

Catholic Regional College St Albans

Assessment and Reporting Procedures



Catholic Regional College St Albans is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

This section sets out the steps that are taken at Catholic Regional College St Albans to adhere to the rules of the policy and achieve the policy purpose.

Assessment

Assessment is integral to the Teaching and Learning Cycle. It is the ongoing process of gathering, analysing, interpreting and using data to form judgments about a learner's understanding of the content, language, concepts and skills of a learning area and what they need to do to succeed. Teachers use assessment data to inform and modify their practice and to help learners to advance and make progress in their learning.

Purpose of Assessment

A range of assessment tools and practices is used to enable improved student learning. This involves diagnostic, formative and summative assessment.

Assessment:

- serves as a developmental activity aimed at improving student learning;
- enables teachers to understand what knowledge, skills and concepts the learners can demonstrate and what they have misunderstood or not yet mastered;
- provides useful information about where individuals are in their learning and informs teachers in planning and delivering progressive learning opportunities;
- provides useful information to report on student achievement and progress made against the standards, and
- assists teachers to reflect on practice, and plan and evaluate teaching and learning programs.

Guidelines for Assessment

Assessment promotes further learning and achievement when the teacher works collaboratively with the learner, the learner's family and colleagues to plan the learning program.

Regular and effective feedback allows students to refine and further develop their skills and knowledge, and celebrate success. The effectiveness of the process depends on the learner being able to answer three questions:

- *Where am I going?*
- *How am I doing?*
- *Where to next?*

The learner should know the purpose of a task, what is expected and how the task will be assessed. A rubric or set of criteria for evaluating learner performance needs to be provided to develop *assessment capable learners* and assist students to take responsibility for their learning.

The learner knows that work must be their own and that any sources used in preparing for, and completing an assessment task need to be acknowledged. The learner also understands the consequences for plagiarism and that they need to be able to show that the work is their own.

Assessment capable learners:

- understand the learning intentions;
- know what they are learning and can plan next steps with teacher or peer;
- can self and peer assess against success criteria and give feedback, and
- can track their progress using rubrics.

Assessment Practices

Assessment practices need to:

- be valid, equitable and transparent, and reflect the aims of the curriculum, and
- enable authentication of work

Assessment should:

- be an integral component of course design, based on clear statements of goals for the course (big ideas/essential questions), standards which students are expected to achieve and the criteria against which success is measured;
- be ongoing, formal and informal, formative and summative;
- be reliable and consistent;
- be moderated across classes and teachers within the learning area;
- be based on an understanding of how students learn and the developmental continuum;
- take into consideration the learner's current level of readiness, building upon what has already been experienced, learned and developed;
- take into consideration the process of learning as well as the outcomes, and
- build positive attitudes and self-confidence by assisting students to see what they have achieved and the progress they are making

Assessment provides opportunities for:

- learners to demonstrate their level of proficiency;
- the celebration of student achievement;
- students to take responsibility for their learning;
- reflection upon and monitoring of their performance through meaningful feedback, and self and peer assessment.

Breaches in rules for assessment will result in appropriate consequences. Decisions need to be made in consultation with the Deputy Principal and may include:

- A verbal or written warning
- One or more detention/s to complete an assessment piece independently.

Under certain circumstances, part of an assessment task which does not infringe rules may be accepted and assessed.

Reporting

Purpose of Reporting

The purpose of reporting is to communicate what students are able to do and how well they are progressing. Reports summarize the learning that has taken place and *where* a student is on a learning continuum at the end of a specified period of schooling based on the assessment information gathered through a range of methods.

Reports:

- describe the level of student progress against the standards in each learning area;
- provide feedback to students and parents;
- indicate areas for improvement and ways to work on these;
- indicate strengths and areas where learning can be extended;
- assist in planning for future learning;
- allow for recognition of student achievement and effort;
- allow parents to participate in the learning process of their son / daughter.

Forms of Reporting

Reporting procedures may be both formal and informal. These include:

- Written Reports which are completed twice a year, at the end of each semester. These reports primarily provide information for parents and students but may also be used to outline a student's ability and needs to subsequent teachers, within the school, at Sydenham or at other schools, or to provide information to prospective employers.
- Parent / Teacher / Student Interviews which take place twice a year, at the end of term one and early term three.
- Rubrics for assessment tasks with criteria for assessment and descriptions of different levels of achievement for each criteria. These are accessed through the Parent Access Module on SIMON.
- Meetings, interviews or conversations that take place at the request of parents, teachers or students.
- Informal feedback such as comments on work, discussion with students regarding their work, peer assessment, student self assessment.

