



Definition

- Assessment is the process of identifying, interpreting, analysing and informing student's learning.
- Reporting is the formal feedback given to students and parents of the progress achieved by the student.

Rationale

- Assessment is integral to the teaching and learning program as it provides parents, teachers and students with valuable information about students' acquisition of course and content skills. Assessment takes on special significance in senior secondary as it facilitates the principles of learning, assessment and reporting that are commensurate with the South Australian Certificate of Education and the SACE Board.
- Assessment and Reporting practices are centred on the improvement of learning.
- ACARA achievement standards are the reference point for assessment and reporting of learning areas from years 7-10.
- SACE performance standards are used for assessment in years 11 and 12.

Aims

- To assist with students' ability to learn and to give them an opportunity to demonstrate what they know, understand and can do in a range of assessment conditions.
- To recognise individual differences through the use of a range of measures for assessment.
- To ensure the assessment of students ensures justice and equity and inclusivity for all.
- To comply with the requirements of assessment of ACARA, SACE and other bodies as relevant.

Implementation

- Processes and practices of assessment for a unit of study will be transparent and clearly conveyed to the students ahead of time, normally at the beginning of any unit of work.
- Processes will exist to ensure that work that is submitted for assessment is based upon the integrity of the student's work.
- Assessment plans will indicate whether the assessment is formative or summative. These plans will incorporate a variety of assessment techniques to allow students to demonstrate their effective and affective acquisition of course content.
- Common assessment tasks will be conducted across year levels for the various key learning areas.
- Examination requirements and standards will be congruent with the abovementioned education authorities for South Australia.
- Students will be given prior warning for penalties relating to late submission, non-submission, non-completion of work, cheating, collusion or plagiarism.
- Students will be given opportunity for an assessment review if they have a grievance relating to an assessment (c.f. Student Grievance Policy).
- Reporting will be carried out on a regular basis to inform both students and parents about progress. Formal reporting standards and requirements will be set and overseen by the Head of Campus. Opportunities for parent/teacher interviews will be catered for in the school's calendar.
- For SACE Stage 2 subjects consisting of multiple classes a combined assessment group will be established. Teachers of these multiple classes will participate in benchmarking activities and will internally crossmark and moderate the students' work prior to submission to the SACE Board. Heads of Learning Area will lead this requirement.



- Students who are adversely affected by illness, injury, misadventure or interrupted schooling will be eligible to access fair and reasonable assessment. This assessment shall comply with State Regulatory authorities such as SACE, where appropriate. Evidence of adversity must be provided. An extension to deadlines can be one form of special consideration. This is also congruent with the Marist Ethos of the College.

A copy of the CESA Policy Curriculum, Assessment and Reporting is available on request.

Policy Title	Assessment and Reporting Policy
Ratified by Executive and College Council	February 2022
Policy due for review	February 2025