

Rationale

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

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

Definitions

- a) 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.
- b) 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

Implementation

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

Assessment will:

1. Identify appropriate standards and the criteria used for measuring student achievements and progress against the standards.
2. Address all facets of the curriculum.
3. Acknowledge that different learning styles and needs require a range of methods of assessment.
4. Acknowledge that different areas of the curriculum require varying methods of assessment.
5. Provide information on student knowledge, skills and behaviour to inform the next stage of learning and inform teaching practice. (*Assessment for learning*)
6. Provide ongoing, constructive feedback and opportunities for student reflection and/or self assessment to support future learning. (*Assessment as learning*)
7. Provide information about what students have learnt in relation to the curriculum. (*Assessment of learning*)

Reporting will:

1. Be an integral part of the learning and teaching process.
2. Enable regular monitoring of student learning, development and achievements.

3. Provide ongoing, constructive feedback to a student that focuses on ways their learning can be further developed.
4. Develop students' capacity to reflect on their learning, their successes and areas for further learning.
5. Provide a range of reporting methods to involve students, parents/guardians and teachers.
6. Satisfy mandated reporting requirements.
7. Interim reports will occur in Terms 1 and 3.
8. Semester reports with Victorian Curriculum levels or VCE unit assessments will occur in Terms 2 and 4
9. Parent teacher interviews will occur in terms 1 and 3.

Evaluation

This policy was created in term 1 of 2018

This policy will be reviewed as part of the College's review cycle

Associated Documents

Victorian Curriculum (VC) <http://victoriancurriculum.vcaa.vic.edu.au>

Victorian Curriculum and Assessment Authority (VCAA) Handbook

Victorian Certificate of the Applied Learning (VCAL) Handbook

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

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