

# ST JOSEPH'S COLLEGE GEELONG

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## ASSESSMENT AND REPORTING POLICY

#### Purpose

Assessment and reporting practices will:

- · reflect outcomes-based learning.
- reflect the aims of the curriculum.
- provide a rich and balanced record of student knowledge, skills and understandings.
- contribute to forming a positive learning environment.
- be linked closely to teaching and learning strategies agreed to in the Teaching and Learning Policy Statement.
- provide students with clear levels of achievement.
- · utilise a variety of formats.
- be fair, just and truthful based on evidence of student work.

#### **Guidelines**

#### **Assessment**

For each unit of work, the following guidelines are followed:

- · Students are told at the start of each unit; what is involved; ways to approach the work; items to be assessed; criteria by which they will be judged.
- Standards are explained before task is done.
- · Quality or achievement levels are only defined by and judged against standards.
- Students are continually assessed and so continual participation is required, resulting in more chance for meaningful learning to occur.
- · A range of assessment types will be used where appropriate tests, projects, oral reports, essays, practical work, checklists, profiles, etc.

### Reporting of Units

Based on guidelines from the CEO and VCAA Reports indicate

- Achievement Against VELS Standards using the following descriptors
- A -Well above the standard expected at this time of year
- B-Above the standard expected at this time of year
- C-At the standard expected at this time of year
- **D**-Below the standard expected at this time of year
- E-Well below the standard expected at this time of year
- Work habits
- · What the student has achieved
- Areas for improvement/Future Learning
- Grading of Assessment Tasks
- Interim Reports which briefly indicate progress will be sent home at the end of term 1 and the end of Term 3.
- Full Unit Reports will be packaged and sent home at the end of