

Our Lady of Fatima Assessment and Reporting Procedures



Our Lady of Fatima is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

This section sets out the steps that are taken at Our Lady of Fatima to adhere to the rules of the policy and achieve the policy purpose.

1. Methods used to assess student learning progress and achievement
 - 1.1. Formative assessment: The goal of formative assessment is to provide a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.
 - 1.2. Summative assessment: The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
 - 1.3. Students with additional learning needs: The goal is for students to receive adjustments to their learning programs and for assessments to reflect the adjustments and modifications according to the student Personal Learning Plan and SMART Goals.
2. Process for developing assessment tasks: Whichever method is used, students must be provided with clear marking criteria for each assessment task. Teachers do this through creating rubrics for learning that clearly make the learning objectives visible. Teachers also use Learning Intentions and Success Criteria for all learning tasks to ensure the learning pathway is clearly shown for all learners. Assessment tasks are designed for learners or co-designed with learners to reflect growth and understanding of taught concepts. Some assessment tasks are designed before learning to gain understanding the direction in which the learning needs to go. We call these pre assessment tasks.
3. Cycle of review of assessment practices and processes - Also known as Data Dialogues and Data Conversations
 - 3.1. Student data
 - 3.2. Identification of data
 - 3.3. Collection of data – cycle, methods, storage, dissemination
 - 3.4. Analysis of data
 - 3.5. Interpretation of data
 - 3.6. Use of data to inform teaching and assessment practices
4. Reporting practices
 - 4.1. Formative assessment
 - 4.2. Summative assessment
 - 4.3. Written reports
 - 4.4. Student/teacher/parent conferences
 - 4.5. Students with additional learning needs
 - 4.6. Students with additional needs

5. Personalised Learning Plans
 - 5.1. NCCD data
 - 5.2. PSG meetings
 - 5.3. Teacher adjustments to learning data
 - 5.4. Participation in national testing programs such as NAPLAN, PISA
6. Senior secondary assessment and reporting policies, procedures and practices