CONTEXT

St Teresa’s Catholic College has a vision that encompasses the holistic education of a child. This not only involves an education in faith but also strong academic, emotional, physical and psychological dimensions. We want to, as a College, nurture and strengthen our students as they are transformed into compassionate young hearts with an ability to think creatively and independently. In order to do this we need to engage our students in an education that sets high expectations and uncompromising standards.

Part of the expectations is that students engage in various forms of assessment that can be either formative (assessment for learning) or summative (assessment of learning). As such we also need to ensure that our processes and procedures are fair and equitable to all students and in line with both Brisbane Catholic Education and QCAA procedures and expectations.

RATIONALE

At St Teresa’s Catholic College formative feedback assessment and summative assessment is “the purposeful, systematic and ongoing collection of evidence for use in making judgements about students’ demonstrations of learning outcomes” (QCAA). This information is used to judge student progression in learning, provide student feedback on their progress, inform teaching pedagogy aimed at addressing gaps in student learning and to make progressive summative learning benchmark decisions in relation to students’ demonstration of learning outcomes.

It is anticipated that students will receive feedback on all assessment submitted within a two week time frame, which allows for teachers to mark, have the items cross marked and time for moderation of tasks.

Assessment and feedback forms an integral part of the learning process and at no point in curriculum delivery is assessment and feedback optional.

Assessment provides:

- ongoing feedback on the progress of individual students.
- information to students, teachers and parents/guardians about students’ demonstration of learning outcomes.
Assessment information helps teachers to:

- make decisions about student needs.
- develop teaching sequences and make pedagogical decisions to address student learning gaps.
- make decisions about providing learning support.
- develop curriculum materials that address student learning needs.

Effective assessment should:

- focus on students’ demonstrations of learning outcomes. Students will therefore be aware of what is being assessed.
- be comprehensive. Judgments about students’ demonstrations of learning outcomes will be gathered and recorded over time. These judgments will be the product of a variety of assessment techniques.
- directly relate to specific learning outcomes.
- be prospective and not retrospective.
- have staged times and dates for sighted/signing completed segments of tasks.
- take account of individual learners who will progress at different rates according to their prior knowledge and experience, and social, emotional, physical, intellectual and linguistic development.
- reflect equity principles by demonstrating learning outcomes in ways which are sensitive to, and inclusive of, their circumstances.

Our assessment, therefore, takes account of Catholic Marian values, students’ learning styles, abilities, gender, sexual identity, cultural and linguistic backgrounds and geographical locations. Some aspects of assessment are negotiated with students and be an integral part of the learning and teaching process. Assessment tasks should be connected to the learning activities and criteria should clearly reveal the desired outcomes.

Our assessment must provide opportunities for students to take responsibility for their own learning and to monitor their own progress. Students are encouraged to take responsibility for their own learning by setting goals, monitoring their own progress in relation to learning outcomes and gathering information that will inform decisions about future learning. All assessment must follow the moderation and verification process required by the QCAA.

In formal summative assessment processes:

* student folios are used to collate and store evidence of students’ demonstrations of learning outcomes.
* student scripts and assessment instruments will be available at the College for parent teacher interviews
* assessment instruments are not available for copying because of the need to preserve a base of secure assessment items in all subjects.
POLICY

St Teresa’s Catholic College requires all students to complete the assessment tasks required in all subjects for which a student is enrolled. All assessment pieces required of an individual student are to be completed under the conditions specified for the task and handed in by the due date. Any variation to a summative assessment due to educational reasons or any change to the published due date must be approved by the relevant Curriculum Development Leader in consultation with the classroom teacher.

Any assessment that falls due whilst a student has approved leave MUST be completed before they leave and any exam WILL be completed upon their return from leave. NO summative exam will be completed before the leave unless approved by the relevant Curriculum Development Leader.

The College Principal may vary the assessment policy for special circumstances.