

ASSESSMENT AND REPORTING POLICY

Purpose

This policy describes the rationale for monitoring, evaluating and reporting of student achievement and progress.

Scope

This policy refers to student assessment and reporting. It acknowledges the direct relationship between assessment and learning and teaching.

Definitions

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning and teaching practice.

Reporting is the process by which assessment information is communicated to the students, parents and the College. This information will inform recommendations for future learning and teaching.

Policy Statement

It is the policy of the College that assessment and reporting will focus on the individual, taking into account the dignity, self-worth and uniqueness of each individual.

Assessment will:

- identify appropriate standards and the criteria used for measuring student achievements and progress against the standards;
- address all facets of the curriculum;
- acknowledge that different learning styles and needs require a range of methods of assessment;
- acknowledge that different areas of the curriculum require varying methods of assessment;
- provide information on student knowledge, skills and behaviour to inform the next stage of learning and inform teaching practice (*Assessment for learning*);
- provide ongoing, constructive feedback and opportunities for student reflection and/or self-assessment to support future learning (*Assessment as learning*); and
- provide information about what students have learnt in relation to the curriculum. (*Assessment of learning*).

Reporting will:

- be an integral part of the learning and teaching process;
- enable regular monitoring of student learning, development and achievements;
- provide ongoing, constructive feedback to a student that focuses on ways their learning can be further developed;
- develop students' capacity to reflect on their learning, their successes and areas for further learning;
- provide a range of reporting methods to involve students, parents/guardians and teachers, and
- satisfy mandated reporting requirements.



Consequences

In order to ensure effective implementation and evaluation of assessment and reporting, Professional Learning opportunities will be provided for all staff.

A wide variety of assessment and reporting methods will be employed to inform teaching practice and provide feedback to parents and students for reflective learning.

Reporting will assist students and parents, by providing information about students' achievements and progress, along with recommendations for their future learning.

Responsibilities

The Principal and the Leadership Team have overall authority for the implementation of this policy.

Associated Documents

Victorian Essential Learning Standards (VELS)

Awakenings

Victorian Curriculum and Assessment Authority (VCAA) Handbook

Victorian Certificate of the Applied Learning (VCAL) Handbook

Catholic Education Commission of Victoria (CECV) Curriculum Documentation

Damascus College Ballarat www.damascus.vic.edu.au

Department of Education and Early Childhood Development www.education.vic.gov.au

Australian Qualifications Framework (AQF)

Australian Quality Training Framework (AQTF)

Australian Curriculum Assessment and Reporting Authority www.acara.edu.au