



ST CATHERINE'S CATHOLIC COLLEGE

30-40 Combo Lane, Singleton 2330
Telephone: 02 6578 9600
Facsimile: 02 6578 9699
ABN 79 469 343 054

ASSESSMENT POLICY

Responsible Officer	College Principal
Effective Date	February 2011
Superseded Documents	
Review Date	2019
Associated Documents	<ul style="list-style-type: none">• Diocesan K-12 Program Policy• Program Overviews K-6• Opening pages of College Assessment Handbooks 7-12• College Reporting Policy

ASSESSMENT POLICY

1 RATIONALE

This policy is developed in accordance with the requirements of both the Diocese of Maitland-Newcastle CSO and the NSW Board of Studies. It is informed by our College vision statement; "As St Catherine's Catholic College Community we are ambassadors for Christ, striving to bring faith and culture into peace and harmony. In our relationships with each other we accept and encourage the unique creativity and integrity of each person."

This policy acknowledges that assessing student knowledge, skills and understanding and providing high quality feedback are critical in assisting students and parents to participate fully in the learning process. It also fosters responsibility for learning by ensuring that teachers provide students, within the context of everyday classroom activities, as well as planned assessment events, with varied opportunities to demonstrate their learning (*BOS Syllabuses 2004*).

Assessment practices are consistently integrated into the teaching and learning processes from K to 12, and are grounded in the Standards Referenced Framework. The policy recognises assessment **of learning** and **for learning** as part of the Teaching / Learning cycle. It acknowledges that assessment practices must be inclusive and consistent with our Catholic ethos.

This policy sets out the requirements that will inform whole school and classroom practice at St Catherine's Catholic College.

2 AIMS

This Assessment policy aims to:

- set out the guiding principles upon which assessment practices are built,
- ensure a consistent and effective approach to assessment across the College, K-12

3 IMPLEMENTATION

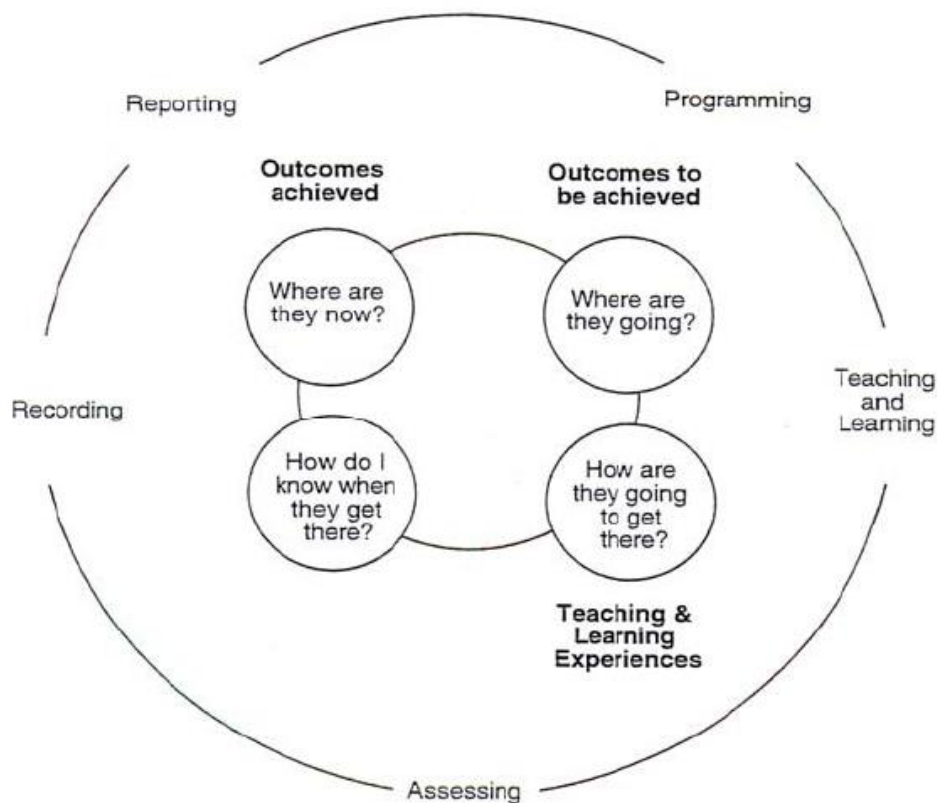
“Effective assessment needs regular evaluation so that it informs teaching and learning, gives appropriate feedback to students and offers effective opportunities for students to demonstrate their knowledge and understanding and skills”