Format of written reports

Formal written reports are completed on SIMON and consist of three main sections: Progress against the Standards, Work Habits and Comments on what needs to be done for further improvement.

Progress against the Standards

The following five-point scale is used to indicate student achievement against the Standards within each learning area.

Well Above Standard:	The student has demonstrated achievement well above that expected at the time i.e. at least 18 months ahead
Above Standard:	The student has demonstrated achievement above that expected at the time i.e. at least 6 months ahead
At Standard:	The student has achieved the expected standard
Below Standard:	The student has demonstrated achievement below that expected at the time i.e. 12 months behind
Well Below Standard:	The student has demonstrated achievement well below that expected at the time i.e. at least 18 months behind

Report Indicators for Work Habits

Work habits describe how students approach their learning; particularly their skills in organization, their willingness to participate, completion of work and homework, and how they interact with others in the learning situation. These are reported on a 5-point scale: Excellent, Very Good, Good, Satisfactory and Needs Attention

Comments

In this section of the report the teacher makes suggestions for improvement and future learning based on the assessment given.

Reports for students with additional learning needs

For students with additional learning needs where teachers are following a Personal Learning Plan, a modified report reflecting the learning goals set at the Pupil Support Group (PSG) meeting is used. The Learning Diversity Team communicates the reporting requirements to the respective teachers following the PSG decisions.

Reports for students with English as an Additional Language

The progress of an English as an Additional Language (EAL) student learning English are reported against the stages of the EAL Developmental Continuum rather than the levels of the English Standards.

Reports for students in special circumstances

In a limited number of circumstances, where a judgement against the standard(s) in a curriculum area(s) cannot be accurately made because a student did not participate in the ... subject(s) in which a curriculum area(s) was taught as part of the 'standard' or mainstream learning program... the use of special circumstance reporting is permitted (CECV, 2019, p. 14). There are five special circumstances:

- **Exemption from a Curriculum Area**, where a Student with a Disability or a New Arrival participates in intervention literacy or intensive English instead of a curriculum area like Languages during the reporting period.
- **Late Enrolment**, where the student was enrolled in the school towards or at the end of the reporting period
- **School Refusal**, where the student refused to attend school and engage with a student absence learning plan during the reporting period
- **Serious Illness**, where the student was seriously ill during the reporting period
- **Unapproved Extended Family Holiday**, where the student was on an unapproved extended family holiday and did not engage with a student absence learning plan during the reporting period

Special circumstance reporting may only be employed through consultation with the Deputy Principal (Learning & Teaching or Pastoral Care). Judgements must still be recorded through SIMON reports.

Responsibility for reports and staffing changes

When an allotment change occurs or a teacher goes on leave for the greater part of the term or semester unit, then it is the responsibility of the replacement teacher to complete reports. However, the teacher who is going on leave or changing allotment must provide the replacement teacher with assessment information for the units / outcomes already covered.

Where reports are already available on SIMON, the teacher will be required to enter results for the units / outcomes already taught and also provide a hard copy to the replacement teacher.

Definitions

Diagnostic assessment is directed and targeted formative assessment. Diagnostic assessment identifies the particular elements of understanding that need development. It enables the practitioner to develop a learning program directed at meeting specific individual learning needs.

Formative assessment is integrated with the teaching and learning process. It is all the assessments made by teachers, learners and peers that provide information about learner progress and achievement and is used by teachers to inform adjustments to the learning program to better meet the learner's needs.

Summative assessment is used at the end of a unit of work or learning activity to determine learner achievement against achievement standards at a point in time. Summative assessment can be used formatively to inform planning of the next steps in a whole group or individual learning program.

Ongoing assessment is the integration of learning, performance, assessment and feedback in a cycle that promotes excellent progress along the learning continuum. Frequent assessment and feedback to learners improves motivation and engagement in learning and enhances learning achievement.

