



### 'Truth and Courage'

Inspired by the legacy of our Patron St Francis Xavier captured in the words ***"What more can I be or do for Christ"***, the Vision of the College is to provide our staff, students and their families with a rich experience of a Catholic learning community and encounter with Jesus. It is this encounter with Jesus that calls us to a spirit of evangelisation through education.

### Assessment

St Francis Xavier College adheres to the attached CACG Assessment Policy which can be accessed via the following link.

#### [Assessment Policy](#)

The implementation of **CACG Assessment Policy** at College level is contained within our **Statement of Practice** which has been endorsed by the Executive and Community Council of the College.

### Philosophy

Assessment is an integral part of the teaching and learning cycle, which both forms and informs teaching practice. Assessment is the process of professional judgment about student learning. A variety of assessment tools are used to show student learning of:

- Knowledge
- Understanding
- Skills

Assessment provides information about student learning by providing feedback about:

- Achievement
- Progress

Assessment can be conceptualised as:

- **Assessment for learning**

Often referred to as formative assessment. This type of assessment is used to shape or inform the teaching and learning processes and is represented as decisions made in each classroom by teachers.

- **Assessment of learning** – This is a summative approach which seeks to determine a student’s overall learning at the conclusion of a unit or topic.

Successful assessment will:

- provide opportunities for students to demonstrate their learning
- enable reliable and valid judgements to be made about student learning
- use of a range of assessment tools and modes to measure the learning strengths of students
- create valuable data for feedback to students and teachers
- provide access to all students for successful learning

For further details regarding SFX processes, refer to [Agreed Practices and Protocols: Teaching and Learning “Assessment at St Francis Xavier College”](#)

## Principles

- **Alignment**
  - Connection to the curriculum outcomes
  - Connection to the work of the classroom.
  - To deep knowledge of concepts within and across the subject discipline, problem solving, analysis, synthesis, and critical thinking.
  - validity- measure used are accurate and reliable.
- **Accessible, Equitable and Free from Bias**
  - All students can access the assessment demands.
  - Consideration of social, cultural, and inclusive needs of students.
  - Adjusted to accommodate the needs of learners with formal special provisions and modifications where possible.
  - Allows students to demonstrate their knowledge, understanding and skills at a variety of learner levels.
  - Assessment is free of bias and does not favour some students over others based on factors other than the key knowledge, understanding and skills of the student in the unit.
- **Evidence-based**
  - Evidence is collected from a range and balance of tasks over time.
  - Evidence collected against established standards such as Australian Curriculum achievement standards, BSSS assessment and moderation guidelines and grade descriptors.
- **Ongoing**
  - Be varied in nature and provide multiple opportunities for students to demonstrate the depth and breadth of their learning.
  - Use a range of assessment modes (e.g. written, spoken/signed, multimodal presentations), techniques appropriate to the learning area, and reflect a wide variety of assessment conditions (e.g. supervised, open).

- **Transparent**

- All assessment tasks must present clear expectations for students about task intention, and clear criteria for the marking of the task and making judgements about the quality of the student work.
- All tasks require a marking rubric or schema which elucidate the teacher judgement.
- Provision of exemplars/task modelling to reflect task expected performance.
- Moderation processes for clarity and confidence in marking processes across students and cohorts.

For further details regarding SFX processes, refer to [Agreed Practices and Protocols: Teaching and Learning "Assessment Moderation"](#).

- **Informative**

- Assessment provides information to teachers, students, and parents/carers about students' conceptual understandings, problem solving, analysis, synthesis, and critical thinking.
- Information must be reliable, and able to be used to draw conclusions for feedback and feed-forward.
- Creates data for use in reporting.
- Validity- the task must serve the purpose for which it is intended.

For further details regarding SFX processes, refer to *Agreed Practices and Protocols: Teaching and Learning "Summative Feedback and Results"*.

- **Reliability**

Reliability can be thought of in terms of consistency:

- across time (would students receive the same result from the task if conditions were different?)
- across tasks (would students receive the same result from different tasks assessing this material?)
- across markers (would students receive the same result from different markers?)
- reliability can also be thought of as the consistency of a question compared to all the other questions in the task assessing the same material.

- **Student engagement**

- Assessment task design must consider contemporary design as a way to engage students with the assessment.
- Reflect genuine or real-life situations or opportunities to solve problems.
- The opportunity to work collaboratively often improves student engagement.

- **Academic integrity**

- Academic integrity is premised upon the authenticity of student work. There must be clear assurance that the student created the work.
- Conditions of assessment must consider the achievement of academic integrity. Careful consideration to the test conditions employed by the College require that students work independently, quietly and with individual focus. This assists in the assurance of results.

- Maintaining test security and ensuring tasks are not reused will further be essential.
- Teachers can build academic integrity by writing new assessment items, using a wide range of assessment tools and task design. Creating tasks where answers cannot be 'googled', which require individual reflection and creation of solutions and are staged are some ways to ensure or improve academic integrity.

For further details regarding SFX processes, refer to [\*Agreed Practices and Protocols: Teaching and Learning "Academic Integrity"\*](#).

## **Creating Assessment**

- **Programme of Learning**

These programmes detail, using the UbD process, the desired outcomes of the course being taught.

- **Unit Outline**

A unit outline is a record of the intended teaching and learning components of a semester or term's work. It includes:

- An outline of assessment for the unit, assessment criteria, reporting/unit outcomes, summary of content, unit grade descriptors and penalties.
- Teacher collaboration, under the guidance of their Head of Department, to create a unit outline for each class.
- In creating this schedule of assessment tasks, teacher consideration and integration of the principles of quality assessment.
- Teacher consideration of the balance between a formative and summative assessment approach, and in-school supervised, assignment based at home approach.

- **Assessment Task**

- Using the assessment template, an assessment task is created.
- Teachers apply the principles of quality assessment when creating the assessment task.

To view the assessment task template, refer to *Agreed Practices and Protocols: Teaching and Learning "Junior Assessment Task Template"*.

- **Head of Department Task Review**

- All assessment tasks are reviewed by the Head of Department before submission to the Assessment Committee.
- All tasks are reviewed by the Assessment Committee before they are issued to the students.

For further details regarding SFX processes, refer to [\*Agreed Practices and Protocols: Teaching and Learning "Assessment Committee"\*](#).

## Reporting

A formal, documented report is provided to parents and students twice a year. Reporting on students each semester is a systematic way to monitor, evaluate, and communicate students' progress, fostering a collaborative approach to education among teachers, parents, and students. It supports ongoing improvement and ensures that all stakeholders are well-informed about students' academic development.

St Francis Xavier College provides academic reports at the conclusion of each semester based on an A – E five point scale, for submitted summative assessment tasks. Student achievement from Years 7 – 10 is measured against the achievement standards of the Australian Curriculum and CE/Brisbane Religious Education Curriculum. For senior students, achievement is measured against the achievement standards of the course frameworks in which they are enrolled.

Teachers also provide feedback on semester reports for behaviour in the classroom through what is called Approaches to Learning and covers engagement, working collaboratively, organisation, meeting deadlines and respect for the learning environment.

For further details regarding SFX processes, refer to [\*Agreed Practices and Protocols: Teaching and Learning “Reporting Guidelines”\*](#).

## REFERENCES:

[CACG Curriculum Policy](#)

[CACG Assessment Policy](#)

[CACG Religious Education Policy](#)

ACT Directorate Teachers Guide to Assessment

BSSS Policy and Procedures Manual

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