Associate Professor Jim Tognolini

3.1 Guiding Principles

Assessment practices at St Catherine’s Catholic College:

- are an integrated part of teaching and learning;
- reflect the belief that all students can improve;
- are inclusive of all students;
- assess within a Standards Referenced framework, where specific; standards have been established and published for each course / subject;
- provide an opportunity to monitor, evaluate and inform teaching and learning processes at the College;
- provide quality feedback to students about their learning;
- assist teachers to identify and monitor students’ progress in relation to outcomes;
- provide a basis for reporting student achievement to parents, caregivers and others, where appropriate.



3.2 Specific assessment requirements for Stages

Teachers are expected to ensure the requirements of the Board of Studies relating to assessment are met for particular stages, as found in:

- 'General Principles for Planning, Programming, Assessing, Reporting and Evaluating' contained in Syllabuses for K-6
- 'Advice on Programming and Assessment' found in BOS 7-10 Syllabus documents and 'Assessment for Learning in a Standards-Referenced Framework' CD (2003)
- Assessment advice contained in Stage 6 syllabus and support documents and the *ACE Manual*.

3.3 Assessment Responsibilities'

This Policy should be read in conjunction with:

- Diocesan K-12 Programming Policy
- Program Overviews K-6
- the opening pages of the Assessment Handbooks (7-12)

The St Catherine's Catholic College K-12 Assessment policy recognises the responsibilities of:

- a) Teachers
- b) Faculty Coordinators (7-12)
- c) Principal (or delegate, Assistant Principal – Curriculum)
- d) Students

3.3.1 K-6

- i Teachers are responsible for devising integrated assessment tasks, which are included in Program Overviews, marking tasks and giving quality feedback to students, as appropriate to age and level of development.
- ii Primary Curriculum Coordinators are responsible for mentoring and supporting teachers' growing understanding of standards and how these are applied to student samples.
- iii The Principal / Delegate responsibilities are as outlined in the Diocesan K-12 Assessment Policy.

3.3.2 7 -12

The responsibilities of:

- the College
- Teachers
- Students

are outlined in Assessment Handbooks distributed to all students at the commencement of their Academic year.

3.3 Examinations

In response to the Board of Studies Requirements, the St Catherine's Catholic College Assessment Policy recognises that Assessment must encompass all a subject's outcomes, not just those that can be measured by tests. In some cases the Board mandates weightings for test type tasks.

Examination periods are noted in Assessment schedules provided to students at the commencement of each academic year.

3.4 Assessment Feedback and Reporting

NB. This policy should be read in conjunction with the College Reporting Policy.

3.4.1 Feedback on individual Assessment tasks

This policy recognises that teachers employ 'small a' assessment (class tasks, quizzes, extended written responses used to inform teacher judgement) and 'capital A' Assessment (formal tasks which form part of the published Assessment schedule) activities.

- As a rule, students are provided with feedback, informal and formal, on completion of assessment activities.
- Formal feedback, making the link between outcomes being assessed and marks or grades achieved explicit, is provided for all formal Assessment tasks (9 -12) and may be provided, in some form, for 7 & 8.

3.4.2 Teachers are encouraged to provide quality feedback to students on tasks, be they formal assessment activities or in-class / homework activities.

4 BUDGET

The College will support the development of rich assessment programs through support for professional development of staff.

5 EVALUATION

This policy will be reviewed by the College Curriculum Team (Primary Curriculum Coordinators and Secondary Studies Coordinators) every three years or as required by Board of Studies amendments.