



ASSESSMENT POLICY

All Trinity College Colac Policies will be read and developed with reference to the Core Values, Vision and Mission of the College as well as any other relevant College policies.

RATIONALE

Assessment is the evidence gathered to inform students, parents, teachers and school authorities (about student learning outcomes). This evidence includes demonstrating progress, evaluating student growth and identifying learning gaps. The primary purpose of assessment is to monitor the progress of the individual student and to monitor the effectiveness of educational programmes and practices. Assessment assists in making decisions about student needs, learning and teaching purposes and resource requirements and aids in the discussion of future pathways.

SCRIPTURAL CONTEXT

'Some seed fell on good soil, and when it grew, it produced fruit a hundred fold.'
(Luke 8:8)

POLICY STATEMENT

Trinity College provides assessment which informs the students, parents and staff of the progress made in the area of learning.

DEFINITIONS

In reference to this policy, assessment is the purposeful, systematic and ongoing collection of information about students' knowledge and understanding of skills, values and essential learnings. Assessment may be formative or summative. Assessment provides feedback to students and valid information to parents and teachers.

POLICY GUIDELINES	GUIDELINE INDICATORS
<p>For assessment to be effective, it should:</p> <ul style="list-style-type: none"> • Be an integral part of the learning and teaching process. • Be valid and reliable, using a range of both formative and summative assessments. This may also include pre-testing to assess knowledge students have at the beginning of a unit of work. • Take account of individual learners. • Reflect current knowledge of child and adolescent development. 	<ul style="list-style-type: none"> • Teachers will plan assessment tasks as part of the planning of a unit of work. • Validity will be assured by assessment strategies being utilised at the appropriate time to ensure accuracy of results. • Assessment will be appropriate to, and sensitive of, the needs of the student including cultural background, ability, geographical location and gender. Assessment will be differentiated to meet individual learners' needs. • A variety of assessment strategies will be utilised to assist in reviewing students' progress, thereby providing multiple sources of information about student learning needs and achievement.

<ul style="list-style-type: none"> • Reflect social justice principles. • Be varied and comprehensive. • Provide opportunities for students to take responsibility for their own learning. • Encourage growth • Provide opportunities for students to monitor and reflect upon their own progress. • Reflect current educational practice including higher order thinking skills. • The College will met Legislative requirements. • Teachers will use evidence from assessment tasks to inform reporting to parents and students. 	<ul style="list-style-type: none"> • Self and peer assessment strategies will be utilised to encourage students to reflect upon their own learning. • Examples of assessment strategies and recording instruments which could be utilised include annotated work samples, self and peer assessment, electronic presentation. • The College will participate in the National Assessment Program, as required, at appropriate year levels. • Cumulative records will be maintained in a manageable system for each student in all learning areas.
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REFLECTIVE MATERIALS

Principles of Learning & Teaching. <http://www.education.vic.gov.au/school/teachers/support/Pages/principles12.aspx>

<http://www.education.vic.gov.au/school/teachers/support/Pages/principles12.aspx>

AITSL professional standards for teachers: <https://www.aitsl.edu.au/teach/standards>

Reporting Student Progress and Achievement – 2016 Guidelines for Victorian Catholic Schools

VCAA Website <http://www.vcaa.vic.edu.au/Pages/index.aspx>

Victorian Curriculum website <http://victoriancurriculum.vcaa.vic.edu.au/>

National Assessment Program, <http://www.nap.edu.au/>

Documentation regarding 21st Century Learning Design (21CLD)

Ratified	9 th October 2018
Board Chairperson	Anne Ditty
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