



ACADEMY COLLEGE POLICY

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ASSESSMENT AND REPORTING POLICY

“Assessment in a Catholic school focuses on growth across religious, physical, cognitive, social and emotional domains. This multi-dimensional approach to growth respects the sacred dignity of the learners and engenders a feeling of being valued and understood.”

(Horizons of Hope, “Assessment. 2017, p4)

The primary **purpose of assessment** is to improve student learning. Through the ongoing process of gathering evidence of learning, teachers are positioned to understand each learner’s strengths and challenges and support growth along a learning continuum. The use of this evidence informs teaching choices, including strategies, levels of adjustment, as well as the amount of and rate of learning to help each student flourish.

Reporting formalises this process by clearly communicating to students and their parents where a student is situated along a learning continuum at the end of a specified period of schooling.

This information, along with ongoing assessment and feedback, plays a crucial role in enhancing learner agency and student capacity to understand their performance in relation to their own learning goals and that of their peers.

Definitions

Assessment is the ongoing process of gathering, analysing and interpreting data about learners’ progress and achievement to improve learning” (Victorian Curriculum and Assessment Authority 2015)

We understand assessment to mean: assessment for learning (formative assessment); assessment of learning (summative assessment) and assessment as learning (the process by which students reflect on their own learning).

Formative assessment encompasses all activities undertaken by teachers, and or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (Black and Wiliam 1998a, p. 7). Some of these tasks will be common to all classes, others will be used by individual teachers depending on their own teaching and student needs.

Summative assessments evaluate student learning at the end of instructional unit, comparing it to a standard or benchmark

Student Evaluation and Reflection. Students are encouraged to reflect on and monitor their progress to inform their future learning goals

Common Assessment Tasks are those that are applied across a year level

Differentiated assessment recognises and respects the varied ways that students might show what they know, making provision for students’ differing levels of thinking, readiness, skills and/or ability

Statement of Purpose

The Assessment and Reporting Policy seeks to:

- promote shared understandings about assessment and reporting
- provide consistency of approach
- identify high standards of professional practice
- establish consistent guidelines for procedures and routines

Guiding Principles

At Academy assessment and reporting is underpinned by the following principles:

- assessment is an integral part of the teaching and learning cycle and
 - identifies opportunities for further learning
 - describes student achievement
 - articulates and maintains standards
 - provides the basis for the award of a certificate (VCE)
- formative assessment is crucial in informing teacher practice (assessment for learning)
- effective feedback is often linked to explicit learning intentions and or the provision of success criteria
- quality feedback is constructive and growth oriented, uses descriptive language, and, where possible, includes feedforward ensuring that all students continue to improve along a learning continuum
- assessment and feedback must be relevant and timely, providing students with opportunities to reflect on this feedback with a view to informing their future learning goals
- valid, consistent and fair judgements require that educators regularly work collaboratively in moderating student work
- rich learning evidence includes student conversations, the use of student learning journals, peer assessment, observations and or standardised tests
- assessment design should reflect students' proximal development and reflect developmentally appropriate content (Griffin and Care, 2009)
- effective learners take responsibility for and ownership of their learning and consequently should have regular scheduled opportunities for goal setting and reflecting on their learning (assessment as learning)
- assessment instruments should assess learning that is within the scope of a unit of work or study design

Procedures

In consistently reviewing and developing assessment and reporting practices, it is expected that teachers will adopt the following protocols:

Assessment Practices

At the College assessment is enacted through:

- formative and summative assessment tasks that are designed in advance, documented and are linked to learning understandings and overarching goals as documented in UBD curriculum unit planners (Years 7-10) and conducted according to the curriculum content of each study design and related VCAA documents (Years 11 -12)
 - Each Learning Area will conduct summative assessment that is common to all classes throughout the year (Common Assessment Tasks)
 - At least 4 Common Assessment Tasks will be completed in each semester in Learning Areas where 8/9 lessons per cycle occur
 - At least 2-3 Common Assessment Tasks are completed each semester in Learning Areas where there are fewer than 6 lessons per cycle (the number of assessments depends on the Learning Area curriculum)

Where students are undertaking the Synergy program, the above guidelines in relation to the number of assessments may not apply

