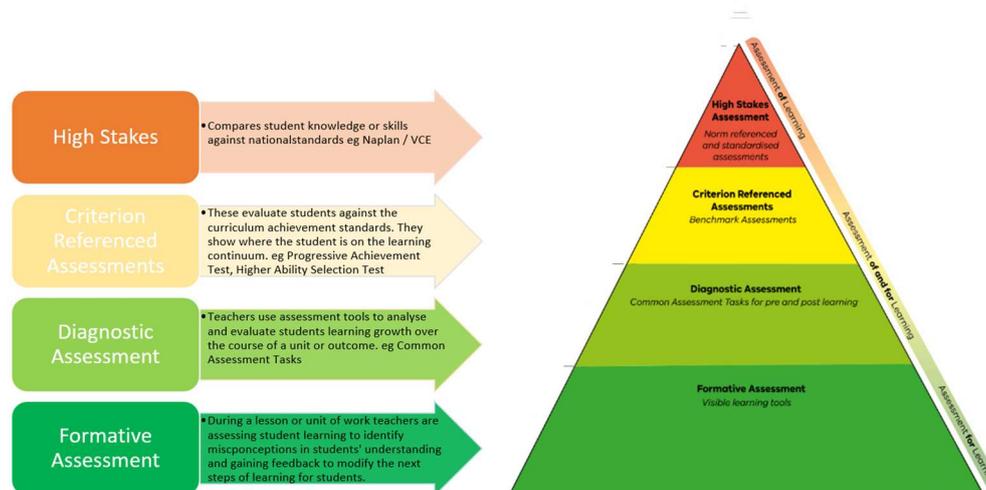
Our accompanying Brentwood **Vision for Assessment** articulates how key elements of the Vision for Learning has implications on the way in which we assess student learning:

- **GROWTH** - focusing on ongoing growth rather than putting caps on student learning. We do this by providing tasks that allow all students the chance to demonstrate this.
- **INDIVIDUALS** - we know that each student is different and brings different skills, knowledge and experiences into the classroom. We aim to personalise the assessment of each students learning and work with them to set challenging learning goals.
- **FUTURE READY** - we embed this in our assessment practices by focusing on the key skills and knowledge students need to be successful both within and beyond the Brentwood community.

The fundamental **purpose of assessment** is to understand which stage of learning students are at, at the time of their assessment. Assessment can be undertaken by comparing students to others of a similar age/year level, or by identifying where students are sitting in comparison to the curriculum achievement standards. Knowing where students are at allows teachers at Brentwood to plan accurately for the next stage of learning on the continuum and allows students to track and take ownership of their learning.

At Brentwood ongoing assessment of student learning is provided through Compass Learning Tasks. In addition to this, formal reports are provided at the end of Semesters 1 and 2 and progress reports are provided at end of Terms 1 and 3, with parents invited to attend Learning Conferences at the beginning of Terms 2 and 4 to discuss their child's progress. Parents are always welcome to seek further feedback from teachers outside of these opportunities.

At Years 7-10, student learning is assessed in a range of ways throughout the academic year as referenced in the diagram below. These assessments are used by teachers to make judgements about learning growth based on the Victorian Curriculum Standards we must report on. These standards are central to the design of all units of work, learning activities and rubrics used for assessment at Brentwood. Students must demonstrate the key skills and knowledge required at each standard over the course of the year, through Common Assessment Tasks (CAT). The grading scale used for these indicates where the student's achievements are relative to the standards for their expected year level.



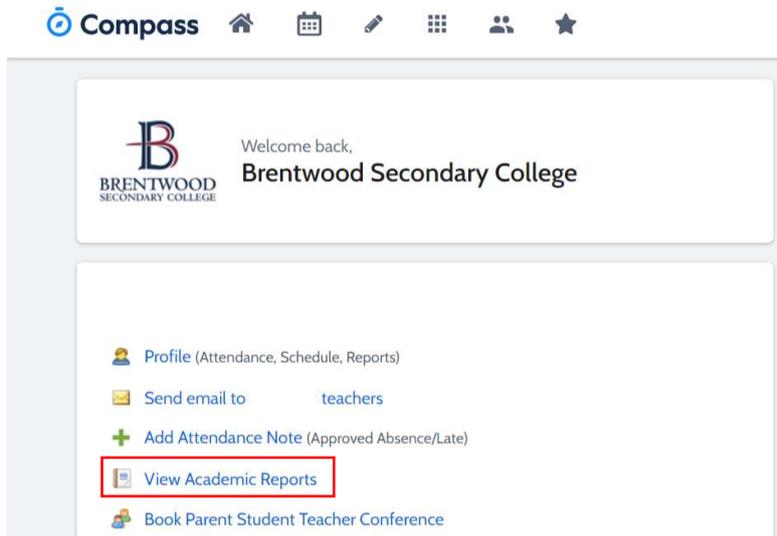
Assessment Pyramid Brentwood Secondary College

