



ASSESSMENT & REPORTING POLICY

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Rationale

Assessment at Catholic Regional College Caroline Springs is a fundamental part of the process of learning and teaching. How student work is assessed has a major impact on what is taught and how it is taught. Tasks that are undertaken should reflect outcomes, strengthening the purpose of learning. The learning intentions, precise content and expectations of students' work should be explicitly stated. Assessment should be viewed in the following terms: assessment of learning; assessment for learning and assessment as learning. Therefore, the purpose of assessment is both summative and formative.

The [Victorian Curriculum and Assessment Authority](#) defines formative assessment in the following terms:

'Formative assessment is an integral part of the teaching and learning cycle and is any assessment that is used to improve teaching and learning. Formative assessment enables teachers to identify what a student can currently do and plan the next steps to progress student learning. Articulating the next steps in the learning process also benefits the students, as they have a clear view about their learning progression.'

Formative assessment is any assessment that is used to improve teaching and learning.

For the best results, teachers can work together to interrogate the curriculum and use their professional expertise and knowledge of their students to outline a learning continuum including a rubric of measurable, user-friendly descriptions of skills and knowledge. Once this planning work is completed and there is explicit detail about what progress might look like in their classroom, teachers can draw on this learning continuum and rubric to collect evidence of what students can say, make, write or do and make decisions about what to teach next.

Assessment in a Catholic school uncovers evidence of a learner's journey in both progress and challenge – uncovering their own learning narrative (Foundation Statement: Assessment *Horizons of Hope*)



Assessment

Assessment can be defined as a process concerned with gathering information about student skills and the quality of learning outcomes. A wide range of assessment strategies are implemented in order to provide students, parents and staff with a clear picture of the level of achievement which has been obtained. Our learning management system (SEQTA) provides ongoing gathering, analysing and interpreting data about learners' progress and achievement to improve learning (Victorian Curriculum and Assessment Authority, 2015). Students will be assessed against relevant curriculum learning outcomes with subsequent learning experiences reflecting each student's needs. Good assessment practice will promote excellence in learning.

Our assessment strategies:

- provides students with opportunities to demonstrate their knowledge and skills
- provides teachers with direction for future learning activities and our assessment design is collaborative and focused on growth
- expresses a student's level of achievement of the learning outcomes for that part of the teaching program
- provide continuous opportunities for learners to progress and flourish through providing accurate and forward-focused feedback

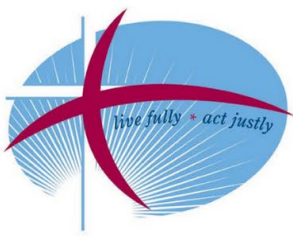
Reporting

The communication of student progress and achievement. Our aim is to communicate to parents/carers clear and comprehensive information. It should be responsive to parents/carers, teachers and students. Reports focus on student progress throughout the Semester, and the College's Personalised Learning Plan (PLP) Reports suggest ways to overcome difficulties and improve academic performance.

Our reporting process focuses positively on student progress and indicates achievement across the Semester and growth across the previous 12 months. The College's Personalised Learning Plan (PLP) sets goals for students with Diverse Learning Needs to work towards throughout the Semester to improve academic performance.

The reporting process at the College will:

- bear in mind the audience of parents/carers and students
- provide clear feedback of the outcomes achieved
- ensure our reports are written in accessible, clear language, avoiding jargon
- be objective about the student's achievements and competencies
- provide detailed written reports at least twice a year and two interim reports per year
- provide the opportunity for Student-Parent-Teacher Interviews twice a year
- incorporate opportunities for parents/carers and student to meet with teachers to review progress
- meet the requirements of various government departments and Melbourne Archdiocese of Catholic Schools.



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Implementation

Assessment Tasks

Each Learning Area at the College is responsible for the development of Assessment Tasks which allow for assessment of learning, assessment for learning and assessment as learning. Learning Area Leaders in conjunction with Course Convenors are responsible for determining the number, type and weight of Assessment Tasks that occur for each subject in each Semester. Each Assessment Task completed during the Semester is graded and reported on the College's Learning Management System, SEQTA, where students and parents/carers are able to access student grades and feedback. Each Assessment Task at the College is accompanied by a rubric, with a five-point grading system, and a marking criteria. For each Assessment Task completed, students are provided with a mark for each Victorian Curriculum Strand assessed, as well as an overall percentage for the task. Each Assessment Task percentage contributes to the Overall Result for the subject on the Semester Report. Teachers are expected to provide feedback on Assessment Tasks, via SEQTA or on the task itself, within three weeks of the task being submitted.

Examinations

Students in Year 8, 9 and 10 are afforded the opportunity to participate in Semester Examinations. Year 8 Examinations are limited to English and Mathematics, with Year 9 Examinations also including Religious Education, Science, Humanities, and Health. Year 10 Examinations are comprised of both core, core elective and breadth elective subjects studied each Semester. Examinations take place in the Hall, and typically consist of 5 of 10 minutes reading time and 60 or 110 minutes writing time. All examinations are classified as an Assessment Task and contribute 30% towards the Overall Result for the subject on the Semester Report. In Year 8 students with diverse learning needs can have adjustments made to the content of the examination, with students in Year 9 and 10 having adjustments made to the delivery of the examination in line with the Special Consideration provisions permitted by the VCAA. Students may be withdrawn from some or all their Semester Exams, with parental consent, if their Senior Secondary and Tertiary Pathway does not require students to undertake a scored VCE.

