

De La Salle 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).

## Principles Underpinning De La Salle College's Assessment and Reporting

*Horizons of Hope* identifies the following principles for assessment for MACS schools:

### Focused on growth

- Assessment and reporting will be relevant and timely to each learner.
- Students understand their learning progress.
- Students receive feedback about their challenges while forming and valuing positive attitudes towards learning.
- Educators critically question the impact of their decisions on student learning.
- Feedback is integral to the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.

### Relational

- Assessment and reporting will provide a strong foundation for authentic dialogue about learning progress between teachers, students and families.
- Students and teachers are both partners in the learning as the teacher constantly shapes and evolves their practice and pedagogy, while the student progresses in response to evidence uncovered and timely feedback.

### Ongoing and continuous

- Teachers are alert to the needs of students, founded on their knowledge of each student's assessment.
- Assessment, feedback and data-gathering techniques are authentic, varied and diverse.
- Assessment of learning is continuous, allowing students to demonstrate their progress and flourish.
- Feedback is continuous, accurate and forward-focused.

## Definitions

**Alternative framework** is any accredited curriculum framework which has been approved for delivery in schools by MACS, such as International Baccalaureate programs.

**Assessment** is the ongoing process of gathering, analysing and interpreting data about learners' progress and achievement to improve learning and teaching.

**Curriculum area** refers to distinct bodies of knowledge, skills and behaviours within a curriculum framework. In the Victorian Curriculum F–10, these are known as Learning Areas and Capabilities.

**Growth** focuses on the full flourishing of the human person across multi-dimensional domains to achieve deep learning.

**Progress** is observable and measurable change in student learning based on evidence and multiple data sources that indicates development along a continuum of learning, and supports learners to see themselves as successful.

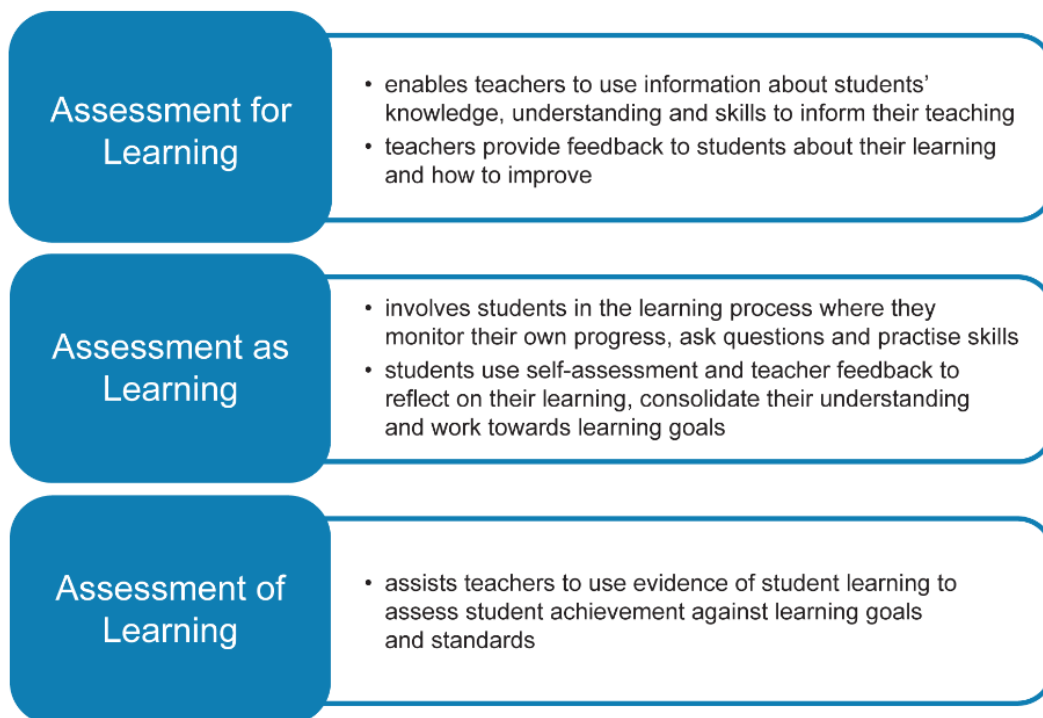
**Reporting** is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student’s progress to students, parents, support staff and other teachers.

**Standards** describe the quality of learning (extent of knowledge, depth of understanding and sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement within the Victorian Curriculum F–10 and/or VCE study designs, VCAL strands or units of competency within a Vocational Education and Training (VET) program.

**Victorian Curriculum and Assessment Authority (VCAA)** is the statutory authority primarily accountable to the Minister of Education, for the provision of curricula and assessment and reporting in Victorian schools.

## Assessment

At De La Salle College, teachers assess and monitor student growth, learning progress and achievement against the achievement standards within the curriculum framework and within the learning and teaching program at De La Salle College.