Please note students' assessments for VCE, VET & VCAL are aligned with the Victorian Curriculum and Assessment Authority requirements [Learn more here](#)

Accessing Reports

Step 1: Log into your compass account

Step 2: Click on 'View Academic Reports'



Step 3: Progress reports can be viewed by scrolling down to the progress reports section of the reporting page. (Further information on progress reports can be found later in this document).

Step 4: Semester reports can be downloaded from the reporting page. Please click on the report you wish you download and view.

The screenshot shows the 'Reports' section of the Compass dashboard. The navigation bar at the top has tabs for 'Dashboard', 'Schedule', 'Learning Tasks', 'Attendance', 'Reports', 'Analytics', and 'Insights'. The 'Reports' tab is selected. Below the navigation bar, there is a table with the following data:

Reporting Cycle	School
2020 - Semester 2 Reports	Brentwood Secondary College

Brentwood Secondary College Grading Scales

At Brentwood Secondary College we utilise a range of grading scales to report on student growth and achievement.

Year 7-10 Grading Scale: This grading is used across subjects for students in Year 7 to 10.

Year 7-10 Grading Scale	Description
Working Above the Expected Standard	The student has demonstrated that they have developed key skills and knowledge beyond the achievement standards expected of them at their particular year level and curriculum area.
Working At the Expected Standard	The student has demonstrated that they have developed the key skills and knowledge to meet the achievement standards expected of them at their particular year level and curriculum area.
Working Towards the Expected Standard	The student is yet to demonstrate they have developed all of the key skills and knowledge to meet the achievement standards expected of them at their particular year level and curriculum area.

Year 7-10 EAL Grading Scale: This grading is used for students in Year 7 to 10 completing EAL – English as an Additional Language. This grading scale is only used for the EAL subject.

Year 7-10 EAL Grading Scale	Description
Satisfactory	Student has satisfactorily demonstrated the skills and knowledge required for the task.
Not Satisfactory	Student has not satisfactorily demonstrated the skills and knowledge required for the task.

Year 7-10 Individual Education Plans: This grading will be used for students who have been given a modified program as part of an Individual Education Plan (IEP). Parents/Guardians will have been notified if their child has an IEP.

Year 7-10 IEP Grading Scale	Description
Satisfactory	Student has satisfactorily demonstrated the skills and knowledge required for the task.
Not Satisfactory	Student has not satisfactorily demonstrated the skills and knowledge required for the task.

VCE Grading Scale: This grading scale is used for all students completing a VCE subject. This percentage breakdown covers the majority of VCAA subject performance descriptors. In some subjects in which this percentage breakdown does not closely align, some percentages may have been adjusted.

VCE Grading Scale	Percentage Breakdown (as per VCAA Performance Descriptors)
Very High	81 - 100%
High	61 - 80%
Medium	41 - 60%
Low	21 - 40%
Very Low	0 - 21%

VCAL Grading Scale: This grading is used for all students completing a VCAL subject.

VCAL Grading Scale	Description
Satisfactory	Student has satisfactorily demonstrated the skills and knowledge required for the outcome.
Not Satisfactory	Student has not satisfactorily demonstrated the skills and knowledge required for the outcome.
Currently in Progress:	Some VCAL Intermediate outcomes have multiple elements that are required to be satisfied prior to being granted a 'Satisfactory' result, these outcomes will be labelled as 'Currently in Progress' until all elements have been demonstrated.
Not Yet Started:	Some VCAL Intermediate strands run across the whole year, therefore there will be outcomes that are 'Not Yet Started' and will be assessed in Semester 2.

Victorian Curriculum Teacher Judgements

(Victorian Curriculum Rating)

Teacher judgements form the basis of student reporting. Teachers make judgements about the student's level of achievement against the achievement standards and determine scores that accurately reflect where the student is located on a learning continuum for all curriculum areas taught during the reporting period.

