

Assessment Policy

Status: Final, May 2015
Education Sub Committee.

Rationale:

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve student learning. Assessment and reporting are vital processes which provide information about what students know and can do, and to make recommendations for their future learning.

Assessment **for** learning, **as** learning, **of** learning, is an integral part of learning and teaching at RHPS. It provides a sound basis for future learning and teaching contexts and facilitates improvement of student learning outcomes.

Aims:

- To assess school and student performance accurately and comprehensively against AusVELS standards.
- To improve student learning by accurately determining current performance as well as areas of future need and development.
- To monitor student progress and achievement.
- To diagnose how programs need to be differentiated for each student.
- To evaluate what learning is taking place and provide feedback
- To provide students with appropriate tools and understandings for peer and self-assessment.

Guidelines:

The primary purpose of assessment is to improve student performance:

In keeping with DET guidelines, Assessment will be based on an understanding of how students learn, it should be an integral part of curriculum design and should have clarity of purpose, goals, standards and criteria.

- Teachers will follow the Rolling Hills Assessment schedule to support the purposeful, systematic and ongoing collection of evidence and its use in making judgements about student demonstration of learning outcomes.
- Student Portfolios will contain student work samples from selected Domains from AusVELS over the year.
- Assessment procedures will be free from bias, stereotyping and generalisation in respect of gender, class, race and disability.
- Assessment methods will be valid, reliable and consistent.
- The process of moderation is an essential part of the assessment process. Teachers are involved in the moderation process to ensure agreement on criteria for their level.

Implementation:

- Assessment will be an integral part of teaching and learning, include a variety of strategies, accommodate students with diverse learning styles and needs, be manageable and have a common understanding across the school and teachers will monitor progress and provide timely feedback to support student learning.
- The school will establish a whole-school assessment schedule for teachers which will include a variety of assessment strategies, including online and on demand assessment tools, providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions, school entry assessment tests and involvement in statewide standardised testing processes such as NAPLAN. The schedule will provide an opportunity for ongoing feedback and reflection.
- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teams will schedule regular data meetings, using data from school/DET assessments to assist in moderating and making judgements about student achievement and inform planning for improving student learning outcomes.
- Teachers will use a range and balance of assessment strategies. They will select the best strategy to suit the context in which learning outcomes are being demonstrated and the type of evidence that is required. Students should be made familiar with strategies through relevant modelling and practice.
- All reports will be typed on the School Network using the Compass Learning Management System. All electronic files across the system are the property of DET and the school. All users should act on the basis that they are accountable for every file issued from their machine, or authorised to be issued on their behalf.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in English, Maths, Inquiry, ICT, Physical, Personal and Social Learning, ensuring that comments include General Capabilities.

Policies

- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against AusVELS standards across the school.
- Teachers will develop Individual Learning Plans for all students in consultation with parents and students, and where appropriate, others with specific expertise.
- Self-assessments by students against individual learning goals will be a feature of our assessment regime.
- Assessment, recording and reporting procedures will be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives.
- Students will be formally assessed upon entry to school. Results will be used to inform planning, set targets and aid early identification of special needs.
- Item analysis of NAPLAN results will focus on both individual and cohort future learning.
- The school will assess the achievements of students with disabilities in the context of the AusVELS and ABLES where appropriate. Student support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the student support group.
- Students for whom English is a second language, when required, will have their progress in English reported against the English as an Additional Language Developmental Continuum.

Evaluation:

- This Policy shall be reviewed annually with a major review undertaken every 3 years by the Education Sub-Committee of School Council.

References:

<http://www.education.vic.gov.au/school/teachers/support/Pages/advice.aspx>

<http://www.vcaa.vic.edu.au/Pages/index.aspx>

<http://ausvels.vcaa.vic.edu.au/>

<http://www.education.vic.gov.au/school/teachers/support/Pages/assessment.aspx>

<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/continuum/Pages/eslstudent.aspx>

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/Pages/default.aspx>