



De La Salle College Malvern 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 partners in learning, with teachers constantly evolving their practice and pedagogy while students' progress in response to evidence 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: Any accredited curriculum framework as outlined in Appendix 2 of the Catholic Education Commission of Victoria Ltd (CECV) Reporting Student Progress and Achievement: 2023 Revised Guidelines for Victorian Catholic Schools where approval has been granted by the governing authority (MACS) and authorisation gained by the relevant authority for delivery in MACS schools, such as International Baccalaureate programs.

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

Curriculum area: 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: The full flourishing of the human person across multi-dimensional domains to achieve deep learning.

Progress: 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.

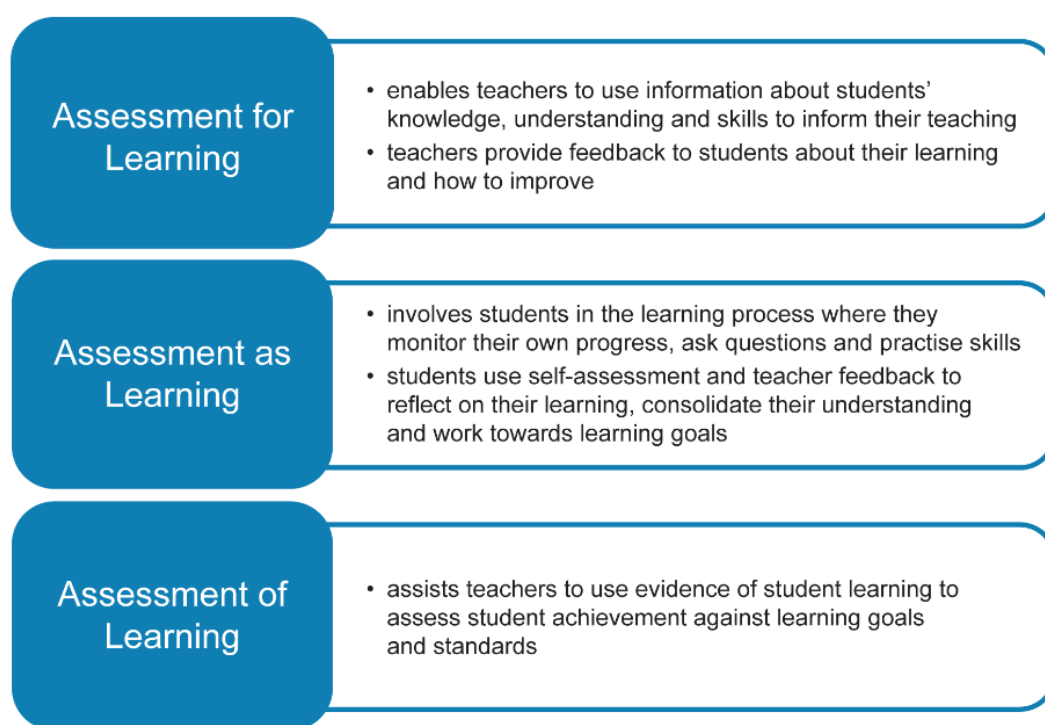
Reporting: The process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students, parents, support staff and other teachers.

Standards: Descriptions of the quality of learning (extent of knowledge, depth of understanding, and sophistication of skills) that indicate a student is well-placed to commence the learning required at the next level of achievement within the Victorian Curriculum F–10, VCE/VCE Vocational Major (VM) study designs, Victorian Pathways Certificate (VPC) curriculum designs, VCAL curriculum documents (for Teach-Out arrangements in 2023), and/or units of competency within a Vocational Education and Training (VET) program.

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

Assessments

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 the 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)¹, 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. Skilled monitoring depends on knowledge of how learning typically progresses within the domain, including prerequisite skills, common misunderstandings, errors, and obstacles to learning progress. This knowledge is based on professional experience and research.
- **Principle 2:**
Assessment methods should be selected for their ability to provide useful information about where students are in their learning within the domain. 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 valid for different kinds of learning. Once a general method of assessment is chosen, specific assessment activities or tasks must be developed, considering criteria such as reliability, objectivity, inclusivity, and feasibility. Consistent assessment practices among teachers allow 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 of 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. This feedback is based on a conception of learning as an ongoing, long-term process.

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.

The 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](#): 2023 Revised Guidelines for Victorian Catholic Schools.

¹ Masters, G. N (2013) 'Reforming education assessment: imperatives, principles and challenges' Australian *Education Review*. ACER Press.

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](#)
[Student Exam and Assessed Work Return Policy](#)

References

Catholic Education Commission of Victoria – [Reporting Student Progress and Achievement: 2023 Revised Guidelines for Victorian Catholic Schools](#).

- Victorian Curriculum and Assessment Authority webpages: –Victorian F–10 Curriculum: www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx
- VCAA Administrative Handbooks: www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx
- Senior Secondary Certificate Reform: <https://www.vcaa.vic.edu.au/victorianseniorsecondarycertificatereform/Pages/Index.aspx>
- VCE: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>
- VCE VM: www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx
- VPC: <http://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx>
- VCAL: <https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx>
- VET, including VCE VET: <http://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

Policy Information Table

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Improved Learning Outcomes
Approving authority	Executive Director
Assigned board committee	Education Strategy and Policy
Approval date	9 November 2022
Risk Rating	High
Date of next review	April 2024

POLICY DATABASE INFORMATION	
Assigned Framework	Curriculum
Related documents	Assessment and Reporting Procedures
Superseded documents	Assessment and Reporting Policy – v1.0 – 2021
New policy	