ASSESSMENT

1. Assessment at Xavier College will be outcomes based.
2. Outcomes will be assessed via specific assessment tasks. These tasks will assess the outcomes (whether skills, knowledge or attitudes) relevant to the program as described in the Curriculum Outline.
3. The Assessment tasks will be formal.
4. Each Assessment task given to students will include clear guidelines as to how the task will be assessed and graded. All instructions to students will be on the task sheet. Each task sheet will outline the criteria used to determine achievement at a particular grade.
5. The College Policy is to use a five point grading system for individual tasks and for the end of semester grading. This scheme will be as follows:

   A  Very high to outstanding achievement
   B  High achievement
   C  Satisfactory achievement
   D  Minimal achievement
   E  Required objectives not satisfactorily achieved

6. The number of assessment tasks each semester/Term should be between five and ten for semester units and three for Term units. Tasks should only assess two or three objectives. Assessment of many too objectives in each task leads to imprecise results.
7. A variety of tasks must be used.
8. All units of work from Years 8 – 10 will include an end of unit test.
9. Exams will only be held at Year 11 and 12.
10. Exams at Year 11 will be held in all subjects that have exams in Year 12. The exam result will contribute to the Semester grade where the exam is consistent with the course objectives and where it forms part of the SACE Assessment Plan.
11. At Year 11 no assessment task may count for more than 25% of the course mark and no assessment task will count for less than 10% of the course mark.
12. Assessment tasks should be designed to allow the average student to achieve a C or Satisfactory Achievement.
13. Assessment tasks should allow scope for negotiation between teacher and students to reflect specific student needs, and to allow the possibility of students working together.
REPORTING

Reporting on student achievement is carried using three methods. These are the formal written reports completed each Term, the diagnostic reports written on individual assessment task sheets and taken home by students following assessment and the formal parent teacher interviews conducted each Term.

Reporting via Written Reports

1. The student’s report is the summary of the assessment program and the formal communication of student progress to parents. These reports will record formal assessment only and will emphasise student achievement.

2. Formal reports are be issued at the end of each Term and Semester. A summary of each student’s progress will be retained for the records.

3. Each subject will have a separate page in the report package. On each sheet there will be listed the Tasks used during the Semester and the grade achieved. This should be only a record of what parents already know. The result of each task should have been recorded in the diary at the time that the task was completed.

   The sheet will also allow for a semester grade to be given by the teacher. This grade should be a global assessment by the teacher of the student’s progress during the semester using the 5-point scale referred to in the assessment section. Comments will not be given for each individual subject at the end of a unit. Diagnostic comments are made on task sheets as tasks are completed and returned to students.

4. A grade for work in class (Class Work Grade) would be included on each subject’s report sheet. This would be a good indication of a student’s attitude and effort in study.

5. A cover sheet will summarise the achievement in each subject.

6. There will also be a Tutor Group report which will comment on 1) use of diary, 2) Uniform, 3) Behaviour and 4) absences. There will also be a comment from the Tutor Group Teacher. These comments will be computer generated.

Reporting via Assessment Task Sheets

An Assessment Task Sheet will be given to students for every formal Assessment task undertaken. It will include:

- Clear guidelines as to how the task will be assessed and graded
- All instructions students need to complete the task.
- The criteria used to determine achievement at a particular grade.
- Space for diagnostic comments to be made by the teacher

Feedback is essential to student progress. When a task has been completed, teachers will assess the task against the criteria and write diagnostic comments on the task sheet. Tasks are to be returned to students promptly.

Faculties will develop a proforma for task sheets to be used within the faculty.
Reporting via Parent Teacher Interviews

All teachers are required to be available for scheduled Parent Teacher Interviews.

Parent Teacher Interviews will be held each Term.

In Terms 1, 2 and 3 these interviews are open to all parents. Parents will be notified of upcoming interviews and invited to make appointments. Tutor Group Teachers will confirm that all parents have seen the letter regarding Parent Teacher Interviews. Students will approach teachers and request appointments for their parents. Students, particularly those in senior school, are encouraged to attend the interviews.

In Term 4 interviews are held by appointment only. Teachers will be asked to nominate students whose parents they need to see.