## Assessment guidelines

This conceptualisation has major implications for assessment design and practice in classrooms, schools and school systems. Under this conceptualisation, all steps in an assessment process are designed to address this essential purpose, imposing demands not generally satisfied by assessments conducted merely to judge student success on a taught body of curriculum content. Data is collected through assessment to inform progress, indicating the next steps in learning.

The following set of principles, drawn from the work of Masters (2013)i, is to be applied in the design and implementation of assessment and learning and teaching programs and practices at the College:

**Principle 1:**

Assessments should be guided by, and address, an empirically based understanding of the relevant learning domain.

The monitoring of learning progress requires deep familiarity with the terrain through which learners are progressing. Skilled monitoring depends on knowledge of how learning typically progresses within the domain – for example, an understanding of the prerequisite skills and knowledge for successful further learning and an awareness of common misunderstandings, errors and obstacles to learning progress. Deep knowledge of this kind is based on more than familiarity with an intended curriculum. It depends on accumulated professional experience and research into the nature of learning within the relevant domain.

**Principle 2:**

Assessment methods should be selected for their ability to provide useful information about where students are in their learning within the domain.

The primary consideration in choosing an assessment method should be the method's ability to provide valid information about the domain in question. Different assessment methods, including electronic assessments, paper and pen tasks, student performances, research projects, products of art and technology and portfolios of student work are likely to be valid for different kinds of learning. For example, detailed diagnostic testing may be necessary to understand the exact nature of a learner's difficulties or a focused one-on-one conversation may be necessary to explore and understand a particular student misconception. Once a general method of assessment has been chosen, specific assessment activities or 'tasks' are required. In developing assessment tasks, consideration needs to be given to a range of other criteria, including reliability, objectivity, inclusivity and feasibility. All assessments practices between teachers should be consistent allowing for fair and accurate representation of student progress.

**Principle 3:**

Responses to, or performances on, assessment tasks should be recorded using one or more rubrics.

Each rubric consists of two or more ordered levels or response to a task. Importantly, rubrics provide the direct substantive link to the larger learning domain and provides formative and summative feedback. Through their ordered levels of response/performance, they operationalise what it means to make progress within the domain.

**Principle 4:**

Available assessment evidence should be used to draw a conclusion about where learners are in their progress within the learning domain.

This conclusion, which is the purpose of the assessment process, always involves an interpretation of the available assessment evidence. It is an inference based on recorded task performances.

In some contexts, the main purpose of an assessment process may be to establish whether or not (or how well) a person can perform a specific task. In other words, the interest is in the task itself. However, in educational contexts, individual assessment tasks are very rarely of intrinsic interest. They are merely convenient and interchangeable vehicles for gathering evidence and drawing conclusions about where learners are in their learning within the domain of interest.

### **Principle 5:**

Feedback and reports of assessments should show where learners are in their learning at the time of assessment and, ideally, what progress they have made over time.

The focus is on the stage learners have reached in their learning, usually interpreted in terms of the kinds of knowledge, skills and understandings that they now demonstrate. Feedback and reporting of this kind are based on a conception of learning as an ongoing, long-term process.

Such reports are likely to be quite different in appearance from reports based on judgements of how well students have learnt what they have been taught.

## **Reporting**

At De La Salle College, the nature and frequency of feedback given to students and parents about individual assessment tasks is determined by teachers and leaders.

De La Salle College complies with the Australian Government reporting requirements. These requirements apply to the written reports on student learning and progress. Reports are provided twice annually for each student in each year they are enrolled at the school. More information about the specific requirements for reporting can be found in the Catholic Education Commission of Victoria Ltd (CECV) [Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools](#).

### **Senior secondary education**

Schools must have policies and procedures in place to:

- maintain accurate student records
- ensure the integrity of student assessments
- monitor student participation, completion rates and outcomes.

The policies and procedures must cover the analysis of results and student participation in accordance with the requirements of the awarding body.

### **Review of assessment and reporting practices – use of student learning data**

Teachers at De La Salle College document the processes they use to review practices for assessment and reporting. This information includes the ways in which data about student learning progress from a variety of sources is analysed to improve student growth and learning progress, and to guide learning and teaching programs.

## **Related Policies and Documents**

[De La Salle College Curriculum Handbook](#)

[College Learning and Teaching Protocols](#)

[Progress Panel Referral Process](#)

[Student Progression and Promotion Policy](#)

[Achievement and Recognition Policy](#)

[Homework and Study Policy](#)

## References

Catholic Education Commission of Victoria – [Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools](#)

Victorian Curriculum and Assessment Authority – [VCE VET Program Guide 2018](#)

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Masters, G. N (2013) 'Reforming education assessment: imperatives, principles and challenges' Australian *Education Review*. ACER Press.