



ASSESSMENT AND REPORTING

Rationale

ASSESSMENT

Assessment at St Mary's College provides regular information about a student's progress and leads to communication between students, parents and teachers. It is the "ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning" (DEECD, 2009). Assessment is part of the learning process. It is an opportunity for students to demonstrate effectively what they have learned. Assessment design and practice informs and provides direction for the learners and the teachers.

Its key assumptions are:

- All students can learn, regardless of challenges or disability.
- Student academic growth is dependent on purposeful and consistent setting of work within each student's Zone of Proximal Development with appropriate, regular feedback.
- Formative and summative assessment should be used as part of a continuous cycle of feedback to students in how to improve their learning.
- Formative and summative assessment should be used as part of a continuous cycle of feedback to teachers in how to improve the impact of their teaching.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- ❖ *Assessment for Learning* - Occurs when teachers use inferences about student progress to inform their teaching
- ❖ *Assessment as Learning* - Occurs when students reflect on and monitor their progress to inform their future learning goals
- ❖ *Assessment of Learning* - Occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.

REPORTING

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Continuous reporting refers to the practice of reporting in regular instalments. Typically, at key moments throughout the semester, teachers provide updated assessment information to the SIMON system online, which is then made available to students and parents. Collated digital samples of work and ongoing written feedback makes learning student-centred and visible.

Reporting guidelines of note

Requirement 1: Schools must provide a student report at least twice a year to parents/carers for each child at the school.

Requirement 2: Reports must be issued in the first half of the year and the second half of the year.

Requirement 3: Reports must be provided in an accessible form and be easy for parents/carers to understand and use.

Requirement 4: Schools must make provision to issue reports to more than one parent/carer where family circumstances make this appropriate.

Requirement 5: Schools must report on an approved curriculum framework: The Victorian curriculum F –10, including Towards Foundation Levels A to D (Students with Disabilities).

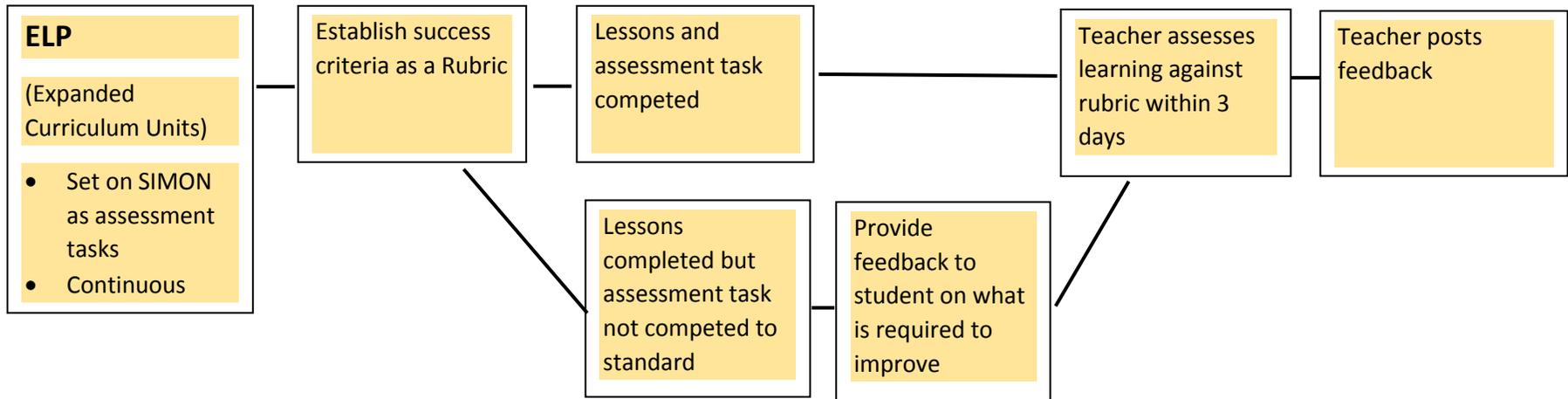
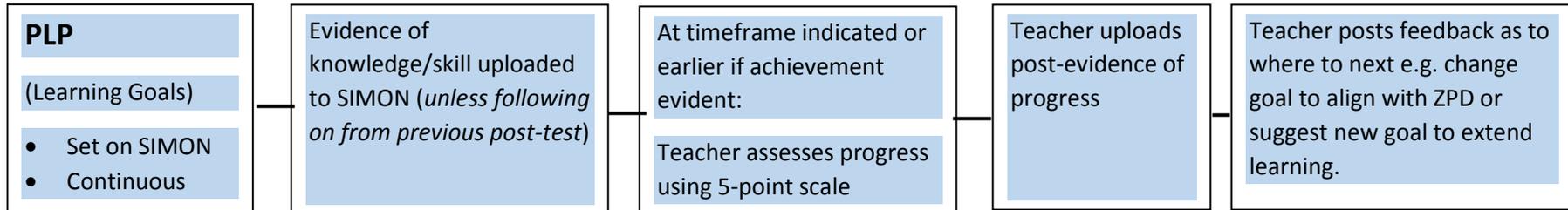
Requirement 19: The scale employed for English, Mathematics and Science must be an age-expected scale. A modified report for Students with Additional Learning Needs means that they can be exempted from this requirement. This should only be considered when there is (a) a considerable difference between the student’s achievement and the expected standard for their year level, and (b) the inclusion of an age-expected scale may be unhelpful. Another kind of five-point scale must be employed for these curriculum areas if an age-expected scale is not used.

Requirement 23: A modified report for Students with Additional Learning Needs can only be issued with the endorsement of the principal and must involve consultation with the student and parents/carers. Reports generated by the Abilities Based Learning and Education Support (ABLES) platform may be used to report the progress and achievement of students with a mild or significant intellectual disability who are working towards foundation (F).

While the PSG goals and learning plans provide an important focus for reporting to parents, for Victorian government and Catholic schools, student achievement is reported against the Victorian curriculum, which provides a continuum of learning for all students.

Status of Document	
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Approved by: College Board	
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SMC Continuous Reporting Flowchart



Victorian Curriculum

As published by the partner school or by SMC teacher for students approved for modified reporting.

LEARNING GOALS 5-POINT SCALE

- 1 - Not yet achieved my goal (*less than 50%*)
- 2 - I am on my way to achieving my goal (*50%-79%*)
- 3 - I have almost achieved my goal (*80%-95%*)
- 4 - I have achieved my goal (*95%-100%*)
- 5 - I have achieved beyond my goal

Timeframe: 5 weeks or one term

Comments: Available to students, parents and teacher

EXPANDED CURRICULUM UNITS

Rubric based on success criteria as **Low, Medium, High, Very High.**

	Low	Medium	High	Very High
Criteria 1	Looks like...	Looks like...	Looks like...	Looks like...
Criteria 2	Looks like...	Looks like...	Looks like...	Looks like...
Criteria 3	Looks like...	Looks like...	Looks like...	Looks like...

Timeframe: Number of lessons or weeks

Comments: Available to teacher

VICTORIAN CURRICULUM

Reported against achievement standards along a continuum following the minimum requirements.

Timeframe: Once per semester