



Related Policies

Privacy
Reporting Accountabilities
Student Achievement Information -- Collection, Storage, Access and Use

Purpose

This policy describes the principles and expectations for assessing student achievement.

Policy

Assessment is a vital part of any teaching and learning cycle. Planning, teaching and learning, assessing and reporting are closely linked, and the goal of these processes is promoting 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 will:

- enable judgements to be made about student achievement
- promote student learning
- cater for students with special needs
- be formative, summative and diagnostic and embedded in the school's curriculum
- be based on standards related to curriculum policies and framework.

Definitions

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 may be conceptualized in two ways:

- i. Assessment *for* learning, and
- ii. Assessment *of* learning.

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

Assessment

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.

Principles

Assessment policies, procedures and practices at the school should be based on the following principles of assessment.

1. Assessment is an integral component of the teaching-learning process rather than being a separate activity.
 - 1.1. Assessment practice involves planning strategies that are naturally derived from well-structured teaching and learning activities.
 - 1.2. Assessment tasks should provide all students with opportunities to truly demonstrate the extent of their learning.
 - 1.3. Teachers need to plan carefully the timing, frequency and nature of their assessment tasks.
2. Assessment is student centred. There is a cooperative interaction between teacher and students, and among the students themselves.
 - 2.1. Assessment is continuous and is embedded in learning activities. It informs the planning of future learning to meet the specific needs of students.
 - 2.2. Assessment includes strategies for self-assessment and peer assessment, emphasising the next steps needed for further learning.
 - 2.3. Assessment is inclusive of all learners.
3. 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.
 - 3.1. Assessment opportunities are designed to explicitly test learners' ability to apply their learning in new and unfamiliar situations.
 - 3.2. Assessment tasks need to be constructed to allow the full range of student achievement.
 - 3.3. Assessment tools should be varied to reflect different ways of demonstrating understanding.
4. Assessment strategies need to be 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.
 - 4.1. Assessment will be used to describe the standard against which student achievement is assessed.

Curriculum outcomes and the assessment processes to be used should be made explicit to students.

Assessment

5. Students understand the learning goals and the criteria that will be applied to judge their achievement.
 - 5.1. Learners negotiate assessment criteria and assessment tasks where appropriate.

6. Students receive feedback that helps them make further progress.
 - 6.1. Assessment tasks should have provision for appropriate feedback to students.
 - 6.2. Feedback to students is directed to the achievement of standards and away from comparisons with peers.
 - 6.3. 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.
 - 6.4. Feedback is clear and constructive.
 - 6.5. Feedback is individualised and linked to opportunities for improvement.

7. Assessment judgements are moderated through professional collaboration to enhance fairness, reliability and validity.
 - 7.1. Assessment judgements should be based on the quality of achievement demonstrated by the student.
 - 7.2. Assessment practices should promote consistency of teacher judgement in relation to agreed standards of achievement for students.
 - 7.3. Achievement on individual assessment tasks does not have to be represented on a 5-point scale.

[Reference: These principles have been adapted from NSW Board of Studies documents, p4.]

Expectations

1. Schools

Schools will ensure that:

- 1.1. Assessment processes comply with National, State/Territory and the Archdiocese of Canberra and Goulburn requirements.
- 1.2. Documentation includes procedures for implementing effective assessment processes (ie student and parent information regarding assessment and analysis of student assessment information).
- 1.3. External and internal assessments are carried out effectively.
- 1.4. Appropriate assessment processes are carried out, for various year levels, for example – Kindergarten.
- 1.5. Staff receive appropriate professional learning that promotes consistency of teacher judgement.

2. Teachers

Teachers will ensure that they develop assessment processes that:

- 2.1. Demonstrate current pedagogy that incorporates the principles of *assessment for learning* and *assessment of learning*.

Assessment

- 2.2. Are derived from, and are directly related to, the Archdiocesan Religious Education Curriculum Guidelines K-12 (*Treasures New and Old*), the K-6 Foundation Statements (NSW) and/or the ACT Curriculum Framework 'Every Chance to Learn,' and other related State/Territory documents.
- 2.3. Provide a range of opportunities that include a variety of models and strategies.
- 2.4. Ensure that all students receive fair and reliable information about progress in their learning and provide meaningful feedback to students.
- 2.5. 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.
- 2.6. Provide opportunities for all students to demonstrate a level of achievement commensurate with their abilities.
- 2.7. Monitor and record student progress.

Procedures

Individual schools draw on these guidelines in the development of their assessment policy.

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
- Board of Studies, NSW, 2005, *NSW Primary Curriculum Foundation Statements* booklet
- Board of Studies, NSW, 2005, *NSW Primary Curriculum Foundation Statements* community brochure and posters
- Archdiocese of Canberra and Goulburn, 2000, *Treasures New and Old*
- Department of Education and Training, ACT, 2007, *Every Chance to Learn*

Forms

Nil

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