

## STUDENT ASSESSMENT POLICY

---

### **RATIONALE**

To ensure that the assessment of student performance is in accordance with the Department of Education and Training policy.

Assessment of senior secondary outcomes is addressed within this policy.

### **BACKGROUND**

Schools undertake a range of student assessment and reporting activities to inform and support student learning.

The Department of Education and Training's School Policy & Advisory Guide sets out the requirements for student assessment, which includes the:

- Australian Curriculum Assessment Authority (ACARA) assessment guidelines
- Victorian Curriculum Assessment Authority (VCAA) assessment guidelines

The above guidelines will be used by the College for the implementation and assessment of the Victorian Curriculum F-10, Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and the Victorian Certificate of Applied Learning (VCAL).

#### Definition:

- Assessment is the ongoing process of gathering, analysing and reflecting on information about students' learning to make informed and consistent judgements to improve future learning.
- Assessment, therefore, provides information about individuals and about groups.
- Assessment is a process that enables students, their families and their teachers to gain information, which is related to individual progress and achievement.
- The assessment process is a vital tool in establishing, developing and modifying curriculum resources, school organisation and other educational provisions.

#### Summary of Guiding Principles: (DET Assessment Advice)

- Assessment should be based on an understanding of how students learn
- Assessment provides useful information to report to parents on student achievement
- Assessment methods used should be valid, reliable and consistent (particularly across VCE units where there is more than one class completing the unit)
- Assessment for improved performance involves feedback and reflection

### **IMPLEMENTATION**

Teachers are to:

- Develop specific pre assessment diagnostic tools to capture a student's entry point into the learning
- Provide students with assessment criteria for Common Assessment Tasks (CATs, applicable to year 7-10 where the unit is taught in more than one class), School Assessed Task (SAT) or School Assessed Coursework (SAC) at the beginning of a sequence of learning
- Provide students with a range of formative assessments during a unit to monitor their learning
- Design assessment for learning to allow students to develop their understanding of the unit in the classroom

## STUDENT ASSESSMENT POLICY

---

- Provide students with regular feedback about their learning to help them improve their performance
- Return student results and CAT/SAC/SAT feedback to the student in a timely manner
- Provide students with opportunities to give feedback on the formative and summative assessment tasks
- Use data tools and data sets, including On-Demand Testing (ODT) and NAPLAN to monitor students' growth through all stages of the unit
- Modify assessment for students with disabilities (PSD) and students with special needs as required

Students are to:

- Ask for and refer to the assessment criteria for CATs, SATs and SACs and ask clarifying questions if unsure of the criteria
- Participate in all forms of assessment undertaken in class to the best of their ability
- Use feedback from pre assessment and formative assessment tasks to improve their performance
- Prepare thoroughly for CATs and SACs by completing all classwork and homework and revising prior to CATs and SACs
- Use feedback from CATs and SACs to reflect on their learning and identify areas for future improvement in their goal setting.

### **REFERENCES**

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx>

<http://www.vcaa.vic.edu.au>

<http://www.acara.edu.au>

<http://www.insight.vic.edu.au>

### **EVALUATION**

This policy will be reviewed as part of the College's three-year review cycle.