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## Related Policies

CECG Privacy  
CECG Student Achievement Information -- Collection, Storage, Access and Use  
SFX Reporting  
SFX Curriculum

## Purpose

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This policy sets out the principles, practices and expectations for assessing student achievement.

## Policy

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Assessment is a vital part of the teaching and learning cycle. Planning, teaching and learning, assessing and reporting are closely linked, and the goal of these processes is to promote student learning and achievement.

Effective assessment involves:

- providing students with opportunities to demonstrate achievement
- gathering and recording evidence about student achievement
- using this evidence as the basis for making overall judgements about student achievement

**Assessment at St Francis Xavier College will:**

- enable evaluation to be made about student achievement
- promote student learning
- cater for students with special needs
- include diagnostic, formative and summative tasks which are embedded in the school's curriculum
- be based on standards related to curriculum policies and framework
- Enable students to reflect on the progress of their learning

## Definitions

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**Assessment** is the process of identifying, gathering and interpreting information about students' learning. Assessment is an essential and integral part of teaching and learning processes. The purpose of assessment is to provide information on student achievement and progress and to set directions for subsequent teaching and learning. Assessment is conceptualised in three ways:

- Assessment *for* learning
- Assessment *of* learning
- Assessment as learning

**Assessment for learning** acknowledges that assessment occurs as a regular part of teaching and learning, and that the information gained from assessment activities is used to shape the teaching and learning process. This assessment approach is described as formative.

**Assessment of learning** is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning. The information gained from this kind of assessment is summative and is often used in reporting.

**Assessment as learning** occurs when students reflect on and monitor their progress to inform their future learning goals (**formative assessment**) Teachers use evidence of **student learning** to make judgements on student achievement against goals and standards.



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## Procedures

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The following guidelines inform the development of the College Assessment Policy.

### **1. Principles**

Assessment policies, procedures and practices are based on the following principles of assessment:

- Assessment is an integral component of the teaching-learning process not a separate activity.
- Assessment practice involves planning strategies that are naturally derived from well-structured teaching and learning activities.
- Assessment tasks provide all students with opportunities to truly demonstrate the extent of their learning.
- Teachers carefully plan the timing, frequency and nature of their assessment tasks.
- Assessment is student centred. There is a cooperative interaction between teacher and students, and among the students themselves.
- Assessment is continuous and is embedded in learning activities. It informs the planning of future learning to meet the specific needs of students.
- Assessment includes strategies for self-assessment and peer assessment, emphasising the next steps needed for further learning.
- Assessment is inclusive of all learners.
- Assessment involves teachers using a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to the curriculum outcomes.
- Assessment tasks are constructed to allow the full range of student achievement. This includes providing opportunities which are designed to explicitly test the learners' ability to apply their learning in new and unfamiliar situations.
- Assessment tools are varied to reflect different ways of demonstrating understanding.
- Assessment strategies are directly linked to relevant State/Territory and National curriculum policies and frameworks/syllabuses (for example, NSW Foundation Statements and ACT Markers of Progress) and/or Grade Descriptors for reporting.
- Assessment is used to describe the standard against which student achievement is assessed.
- Curriculum outcomes and the assessment processes used are made explicit to students and parents/caregivers.
- Students understand the learning goals and criteria that will be applied to judge their achievement.
- Learners negotiate assessment criteria and assessment tasks where appropriate.
- Students receive feedback that helps them make further progress.
- Assessment tasks have provision for appropriate feedback to students.
- Student feedback is directed to the achievement of standards and away from peer comparisons.
- Feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement.
- Feedback is clear and constructive.
- Feedback is individualised and linked to opportunities for improvement.
- Assessment judgements are moderated through professional collaboration to enhance fairness, reliability and validity.
- Assessment judgements are based on the degree to which quality of achievement is demonstrated by the student.
- Assessment practices should promote consistency of teacher judgement in relation to agreed standards of achievement for students.



- Achievement on individual assessment tasks does not have to be represented on a 5-point scale. Junior students at St Francis Xavier College are marked on a 7-point scale reflecting student achievement against the Australian Curriculum Achievement standards across all learning areas, Senior students are marked against a 5 Point scale to reflect the BSSS requirements.

### 2. Expectations – School

The College ensure that:

- Assessment processes comply with National, Territory and the Archdiocese of Canberra and Goulburn requirements.
- Documentation includes procedures for implementing effective assessment processes (i.e. student and parent information regarding assessment and analysis of student assessment information).
- External and internal assessments are carried out effectively.
- Appropriate assessment processes are carried out, for various year levels.
- Staff receive appropriate professional learning that promotes consistency of teacher judgement.

### 3. Expectations – Teachers

Teachers ensure that they develop assessment processes that:

- Demonstrate current pedagogy that incorporates the principles of *assessment for learning* and *assessment of learning and assessment as learning*.
- Are derived from, and are directly related to Australian Curriculum, ACT BSSS Guidelines, Brisbane Guidelines, and other related State/Territory documents.
- Provide a range of opportunities that include a variety of models and strategies.
- Ensure that all students receive fair and reliable information about progress in their learning and provide meaningful feedback to students.
- Create opportunities for collaboration and planning of assessment criteria, moderation of student work, shared understandings of student learning and assessment, and on-balance judgements about student achievement.
- Provide opportunities for all students to demonstrate a level of achievement commensurate with their abilities.
- Monitor and record student progress.

For detailed procedures and further information on Assessment at the College please refer to the **SFX Assessment and Reporting Guidelines**.

## References

Board of Studies, NSW, 2004, Advice on Programming and Assessment (for Years 7-10 Syllabuses)  
Board of Studies, NSW, 2005, Assessment Certification and Examination Manual  
Board of Studies, NSW, 2005, Assessment Resource Centre online resources (ARC website), located at [www.arc.boardofstudies.nsw.edu.au](http://www.arc.boardofstudies.nsw.edu.au)

## Information

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