

# Ave Maria College

## Assessment and Reporting Procedures



Ave Maria College 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.

### Overview

This section sets out the steps that are taken at Ave Maria College to adhere to the rules of the policy and achieve the policy purpose. This document is to be read in conjunction with the *Assessment and Reporting Policy (2021)* and with the College's Learning Procedures (2021). The Learning Management Team (LMT) implements the College Assessment and Reporting Policy and oversees the direction, nature and management of assessment and reporting.

### The purpose of assessment

The purpose of assessment is to guide future learning and teaching, by ascertaining the growth from previous to current achievement levels.

### The nature of feedback

For teachers: Assessment should determine the direction and nature of future teaching. For each student, assessment should draw attention to areas for future improvement against a set of success criteria, highlighting the growth from previous to current achievement levels.

For students: Feedback should give commendations on achievement and recommendations for future improvement against a clear set of success criteria, highlighting the growth from previous to current achievement levels. Feedback should be a combination of written and verbal forms from teachers and peers. After reflecting on the feedback, a student should be able to articulate their progress, their achievement level, and the areas for future growth.

For parents: Feedback should give commendations on achievement and recommendations for future improvement against a set of success criteria, highlighting the growth from previous to current achievement levels. Parents should be given access to all formal feedback given to students. Reporting is ongoing with a summative report produced at the end of the each semester.

### Outcomes

The College will develop and maintain a centralised database for the recording of all internal and external assessment of learning and progress for each student.

## **In each unit of study Years 7 to 12**

Teachers will:

1. Construct and provide students with unit plans that outline the areas of study, learning intentions, success criteria and the nature of assessment.
2. Implement a variety of assessment strategies to enable students to demonstrate their learning.
3. Use assessment to determine the direction and nature of future teaching.
4. Provide written and verbal feedback to each student which
  - reflects achievement levels against success criteria
  - makes a statement or gives a measure of growth over the duration of the unit
  - highlights areas for future improvement
5. Record their assessment of achievement levels for each student in a centralised database.
6. Receive the appropriate support, guidance, professional learning and training in order to carry out these responsibilities

Students will:

1. Receive written and verbal feedback from teachers which
  - reflects achievement levels against success criteria
  - provides a statement or measure of growth over the duration of the unit
  - highlights areas for future improvement
2. In the context of the success criteria use feedback to reflect on their:
  - areas of growth
  - strategies for improvement

Parents will:

1. Have access to all written feedback and assessment of achievement levels provided to students in each unit of study
2. Have the opportunity to respond to the feedback provided

## **At the conclusion of a reporting period:**

Teachers Years 7 to 12 will provide for students and parents in each study a summative report which details

- the course description reflecting Victorian Curriculum or VCE achievement standards
- the student's approach to learning
- the student's achievement levels in the assessment tasks over the course of the semester
- the student's achievement levels under the Victorian Curriculum Standards and/or outcomes in the Victorian Certificate of Education
- areas of growth in relation to the strands or proficiencies of the Victorian Curriculum or outcomes of the Victorian Certificate of Education
- strategies for improvement in relation to the strands or proficiencies of the Victorian Curriculum or outcomes in the Victorian Certificate of Education

The College will provide the appropriate support, guidance, professional learning and training in order to carry out these reporting responsibilities.

## External Assessment

The College will

- add data from such assessments to each student's profile in a centralised database
- make the results of external diagnostic testing available to parents and students where appropriate

## Learning Procedures (2021) - Practices and Processes

The Ave Maria College Learning Procedures (2021) booklet provides detailed descriptions of assessment and reporting procedures including:

- *Methods used to assess student learning progress and achievement:* Formative assessment; Summative assessment; Students with additional learning needs
  - *Process for developing assessment tasks*
  - *Cycle of review of assessment practices and processes*  
Student data; Identification of data; Collection of data – cycle, methods, storage, dissemination  
Analysis of data; Interpretation of data; Use of data to inform teaching and assessment Practices
  - *Reporting practices*  
Formative assessment; Summative assessment; Written reports; Student/teacher/parent conferences; Students with additional learning needs; Students with additional needs
  - *Personalised Learning Plans*  
NCCD data; Participation in national testing programs such as NAPLAN, PISA
  - *Senior secondary assessment and reporting policies, procedures and practices*
-