



CATHOLIC REGIONAL COLLEGE  
CAROLINE SPRINGS

# Assessment & Reporting Policy

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# **Catholic Regional College Caroline Springs Assessment & Reporting Policy**



## **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, so strengthening the purpose of learning. The 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. 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.'

## **Foundation Statement: Assessment *Horizons of Hope***



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 can be defined as:**



A process concerned with gathering information about student skills and the quality of learning outcomes. The focus is not only what has been achieved by students but also how they have gone about their learning and how that knowledge can assist a student with future learning (VCAA). Good assessment practice will promote excellence in learning.

## Assessment



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, analyzing 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.

### **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 can be defined as:**



The communication of student progress and achievement. Our aim is to communicate to parents clear and comprehensive information. It should be responsive to parents, 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.

## Reporting



Our reporting process focuses positively on student progress and indicates ways in which a student is able to improve performance and overcome difficulties. The College reports are designed to clearly communicate to parents/carers comprehensive information regarding a student's progress and achievement.

### **The reporting process at the College will:**

- bear in mind the audience of parents 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, including personal and social development
- provide detailed written reports at least twice a year and two interim reports per year
- provide the opportunity for Student-Parent-Teacher interviews three times a year
- incorporate opportunities for parents/carers and student to meet with teachers to review progress
- meet the requirements of various government departments and Catholic Education Melbourne.

## **Assessment & Reporting Policy 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.

### **Construction of 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 entering the Learning Area Achievements assessed and Assessment Tasks completed in the SEQTA Marksbook Report Outcomes for each subject within their Learning Area.

Teaching staff are provided at least three-weeks in which to complete the Interim and Semester Reports, before a proof-reading session occurs. Following the correction of any errors identified during the proof-reading session by teaching staff, reports are released to parents/carers on the last day of each Term.

## **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

For the Pastoral Care Interim Report, the column reading *Demonstrates academic improvement* is interpreted as: '*Demonstrates Personal Growth*'.

Interim Reports are completed using the numbers 1 to 5 for each category to denote:

1. Not Applicable
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 for each subject as a score out of 100, 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 Semester. 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 Semester, the PLP is made to both students and parents/carers at the same time as the Semester Report is released.

## References



Catholic Education Commission of Victoria, (2018). *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, (2015). *Victorian Curriculum F-10: Revised curriculum planning and reporting guidelines*, Victorian and Curriculum Assessment Authority: Melbourne.