Feedback is the communication about learning to a learner or teacher. Effective feedback to a learner is specific and constructive. It identifies strengths in the learner's work, highlights important areas to be developed and offers strategies for developing them. Learners provide feedback to a teacher through

interactions such as the questions they ask, the answers they give to questions, discussion and the work they submit. This feedback enables the teacher to reflect on their practice and make changes to improve learner progress and achievement.

Peer feedback involves learners in the process of providing feedback on another's work. Learners discuss the extent to which each other's work meets the success criteria and learning outcomes established by the class at the start of the learning process. For peer feedback to be effective and positive there needs to be an atmosphere of support and trust within the classroom.

Self-assessment encourages the learner to take ownership of their learning; they evaluate their progress or achievement and make adjustments to their learning strategies to improve their learning. The learner assesses their own progress against the learning criteria and success criteria.

Rubric -describes the quality expected in a learner's response to a task. It may be the success criteria or an elaboration of the success criteria. A rubric is made known to the learners before they attempt a task and is discussed and may be negotiated to ensure learner understanding of the task requirements and to encourage learner ownership of their learning. A rubric provides the standard against which learners can evaluate and reflect on their performance and either continue with their learning strategies or modify them to improve their performance. It ensures assessment is transparent and fair.

Success criteria describe how learners will know when they have met a learning intention. Success criteria are made known to learners with the learning intention to ensure they understand the criteria by which the practitioner will assess their work and make judgments about their learning. Involving learners in the development of success criteria encourages them to take ownership of their learning and to self-evaluate as they work.

Moderation is a process whereby teachers develop a shared understanding of what achievement of the standard at a particular level looks like and then compare individual teacher assessments to either confirm or adjust them. The aim is to ensure teacher assessments are consistent and comparable.

Learning goal - used to distinguish the overarching aims of a unit of work or subject from the specific learning intention.

Learning intention - a description of what learners are expected to know, understand and do by the end of a lesson, unit of work or program. During the learning process, learning intentions may be modified according to the learning achievement demonstrated by learners. If developed in collaboration with the learners, they are more likely to take ownership of their learning. Learning intentions are expressed in language students can understand.

Plagiarism - the unacknowledged use of another's words and ideas. Direct quotations must be accurately cited through in-text and end-text referencing. Writing another's ideas in a student's own words and/or changing the order of the clauses and/or words is an act of plagiarism unless the author of the original is accurately cited. (VCAA, n.d.)

References

Catholic Education Commission of Victoria Ltd (CECV) 2019, *Reporting student progress and achievement – 2019 Revised Guidelines for Victorian Catholic Schools*.

Terminology as defined by the Victorian Curriculum and Assessment Authority (VCAA) on Insight Assessment Portal

Victorian Curriculum and Assessment Authority (VCAA). Insight Assessment Portal. (n.d.). Retrieved February 23, 2016, from <http://www.insight.vic.edu.au/>

VCAA Plagiarism Policy (n.d.). Retrieved May 6, 2018, from

<https://www.google.com.au/search?safe=active&ei=3GzuWu->

[kMli90qSh0J2oDq&q=vcaa+plagiarism+policy&oq=vcaa+plagiarism&qs_l=psy-](https://www.google.com.au/search?safe=active&ei=3GzuWu-kMli90qSh0J2oDq&q=vcaa+plagiarism+policy&oq=vcaa+plagiarism&qs_l=psy-)

[ab.1.1.0i13k1/2j0i8i13i30k1.5468.8499.0.10910.15.11.1.0.0.0.592.2159.2-3j1j0j2.6.0....0...1c.1.64.psy-](https://www.google.com.au/search?safe=active&ei=3GzuWu-ab.1.1.0i13k1/2j0i8i13i30k1.5468.8499.0.10910.15.11.1.0.0.0.592.2159.2-3j1j0j2.6.0....0...1c.1.64.psy-)

[ab..10.3.794...0i13i30k1.0.88d2_CoSEbl](https://www.google.com.au/search?safe=active&ei=3GzuWu-ab..10.3.794...0i13i30k1.0.88d2_CoSEbl)

Timperley, H. (2009). Using assessment data for improving teaching practice. In *From 2009-ACER Research Conference series* (p. 7). Retrieved from http://research.acer.edu.au/cgi/viewcontent.cgi?article=1036&context=research_conference

Endorsed by the College Leadership Team June 2021 (Next review: June 2022)