



Elwood Primary School No 3942

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PROGRAM: Student Assessment

POLICY NO:11 August 2007

PURPOSE

To provide accurate and comprehensive assessment of individual student performance in order to

- assist in establishing open communication between teachers, parents and students,
- help in improving student learning overall,
- assist in establishing future direction, and
- help in identifying areas of exemplary performance, as well as those students in need of support and assistance.

BROAD GUIDELINES

1. The purpose of assessment is to improve student performance.
2. Assessment is based on an understanding of how students learn, reflecting the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time.
3. Assessment is incorporated into the planning of all units and courses, so that students can demonstrate what they have learned and see the results of their efforts.
4. Assessment provides information and evidence to report to parents on student achievement. Good assessment requires clarity of purpose, goals, standards and criteria. 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.
5. A variety of assessment tools is required to determine student achievement. These may include annotated student work samples, tests and assignments, projects, portfolios, performance observations, discussions and involvement in statewide standardised testing processes such as AIM and school entry assessment tests.
6. Assessment instruments and processes are chosen to directly measure what they are intended to measure. Moderation between teachers is encouraged to enhance objectivity and shared understandings of judgments.
7. Understanding *how* students achieve outcomes is as important as the outcome itself
8. Assessment is ongoing over time, and allows students to receive feedback on their learning and performance.
9. Assessment for the Victorian Essential Learning Standards (VELS) 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 judgments on student achievement against goals and standards.

IMPLEMENTATION

1. Teachers develop a range of assessment activities as part of team planning.
2. Teachers develop a manageable system of keeping records to provide a rich mixture of observations of student learning and assist with making consistent, on-balance judgments on achievement.
3. Teacher develop individual learning improvement plans for some students in consultation with students, parents and where appropriate, others with specific expertise.
4. For students with disabilities and impairments, Program Support Groups develop individual student profiles containing learning goals. Progress towards learning goals is assessed and reported by the program support group.
5. Students for whom English is a second language will have their progress in English assessed in relation to stages as identified in VELS.

RESOURCES

1. Victorian Curriculum and Assessment Authority
<http://vels.vcaa.vic.edu.au/assessment/index.html>
2. Victorian Department of Education
<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment/assess.htm>

REVIEW: in 2010 .