



respectful · responsible · resilient

Assessment Policy

Policy Number:	AssP.1.2
Status:	Ratified
Date Issued:	November 2014
Evaluation and Review:	November 2017
Policy Contact Officer:	School Principal – Brendan Kiely
Related Documentation:	

Rationale:

This policy describes the principles and expectations for assessing student achievement and using assessment data for future planning at St Joseph's Primary School, Wauchope.

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
- Promoting student's awareness and motivation for their continued learning
- Using data to direct teacher planning and programming

Scope:

Through assessment our school will:

- Enable consistent judgements to be made about student achievement
- Promote student learning and motivation for learning
- Be formative, summative, diagnostic and embedded in the school's curriculum
- Be based on standards related to the curriculum
- Identify and support the learning of all children, including those with additional needs
- Differentiate and personalise the curriculum

Principles *for, as and of* learning:

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 conceptualised in three ways:

1. Assessment *for* learning
2. Assessment *as* learning
3. Assessment *of* learning

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

Assessment *as* learning acknowledges the great effect that increased student responsibility for learning and goal-setting by participating in meaningful, relevant assessments has on student outcomes and achievement.

Assessment *of* learning is assessment for accountability purposes, to determine students' 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, procedure and practices at St Joseph's Primary Wauchope will 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 programs

- 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 cooperative interaction between teacher and students and among 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 for future 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 learner's ability to apply their knowledge 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 NSW and National curriculum policies and frameworks/syllabuses and Grade descriptors for Reporting.**
 - 4.1 Assessment will be used to describe the standard against which student achievement is assessed.
 - 4.2 Curriculum outcomes and assessment processes used should be made explicit to students.

- 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 future progress.**
 - 6.1 Assessment tasks should have provision for appropriate feedback to students.
 - 6.2 Feedback to students is directed to the achievement standards and away from comparisons to peers.
 - 6.3 Feedback is given in such a way that motivates the learner and helps students to understand that mistakes are part of the 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 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 an A-E scale.

Procedures:

1. **Teachers at St Joseph's, Wauchope will ensure that they develop assessment processes that:**
 - 1.1. Demonstrate current pedagogy that incorporates the principles of assessment *for*, *as*, and *of* learning.
 - 1.2. Assessment of learning and sits within the Contemporary Learning Framework.

- 1.3. Are derived from and directly related to the Lismore Diocese Religious Education curriculum, the Australian Curriculum in NSW, the NSW curriculum and Stage Statements as they are adopted.
- 1.4. Provide a range of opportunities that include a variety of models and strategies.
- 1.5. Ensure all students receive fair and reliable information and progress in their learning and provide meaningful feedback to students and other stakeholders.
- 1.6. Create opportunities for collaboration and planning of assessment criteria, moderation of student work, shared understandings of student learning and assessment, and balanced judgements about student achievement using the A-E Common Grade Scale.
- 1.7. Provide opportunities for all students to demonstrate a level of achievement commensurate with their abilities.
- 1.8. Monitor and record student progress.
- 1.9. Enable clear reporting of school and student performance.
- 1.10. Teachers are responsible for analysing their student data from the previous year to inform their groupings and teaching for the current year.

- *See attached appendix for St Joseph's Wauchope Assessment Plan*

St Joseph's Wauchope Assessment Plan

Year Level	Term 1	Term 2	Term 3	Term 4
Kinder	<ul style="list-style-type: none"> • Running records Week 9 • Words their Way Inventory 	<ul style="list-style-type: none"> • Running Records Week 7 	<ul style="list-style-type: none"> • Running Records Week 9 	<ul style="list-style-type: none"> • Running Records Week 7
Year 1	<ul style="list-style-type: none"> • Words their Way Inventory • Running records Week 9 • Pat Comprehension 	<ul style="list-style-type: none"> • Running Records Week 7 	<ul style="list-style-type: none"> • Running Records Week 9 • Pat Maths • Pat Comprehension 	<ul style="list-style-type: none"> • Running Records Week 7
Year 2	<ul style="list-style-type: none"> • Words their Way Inventory • Running records Week 9 • Pat Comprehension • Pat Spelling 	<ul style="list-style-type: none"> • Running Records Week 7 	<ul style="list-style-type: none"> • Running Records Week 9 • Pat Comprehension • Pat Spelling • Pat Maths 	<ul style="list-style-type: none"> • Running Records Week 7
Year 3	<ul style="list-style-type: none"> • Words their Way Inventory • Pat comprehension • Pat Spelling • Pat Grammar • Pat Vocabulary 	<ul style="list-style-type: none"> • NAPLAN 11-14 May • Running Records (below Level 30) • Arithmetic Test 	<ul style="list-style-type: none"> • Pat Maths • Pat Comprehension • Pat Spelling • Pat Grammar • Pat Vocabulary • Running Records (below Level 30) 	<ul style="list-style-type: none"> • Arithmetic Test • Running Records (below Level 30)
	<ul style="list-style-type: none"> • Words their Way Inventory • Pat Comprehension • Pat Spelling • Pat Grammar • Pat Vocabulary 	<ul style="list-style-type: none"> • Running Records (below Level 30) • Arithmetic Test 	<ul style="list-style-type: none"> • Pat Maths • Pat Comprehension • Pat Spelling • Pat Grammar • Pat Vocabulary • Running Records (below Level 30) 	<ul style="list-style-type: none"> • Arithmetic Test • Running Records (below Level 30)
Year 5	<ul style="list-style-type: none"> • Words their Way Inventory • Pat Comprehension • Pat Spelling • Pat Grammar • Pat Vocabulary 	<ul style="list-style-type: none"> • Running Records (below Level 30) • NAPLAN 11-14 May • Arithmetic Test 	<ul style="list-style-type: none"> • Pat Maths • Pat Comprehension • Pat Spelling • Pat Grammar • Pat Vocabulary • Running Records (below Level 30) 	<ul style="list-style-type: none"> • Arithmetic Test • Running Records (below Level 30)
Year 6	<ul style="list-style-type: none"> • Words their Way Inventory • Pat Comprehension • Pat Spelling • Pat Grammar • Pat Vocabulary 	<ul style="list-style-type: none"> • Running Records (below Level 30) • Arithmetic Test 	<ul style="list-style-type: none"> • Pat Maths • Pat Comprehension • Pat Spelling • Pat Grammar • Pat Vocabulary • Running Records (below Level 30) 	<ul style="list-style-type: none"> • Arithmetic Test • Running Records (below Level 30)