

## Related Policies

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

## Rationale/Purpose

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

## Definitions

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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 is conceptualised in two ways:

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

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

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.

## Policy

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Assessment is a vital part of the teaching and learning cycle. Planning, teaching and learning, assessing and reporting are closely linked, and the goal of these processes is to promote 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
- include diagnostic, formative and summative tasks which are embedded in the school's curriculum
- be based on standards related to curriculum policies and framework.

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## Procedures

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Schools use these guidelines in the development of their School Assessment Policy.

### 1. *Principles*

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

- Assessment is an integral component of the teaching-learning process rather than being a separate activity.
- Assessment practice involves planning strategies that are naturally derived from well-structured teaching and learning activities.
- Assessment tasks provide all students with opportunities to truly demonstrate the extent of their learning.
- Teachers plan carefully the timing, frequency and nature of their assessment tasks.
- Assessment is student centred. There is a cooperative interaction between teacher and students, and among the students themselves.
- Assessment is continuous and is embedded in learning activities. It informs the planning of future learning to meet the specific needs of students.
- Assessment includes strategies for self-assessment and peer assessment, emphasising the next steps needed for further learning.
- Assessment is inclusive of all learners.
- 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.
- Assessment tasks are constructed to allow the full range of student achievement. This includes providing opportunities which are designed to explicitly test learners' ability to apply their learning in new and unfamiliar situations.
- Assessment tools are varied to reflect different ways of demonstrating understanding.
- Assessment strategies are 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.
- Assessment is used to describe the standard against which student achievement is assessed.
- Curriculum outcomes and the assessment processes used are made explicit to students and parents/caregivers.
- Students understand the learning goals and the criteria that will be applied to judge their achievement.
- Learners negotiate assessment criteria and assessment tasks where appropriate.
- Students receive feedback that helps them make further progress.
- Assessment tasks have provision for appropriate feedback to students.
- Feedback to students is directed to the achievement of standards and away from comparisons with peers.
- 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.
- Feedback is clear and constructive.
- Feedback is individualised and linked to opportunities for improvement.
- Assessment judgements are moderated through professional collaboration to enhance fairness, reliability and validity.

- Assessment judgements are based on the degree to which quality of achievement is demonstrated by the student.
- Assessment practices should promote consistency of teacher judgement in relation to agreed standards of achievement for students.
- Achievement on individual assessment tasks does not have to be represented on a 5-point scale.

## 2. **Expectations – Schools**

Schools ensure that:

- assessment processes comply with National, State/Territory and the Archdiocese of Canberra and Goulburn requirements
- documentation includes procedures for implementing effective assessment processes (ie student and parent information regarding assessment and analysis of student assessment information)
- external and internal assessments are carried out effectively
- appropriate assessment processes are carried out, for various year levels, for example – Kindergarten
- staff receive appropriate professional learning that promotes consistency of teacher judgement

## 3. **Expectations – Teachers**

Teachers ensure that they develop assessment processes that:

- demonstrate current pedagogy that incorporates the principles of *assessment for learning* and *assessment of learning*
- 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
- provide a range of opportunities that include a variety of models and strategies
- ensure that all students receive fair and reliable information about progress in their learning and provide meaningful feedback to students
- 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
- provide opportunities for all students to demonstrate a level of achievement commensurate with their abilities
- monitor and record student progress

## 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](http://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

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NOTE: As the Australian Curriculum is fully implemented references to NSW BoS and ACT Curriculum documents will require ongoing updates.

## Forms

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Nil

<b>Approved By:</b>	Service Area Leadership Team
<b>Issuing Service Area:</b>	
<b>Implementation Date:</b>	
<b>Policy Revision Date:</b>	
<b>CEO Contact Officer:</b>	
<b>TRIM Record Number:</b>	