

POLICY IMPLEMENTATION DOCUMENT

Assessment and Reporting

Assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. At Kariong Mountains High School, teachers use assessment strategies to inform their practice and engage in dialogue with students and their parents about student progress. Assessment strategies may be formal or informal but regardless of purpose or type, will:

- relate to, and be consistent with, the full range of curriculum outcomes
- recognise a range of learning styles
- be fair to all students and free of bias
- enhance student motivation and commitment to learning
- inform teacher direction
- support and encourage continued learning.

The Department of Education policy can be found at the link below:

<https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/aspects-of-assessment/assessment-of-learning>

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- **Assessment FOR learning** - occurs when teachers use inferences about student progress to inform their teaching.
- **Assessment AS learning** - occurs when students reflect on and monitor their progress to inform their future learning goals.
- **Assessment OF learning** - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Principles for assessment

Substantial research exists on the characteristics of good practice for assessing student learning. This research is summarised in the following set of principles.

The primary purpose of assessment is to improve student performance

Good assessment is based on a vision of the kinds of learning we most value for students and how they might best achieve these. It sets out to measure what matters most.

Assessment should be based on an understanding of how students learn

Assessment is most effective when it reflects the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time.

Assessment should be an integral component of course design and not something to add afterwards

The teaching and learning elements of each program should be designed in full knowledge of the sorts of assessment students will undertake, and vice versa, so that students can demonstrate what they have learned and see the results of their efforts.

Good assessment provides useful information to report credibly to parents on student achievement

A variety of assessment methods provide teachers with evidence of what students know and can do, and their particular strengths and weaknesses. Teachers can then report to parents on how far their child has progressed during the year, where they are compared to the relevant standards, and what the student, the parent and the teacher need do to improve the student's performance.

Good assessment requires clarity of purpose, goals, standards and criteria

Assessment works best when it is based on clear statements of purpose and goals for the course, the standards which students are expected to achieve, and the criteria against that measure of success. Assessment criteria need to be understandable and explicit so students know what is expected of them from each assessment they encounter. Staff, students, parents and the community should all be able to see why assessment is being used, and the reasons for choosing each individual form of assessment in its particular context.

Good assessment requires a variety of measures

In general, a single assessment instrument will not tell us all we need to know about student achievement and how it can be improved. Therefore, a variety of assessment tools are employed to match more closely to the type of information sought.

Assessment methods used should be valid, reliable and consistent

Assessment instruments and processes should be chosen which directly measure what they are intended to measure. They should include the possibility of moderation between teachers where practical and appropriate to enhance objectivity and contribute to a shared understanding of the judgments that are made.

Assessment requires attention to outcomes and processes

Information about the outcomes students have achieved is very important to know where each student ends up, but so too is knowing about their experiences along the way and, in particular, the kind of effort that led to these outcomes.

Assessment works best when it is ongoing rather than episodic

Student learning is best fostered when assessment involves a linked series of activities undertaken over time, so that progress is monitored towards the intended course goals and the achievement of relevant standards.

Assessment for improved performance involves feedback and reflection

All assessment methods should allow students to receive feedback on their learning and performance so assessment serves as a developmental activity aimed at improving student learning. Assessment should also provide students and staff with opportunities to reflect on both their practice and their learning overall.

(Source: State of Victoria – Department of Early Childhood and Education 2007)

Responsibilities

1. School

- Reviewing faculty and stage assessment schedules on a cyclic program to ensure best practice.
- Principles are implemented.
- Provide professional learning opportunities for staff to improve practice.
- Inform parents and school community of assessment policies.

2. Teachers

- Utilise assessment for, as and of learning in their teaching programs.
- Inform students of assessment schedules in a timely manner.
- Undertake professional learning to improve practice.
- Review assessment tasks with colleagues and students for effectiveness.
- Map assessment tasks to curriculum outcomes and syllabus requirements.
- Incorporate quality teaching principles into assessment task design.
- Keep accurate and effective records of assessment outcomes.
- Provide timely and effective feedback to students about assessment tasks.

3. Students

- Prepare and participate in assessment to the best of their ability.
- Provide informative feedback to teachers about assessment tasks.
- Manage their time to ensure that assessment tasks are undertaken in a planned way.
- Are ethical in their completion of tasks.

Reporting

Reporting is the process by which assessment information is communicated to help students, parents, teachers and the system to make decisions by providing information about what students know and can do, together with recommendations for their future learning.

Parents/ caregivers of all students are provided with a written report twice a year which:

- provides information on the student's learning in each of the key learning areas (KLAs) or subjects
- positions the student on an achievement scale
- includes teacher comments which identify areas of student strength and areas where there is need for further development, in each KLA or subject
- has information about the student's attendance at school
- provides information about the student's social development and commitment to learning.

What is reported on is based on a variety of ongoing assessments and consistent teacher judgement. The half yearly report is available to students and parents in time for a parent / teacher meeting in Term 2.