



## **St Alipius Parish School Assessment Policy**

Review: 2016

Ratification: 2016

### **RATIONALE:**

At St Alipius Parish School, assessment is the evidence gathered by teachers and is intended to be used for a variety of purposes including informing students, parents, teachers, and school authorities about students' demonstration of learning outcomes. It assists in making decisions about student needs, learning and teaching purposes and resource requirements. Assessment aids in the discussion of future pathways with students and guide planning of class and school curriculum programs.

### **POLICY STATEMENT:**

At St Alipius Parish School, assessment is the purposeful, systematic and ongoing collection of information about students' knowledge and understanding of skills, knowledge and essential learnings.

Best practice in assessment requires the integration of these three stages:

#### **ASSESSMENT FOR LEARNING**

- To provide information on student knowledge, skills and behaviours to inform the next stage of learning.

#### **ASSESSMENT AS LEARNING**

- To provide feedback and opportunities for student reflection and/or self-assessment to support future learning.

#### **ASSESSMENT OF LEARNING**

- To provide information about what students have learnt in relation to the Standards.

## POLICY GUIDELINES

## GUIDELINE INDICATORS

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<p>Assessment at St Alipius will:</p> <ul style="list-style-type: none"><li>• Use current, relevant data that will drive the next point of learning for students</li> <li>• Be informed by the Victorian Curriculum as provided through VELs and Awakenings documentation</li></ul>	<p>To ensure this occurs:</p> <ul style="list-style-type: none"><li>• Teachers will adhere to the St Alipius Assessment schedule for standardised testing</li><li>• Teachers will keep records of formal assessment on a shared data portal</li><li>• Teachers will prepare pre-tests before teaching a series of lessons and post-tests in order to show growth over time.</li> <li>• Teaching teams will plan assessment tasks as part of the planning of a unit of work</li><li>• Families will receive a written report twice yearly</li><li>• Teaching teams will moderate assessment samples regularly to ensure validity and accuracy of results.</li><li>• We will adhere to CEO Assessment requirements and National Testing schedules</li></ul>



## APPENDIX ONE

### Assessment Principles

Substantial research exists on the characteristics of good practice for assessing student learning. This research is summarised in the following set of principles to guide schools in planning to implement the Victorian Essential Learning Standards as a whole.

**1. 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.

**2. 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.

**3. 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.

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

A variety of assessment methods fit for purpose provides teachers with evidence of what students know and can do, and their particular strengths and weaknesses. Teachers then can 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.

**5. 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 which we measure success. Assessment criteria in particular 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.

**6. Good assessment requires a variety of measures**

It is generally the case that a single assessment instrument will not tell us all we need to know about student achievement and how it can be improved. We therefore need to be familiar with a variety of assessment tools so we can match them closely to the type of information we seek.

- 7. 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 shared understanding of the judgments that are made.
- 8. 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.
- 9. 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.
- 10. 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.

When assessment is addressed in terms of the principles outlined above it not only becomes a key part of the planning process for improved student learning, but a powerful source of personal and institutional professional development and learning as well.

## **APPENDIX TWO**

### **FORMATIVE, SUMMATIVE AND AUTHENTIC ASSESSMENT**

The assessment strategy required by the Victorian Essential Learning Standards is a combination of authentic, summative and formative assessment to encompass the integration of knowledge, skills and behaviours. Central to this will be an observation of students' development and the collection of anecdotal evidence in an ongoing process which will indicate the kinds of strategies that teachers and students need to apply to improve learning during the course of a unit.

#### **FORMATIVE ASSESSMENT**

Formative assessments are the assessment tasks or exercises which occur during the teaching activities and are continuous. The student's performances on these tasks are used by the teacher to make decisions about where the teaching needs to go next in order to assist that student's learning. It is part of the teaching cycle and not part of grading.

#### **SUMMATIVE ASSESSMENT**

Summative assessment is the product of 'on-balance' judgment based on an accumulated range of assessment sources to determine what the student has achieved and learnt at the end of a unit or semester. Summative assessment is based upon the accumulated learning that has taken place over a period of time and can also be diagnostic in nature. The unit learning goals and objectives should reflect the nature of learning that takes place in that unit and therefore determine how summative assessment is structured. Conducting summative assessment at the end of a unit enables teachers to ascertain student's development against the unit goals and objectives and to set future directions for learning.

Examples of summative assessment are found within these units when children's progress is recorded against curricular targets and the key objectives covered in that unit.

#### **AUTHENTIC ASSESSMENT**

Authentic assessment is based on the development of a meaningful product, performance or process overtime. Students develop and demonstrate the application of their knowledge and skills in real world situations which promotes and supports the development of deeper levels of understanding. Authentic assessment stems from clear criteria of which students are aware and involved in the development and evaluation of. Students and teachers collect evidence of student development over time in learning journals or portfolios. Criteria are usually expressed in rubrics but can also be based on criteria such as the [Mayer Key Competencies](#).

## **GATHERING INFORMATION, DATA, OBSERVATIONS AND EVIDENCE**

In planning activities and managing assessment, teachers should ensure that assessment is based on a variety of tasks and is inclusive of the learning needs of all students. Multiple sources of information should be used to make judgments about specific skills and depth of understanding. Assessment tasks need to be developed with the goals and objectives of the unit in mind and must reflect the learning objectives outlined. These sources include:

- negotiated tasks with negotiated assessment criteria
- self-assessment and reflection
- group assessment
- observations
- presentations
- demonstrations
- peer evaluations.

It is important that unexpected outcomes, both positive and negative, are also acknowledged.