

ASSESSMENT POLICY

PURPOSE:

Schools are responsible for the ongoing process of gathering, analysing and reflecting on performance results to make informed and consistent judgements to improve student outcomes.

There is a need to establish and maintain an accountable and consistent approach to the assessment of student performance that helps to improve student learning, directs needs-based teaching and identifies those in need of support and/or assistance.

Consistent procedures and strategies are required for the administration, collection, recording, review and goal setting related to a variety of assessment tasks.

GOALS:

- To assess school and student performance regularly, accurately and comprehensively.
- To use assessment tools that are authentic, multi-purpose, relevant and informative.
- To improve student learning by accurately determining areas of student need, as well as areas of exemplary performance.
- To provide staff with a strategic plan for assessment that takes into account – student needs, teacher needs, school based accountability measures and Department of Education and Early Childhood Development (DEECD) requirements.

GUIDELINES:

- A variety of assessment tasks will be used to identify students knowledge or limitations, encompassing particular strengths and weaknesses which will be used to guide future teaching and learning practices.
- Assessment tasks will be needs-based, varied and authentic, acknowledging the different levels of understanding and the different learning styles of students. They may include: teacher observations, annotated student work samples, portfolios, formal tests, interviews, projects, self and peer assessment, discussions and State and National testing processes (such as Reading Benchmarks, National Assessment Program – Literacy and Numeracy NAPLAN, VCAA on-Demand Testing, PAT M and PAT R, Running Records and Mathematics On-Line and English On-Line).

- Students will be assessed using the program for Students with a Disability (PSD) of Victorian Essential Learning Standards (AUSVELS), developed in conjunction with the Student Support Group meeting process and goals.
- Teachers will use the information and data they collect as a result of assessment tasks to make judgements about future learning goals and activities, and report on student achievement referring to the AUSVELS.
- Staff will use the Student Performance Analyser (SPA) system of record keeping that provides broad, informed observations of student learning, e.g. checklists, running records, test data, work samples, anecdotal records, common assessment tasks, student self assessments.
- Staff will place results from School Based Assessment and On Demand Testing twice a year on a common College Wide Shared network drive and results from on-going classroom specific assessments will be placed into student files for future records throughout the year. Where applicable Assessment results will be uploaded to SPA.
- Staff will participate in professional development activities to practise and refine making consistent judgements and moderation related to progression points, student achievement and performance.
- Staff will provide all required performance data to Department of Early Education and Early Childhood Development (DEECD) and the school community via the appropriate reporting format – student reports, annual reports, triennial review.
- Staff will provide students with on-going feedback about their learning and performance as well as provide opportunities for both staff and students to reflect on their overall learning and practice.

IMPLEMENTATION:

- School Based Assessment tasks will be administered in Term 1 and Term 4 of each school year. VCAA On Demand testing will be done in Term 1 (March) and early in Term 4 (October). MOI is done in June and November.
- Data from school based assessment tasks will be recorded within teacher records and on SPA.
- Regular, on-going assessment tasks will occur throughout the school year.
- Teams will plan common assessment tasks which match the teaching and learning objectives from units of work.
- Students and staff will participate in goal setting and in giving and receiving constructive feedback about their learning and performances in a safe, respectful and confidential environment.
- Teachers will participate in professional learning teams to practise moderation and develop skills and understanding related to making consistent judgements related to student performance / achievement.

- Teachers requiring students to be assessed by outside agencies (e.g. Guidance Officer, Speech Pathologist) will need to consult with the Team Leader / Student Welfare Coordinator and Parents of students to be assessed prior to the assessment.

EVALUATION:

- Feedback from surveys –students, parents and staff.
- Review of school and Department of Education and Early Childhood Development (DEECD) data.

This policy to be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2016.