SEMESTER 1

Year Level	Victorian Curriculum Level	Well Below the Expected Standard (12 months behind)	Below the Expected Standard (6 months behind)	At the Expected Standard	Above the Expected Standard (6 months ahead)	Well Above the Expected Standard (12 months ahead)
		E	D	C	B	A
7	7	5.5	6	6.5	7	7.5
8	8	6.5	7	7.5	8	8.5
9	9	7.5	8	8.5	9	9.5
10	10	8.5	9	9.5	10	10.5

SEMESTER 2

Year Level	Victorian Curriculum Level	Well Below the Expected Standard (12 months behind)	Below the Expected Standard (6 months behind)	At the Expected Standard	Above the Expected Standard (6 months ahead)	Well Above the Expected Standard (12 months ahead)
		E	D	C	B	A
7	7	6	6.5	7	7.5	8
8	8	7	7.5	8	8.5	9
9	9	8	8.5	9	9.5	10
10	10	9	9.5	10	10.5	11

Sample Victorian Curriculum Teacher Judgement Report

Year 8 student Semester 2

Victorian Curriculum								
	Rating	Level 7	Level 8	Level 9	Level 10	Beyond Level 10		
Capabilities								
Critical and Creative Thinking Capability	B		●	Ⓟ --- ●				
Ethical Capability	B		●	Ⓟ --- ●				
Intercultural Capability	B		Ⓟ --- ●	●				
Personal and Social Capability	B		●	Ⓟ --- ●				
English								
Reading and Viewing	B		●	Ⓟ --- ●				
Speaking and Listening	B		●	Ⓟ --- ●				
Writing	B		●	Ⓟ --- ●				
Health and Physical Education								
Health Education	C		Ⓟ --- ●	●				
Physical Education	C		Ⓟ --- ●	●				
Languages								
German (7-10)	C		Ⓟ --- ●	●				
Mathematics								
Measurement and Geometry	B		●	Ⓟ --- ●	●			
Number and Algebra	B		Ⓟ --- ●	●	●			
Statistics and Probability	B		●	Ⓟ --- ●	●			
Science								
Science	B		●	Ⓟ --- ●				
Technologies								
Design and Technologies	C		●	●				
The Humanities								
Economics and Business	B		●	●				
Geography	B		Ⓟ --- ●	●				
<table border="0"> <tr> <td style="vertical-align: top;"> <p>Ratings</p> <p>A Well above the expected level</p> <p>B Above the expected level</p> <p style="background-color: yellow;">C At the expected level</p> <p>D Below the expected level</p> <p>E Well below the expected level</p> <p>Scale Definition</p> <p>The Victorian Curriculum standard 5 point scale. Ranging from E - A inclusive. Where E is two standard points below the age expected level and A is two standard points above the age expected level.</p> </td> <td style="vertical-align: top;"> <p>Legend</p> <p>Ⓟ Previous result, x months ago</p> <p>● Your child's achievement this semester</p> <p>--- Your child's progress</p> <p style="background-color: yellow;">■ The expected level of achievement</p> </td> </tr> </table>							<p>Ratings</p> <p>A Well above the expected level</p> <p>B Above the expected level</p> <p style="background-color: yellow;">C At the expected level</p> <p>D Below the expected level</p> <p>E Well below the expected level</p> <p>Scale Definition</p> <p>The Victorian Curriculum standard 5 point scale. Ranging from E - A inclusive. Where E is two standard points below the age expected level and A is two standard points above the age expected level.</p>	<p>Legend</p> <p>Ⓟ Previous result, x months ago</p> <p>● Your child's achievement this semester</p> <p>--- Your child's progress</p> <p style="background-color: yellow;">■ The expected level of achievement</p>
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Work Habits

Teachers provide feedback on the learning behaviours of each student using the rubric below:

Work Habits	Consistently Approximately 90% + of the time.	Usually Approximately 70% - 90% of the time.	Sometimes Approximately 50%-70% of the time.	Rarely Approximately 50% or below of the time.
Punctual and Prepared for Learning	Consistently arrives to class promptly after the bell. Books, devices and equipment for the lesson readily available. Focused on lesson's learning intentions and approach to learning is framed in a growth mindset.	Usually arrives to class promptly after the bell. Most books, devices and equipment for the lesson are available. Mostly focused on lesson's learning intentions and approaches most learning in a growth mindset.	Sometimes arrives to class well after the bell. Often arrives without appropriate books, devices and equipment for the lesson. Some focus on lesson's learning intentions and approaches some learning with a growth mindset.	Rarely arrives to class on time. Regularly arrives without appropriate books, devices and equipment for the lesson. Limited focus on lesson's learning intentions and approaches learning with a fixed mindset.
Respects the rights of others to learn	Consistently follows teacher directions. Consistently demonstrates responsibility for helping to create an optimal learning environment by respecting the diverse characteristics and opinions of other members of the class.	Usually follows teacher directions. Usually demonstrates responsibility for helping to create an optimal learning environment by respecting the diverse characteristics and opinions of other members of the class.	Sometimes follows teacher directions without the need for regular reminders. Sometimes demonstrates responsibility for helping to create an optimal learning environment by respecting the diverse characteristics and opinions of other members of the class.	Rarely follows teacher instructions without the need for constant reminders and consequences. Rarely demonstrates responsibility for helping to create an optimal learning environment by respecting the diverse characteristics and opinions of other members of the class.
Collaborates productively	Consistently stays focused and meets responsibilities for the tasks and goals of the group. Respectfully listens, interacts, discusses and contributes to the group. Encourages and supports the efforts of others. Works cooperatively with all members of the class during all collaborative tasks set in the subject. Actively involved in group work and respect the rights and opinions of others.	Usually stays focused and meets responsibilities for the tasks and goals of the group. Respectfully listens, interacts, discusses and contributes to the group most of the time. Usually encourages and supports the efforts of others. Works cooperatively with a majority of the members of the class. The student will complete tasks with the support of others in the class and will have a cooperative work ethic overall.	Sometimes focuses and meets responsibilities for the tasks and goals of the group. Sometimes respectfully listens, interacts, discusses and contributes to the group. Encourages and supports the efforts of others at times. Works well with their peer group but will have difficulty cooperating with other members of the class. May withdraw whilst working in unfamiliar groups, or not complete work or offer opinions or respect opinions of others in such scenarios.	Rarely stays focused and lets others do the work to meet responsibilities for tasks and goals of the group. Rarely respectfully listens, interacts, discusses and contributes to the group. Rarely supports the efforts of the group as a whole. Struggles to work with other members of the class in most scenarios. Quite often they may be disruptive or disengaged in collaborative tasks and will not complete work or offer opinions during these tasks.
Works hard and perseveres	Consistently applies their complete attention and effort to all class tasks, despite the nature of the task or the level of personal difficulty. Consistently perseveres with difficult tasks until they can be achieved to a level reflective of their personal best.	Usually applies their complete attention and effort to all class tasks despite the nature of the task or the level of difficulty. Usually perseveres with difficult tasks but sometimes loses focus when the desired outcome is not readily achieved.	Sometimes applies their complete attention and effort to class tasks, but this is dependent on the nature of the task or the level of difficulty. Sometimes perseveres with difficult tasks but often loses focus when the desired outcome is not readily achieved.	Rarely applies their complete attention and effort to any class tasks, despite the nature of the task or the level of personal difficulty. Rarely perseveres with difficult tasks until they can be achieved to a level reflective of their personal best.
Completes tasks on time	Consistently completes class tasks on time and submits homework on (or before) the due date.	Usually completes class tasks on time. Homework tasks are usually submitted by the due date.	Sometimes completes class tasks on time. Homework tasks are sometimes submitted by the due date.	Rarely completes class tasks on time. Homework tasks are rarely submitted by the due date.

Learning Tasks

The reports will include a summary of the learning tasks completed for each subject during the semester. For more detailed feedback please see the individual learning tasks on Compass.

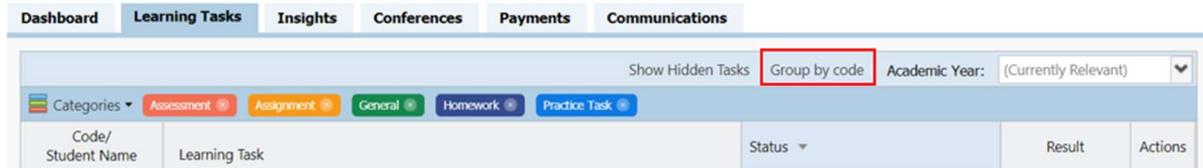
Step 1. Click on the pencil icon.



Step 2. Click on 'Learning Tasks'.



Step 3. Click on 'Group by code' to group learning tasks by subject and class.



Step 4. Click on the task for which you wish to read more detailed feedback.



Step 5. Click on the 'Feedback' tab.



Step 6. In the 'Feedback' tab, you will find the BSC Performance grade, a comment and a rubric, all of which will provide further feedback about student progress and achievement.