- a culture of inclusive practice. Assessments must accommodate diverse learning needs and be respectful of multiple learning entry points. This means where appropriate, curriculum, instructional practices or assessment will be modified. This modification needs to be communicated to both parents and students and written permission obtained from the family. (Years 7 – 10)
 - For Years 7 - 10, where students have received a form of differentiation as part of their assessment tasks (for example extra time) this will be mentioned in the comment section of the online report
- the implementation of summative assessment tasks where:
 - the criteria clearly reflect the content and skills being taught
 - students know from the outset of the unit what is expected. This includes the provision of:
 - Task descriptions at the commencement of the unit of work or early into the unit
 - Rubrics or criteria sheets which clearly identify expectations (written using the meta-language of subject and supported with language which is accessible to students)
 - High Quality Exemplars (where appropriate)
 - written feedback/comments which are
 - constructive, descriptive and targeted and are provided within 14 calendar days of submission of the task, where possible
 - focused on specific strengths and areas needing improvement
- the regular use of formative assessment:
 - pre-assessments are implemented/referred to as standard practice (these pre-assessments can include ACER testing where applicable)
 - Learning Areas implement formative assessment prior to final summative piece and schedule this into the school assessment map
 - student voice and choice is promoted and students have varied opportunities to best demonstrate their understandings (Years 7-10)
 - Learning Areas determine formative assessment task which best reflect content demands
 - i.e. Provision of high quality exemplars or provision of worked samples
 - i.e. Targeting one key focus such as the introductory paragraph
- regular benchmarking and/or moderation of student work
 - Learning Areas should aim to benchmark / moderate at least one Common Assessment Task per semester
 - PROCESS: Convening teams arrange for a high/medium and low to be distributed and individually marked by all teachers, using the common rubric (at least two pieces)
 - teachers then meet to discuss and agree on the agreed grades
 - this understanding is then used as a guide for marking/moderation of the task
 - samples and minutes kept for future reference
- building partnerships with parents through regular dialogue, documentation of meetings via the school, 'Record of Communication' templates and communication with Wellbeing Leaders. In addressing areas of concern (e.g. student achieves a D grade or below; work is not submitted or is late; pattern of poor behaviour) the following procedure are to be adopted:
 - Discuss the issue with the student
 - Where appropriate contact is made with the parent via email or phone call (see template in SIMON)
 - *if a student has more than 3 notifications that have gone out in SIMON in a term, refer to Wellbeing Leader & Deputy Principal Learning and Teaching prior to taking further action*
 - Ensure, where appropriate, Wellbeing Leader is notified

- Where appropriate an academic detention is issued by the teacher
- When a student receives a UG, teachers are required to phone home to notify the parent

Such communication should also be undertaken to celebrate student achievement.

- teachers at each VCE study collaboratively determining the assessment tasks to be used at Units 1 and 2. (In Units 3 and 4, specified assessment tasks are set in accordance with VCAA requirements.)

Reporting

At the College reporting is enacted through:

- communicating student achievement at specified periods in the year where formalised written reports are made available to parents and guardians. Apart from Year 9, the following assessment timelines will apply.
 - Term One – Interim Report
 - Term Two – Semester One Report
 - Term Four – Semester Two Report (Years 7 – 11)
- reporting student performance against the Victorian Curriculum or other standards framework
- individual Learning Areas will determine the nature of online reporting within each subject and across year levels. This may involve reporting on student progress using evidence from a specific assessment task or from a range of tasks throughout the semester. Consistent practices are to be maintained across classes in all year levels and within a Learning Area
- tasks for the semester will be visible in SIMON at the commencement of the Semester
- the use of a consistent 5point scale (A+E) for reporting
- a report format which shows student achievement and where students are positioned in relation to expected standards
- provision of descriptive reports for students who are typically at least two years below expected standard within a particular learning area
- access to the reporting system Parent Access Module (PAM) which allows students and parents to have access to grades, associated comments, criteria sheets and/or rubrics
- an invitation to parents and guardians to discuss their child's progress at any time through the year, but specifically during the two scheduled Parent Teacher Interview Sessions
- Learning Leaders and their teams ensuring that reporting formats accurately incorporate Australian Government Standards
- assessment and reporting procedures which are reviewed annually and this evaluation is incorporated as a regular part of the yearly Learning Leaders' Meeting Schedule post the reporting period

Reports

Reports for Years 7 - 12 will include the following information:

- Mentor Group Report
- Attendance
- Work habits (Effort / Class Behaviour)
- Summary of achievements in assessment tasks over the semester
- Victorian Capabilities in reports for Years 7 - 10
- Descriptive reports may be used when curriculum has been modified or a modified common assessment task has been incorporated.