Reports

The College's Interim and Semester Reports are completed on the College's Learning Management System, SEQTA. For both Interim and Semester Reports, the administrative and setup requirements are completed by the College's Learning & Teaching Team, before being made available to teaching staff. Furthermore, the Learning & Teaching Team provide documented instructions to staff on how to complete both Interim and Semester Reports, alongside staff briefing sessions. For Semester Reports, Learning Area Leaders are responsible for setting up the Learning Area Achievements assessed and Assessment Tasks, completed in the SEQTA Marksbook Report Outcomes, for each subject within their Learning Area.



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Teaching staff are provided time (approximately three weeks) in which to complete the Interim and Semester Reports, before a proof-reading process occurs. Following the correction of any errors, reports are released to parents/carers.

Interim Report Criterion

Students are reported against the following categories, with relevant aspects provided below:

- Demonstrates academic improvement
- Applies effort
 - Attempts all tasks
 - Maintains attention in class
 - Participates in class
 - Cooperates and collaborates in class
- Manages personal learning
 - Brings correct materials to class
 - Organisation
 - Satisfactory completion of set homework, in a timely manner
 - Seeks teacher support as required
- Demonstrates appropriate behaviour
 - Punctuality
 - Works respectfully with peers and teachers

Interim Reports are completed using the numbers 2 to 5 for each category to denote:

2. Rarely
3. Sometimes
4. Usually
5. Always

Student-Parent-Teacher Interviews are acknowledged in the report using either:

- W = Welcomed
- R = Requested

Student late arrivals and absences are also included in the Interim Report.

Semester Report Criterion

For the Semester Report, students are reported against the same categories as the Interim Report noted above. Additionally, students are provided a progression point grade, from Well Below Standard to Well Above Standard for their achievement for each Victorian Curriculum Strand assessed within each subject, alongside a percentage grade for each Assessment Task completed in the subject. The progression point grade, is compared to each student's achievement in the previous Semester Report, as well as the grade expected for a student in that year level at the time of year the report is issued. Furthermore, students are provided an Overall Result for the Semester



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for each subject as a percentage, which is a culmination of each Assessment Task completed throughout the Semester.

Reporting & Assessment Grading Scales and Abbreviations

The College Rubric and Semester Report uses the following grading scales to report student achievement:

- Well Above Standard – Well above the standard expected at this time of year
- Above Standard – Above the standard expected at this time of year
- At Standard Consolidated – At the standard expected at this time of year
- At Standard Emerging – Working towards the standard expected at this time of year
- Below Standard – Below the standard expected at this time of year
- Well Below Standard – Well below the standard expected at this time of year

The College Rubric and Semester Report uses the following abbreviations and percentage scales to report student achievement:

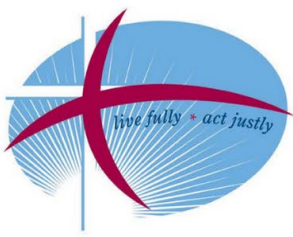
- Well Above Standard – WAS – 100%*
- Above Standard – ABS – 100%*
- At Standard Consolidated – ASC – 70-100%
- At Standard Emerging – ASE – 40-69%
- Below Standard – BLS – 20-39%
- Well Below Standard – WBS – 0-19%

*Well Above Standard and Above Standard are graded at the professional judgement of the teacher based upon the student's level of knowledge demonstrated within the task and illustrated understanding of curriculum one or two years above their current level.

Personalised Learning Plans

For students with Diverse Learning Needs, the College's Learning Diversity Team, in conjunction with teaching staff, develop a Personalised Learning Plan (PLP) for these students each Term. The PLP is used to develop clear goals for students to achieve in each subject alongside strategies for them to achieve these goals. The PLP is designed to allow students to experience success in the classroom, whilst also improving academic performance. The Learning Diversity Team, in conjunction with the student and parent/carer, develop long term goals for the students to work towards achieving during the Semester.

The classroom teacher, in consultation with the student, develops two short term goals to achieve during each Term. At the end of each Term, the classroom teacher assesses each of the long and short-term goals for the PLP and provides any relevant comments and/or feedback in relation to the achievement of each goal. At the end of each Term, the PLP is made available to both students and parents/carers at the same time as the Semester Report is released.



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References

Catholic Education Commission of Victoria, (2023). *Guidelines to the minimum standards for school registration and other state and commonwealth requirements for Victorian Catholic Schools*, Catholic Education Commission of Victoria: Melbourne.

Victorian and Curriculum Assessment Authority, (2023). *Victorian Curriculum F-10: Revised curriculum planning and reporting guidelines*, Victorian and Curriculum Assessment Authority: Melbourne.