Grade Scale

An A+ to UG Grade Scale is used in Years 7 - 12. This scale is familiar to parents and is published on the report for student and parent reference.

General Characteristics for Grade Scale

(This is a guide only - not all will be necessary or relevant to every assessment task)

Grade	Performance Level	Percentage Equivalent	Descriptor
A+	Outstanding	90 - 100	Demonstrates extensive knowledge and understanding of concepts taught Can apply and transfer knowledge, skills and understandings that go beyond what was taught during the topic Demonstrates a high level of sophistication or level of originality Are able to theorise, predict and/or hypothesise
A	Excellent	80 - 89	Demonstrates a thorough knowledge and understanding of content and can apply skills with a high degree of competency Are able to inquire, problem solve and construct meaning Makes connections
B+	Very High	75 - 79	Demonstrates a detailed knowledge and understanding of the main content and can apply skills in many aspects of the task Responds to criteria appropriately Demonstrates an ability to recall or use concepts, formulae or processes Synthesize knowledge to construct meaning
B	High	70 - 74	
C+	Sound	65 - 69	Demonstrates a satisfactory understanding of the content and a developing ability to apply the skill related to the task, albeit inconsistently
C	Competent	60 - 64	
D+	Developing	55 - 59	Demonstrates a basic knowledge of the content, concepts or skills Makes simple connections in learning D grade - parents will be contacted to discuss learning progress
D	Basic	50 - 54	
E+	Limited	45 - 49	Demonstrates a limited knowledge of content, concepts Incorrect, incomplete responses to the task Assessment at this level may indicate student needs additional support. Parents will be contacted to discuss learning progress
E		40 - 44	
Not Yet Achieved		0 - 39	The student has not received a grade for this task because they have not yet demonstrated a sufficient level of knowledge, understanding or skill in the task
UG			This grade will be used when a student needs to proceed through administrative processes (plagiarism etc)

NGL	0	Due to late submission, this work was not graded
NA	0	College Approved Absence for the task
NS	0	The student failed to submit the task

Examinations

Years 10 – 11

Students in Years 10 and 11 complete examinations in June and November. The examinations are conducted in the Dillon Centre and in surrounding classrooms.

The examination period dates are included in the College's calendar.

Protocols and procedures for the conduct of the examinations will be communicated to students and parents prior to the examination period each semester and the timeline for examinations each semester will be published in the weeks prior.

Examinations will be rescheduled in the event that a student has a clash of two exams, VET commitments or school commitments. The rescheduled examination time will be negotiated between the Learning Administration Leader at the student.

Examinations will not be rescheduled due to illness or extended absence and the end of semester report will show NS for the examination. Students will be able to complete the exam in their own time and receive feedback from their teacher.

Subject teachers and convenor teams are responsible for the construction of the exam (in consultation with Learning Leaders).

Examinations will consist of 15 minutes reading time and 90-120 minutes writing time.

VCE Unit 3 & 4

Mid Year Trial Exams

All Learning Areas are encouraged to run a mid year trial exam at the end of Unit 3.

End of Year Trial Exams for Year 12

All students will include end of year trial exams. These will occur in the last week of the September holidays. The timetable for these exams will be published at the beginning of September.

Related Documents

Catholic Education Melbourne, 2016, Horizons of Hope: Foundation Statement: Assessment in a Catholic School, Catholic Education, Melbourne.

Griffin P. & Care E., 2009, Assessment is for Teaching and Independence, 34 (2), 57-59 accessed 10 December 2017, http://www.arc-ots.com/alp/resources/M1_reading.pdf.

VCCA, 2009, VCE Assessment Principles, accessed 1 May 2017,

<http://www.vcaa.vic.edu.au/searchcentre/pages/results.aspx?k=assessment%20principles>

VCCA, 2015, Victorian Curriculum F-10 Revised curriculum planning and reporting guidelines, Victorian Curriculum and Assessment Authority, Melbourne.

William D., 2011, Embedded Formative Assessment, Solution Tree Press, Bloomington.

Version	Author	Description of Changes	Release Date	Review Date
1.0	Fiona Lennon /Paul Finneran	New Policy	January 2021	December 2021
1.1	Andrew Baker/Fiona Lennon	Minor language changes	December 2021	December 2023
	Andrew Baker	No changes	December 2023	December 2025