

# Assessment Policy

## **RATIONALE:**

An effective assessment policy assists in improving student outcomes by establishing common practice across the College and encouraging teachers to further improve their practice. Assessment also becomes a vehicle for improving communication between the College and parents.

## **AIMS:**

- To improve student outcomes by providing a feedback mechanism that engages students in become more involved in their own learning and taking responsibility of that learning.
- To give students and their parents a measure of the students' progress at a point in time.
- To report to students and their parents accurately and comprehensively.

## **GUIDELINES:**

### **ASSESSMENT**

St Albans Secondary College understands that assessment and reporting are integral to the teaching and learning process and part of the core business of the College. This policy reflects that education is going through an evaluation of the purpose of assessment and that the College is actively encouraging staff to explore new directions.

The assessment process is broken into three sections that work together to provide a whole picture of student learning and where their strengths are and in what areas students need to further develop their understandings.

### **FORMATIVE ASSESSMENT**

#### **Assessment For Learning**

Assessment For learning is the process that the teacher and student undertake to determine the current knowledge that the student has in relation to the topic. It is essential to understand that this is not just something that occurs at the beginning of a unit and not touched on again. Through using this process throughout a unit it provides teachers and students with valuable knowledge about what students have learnt and what knowledge and skills students still need to develop. This is an essential aspect of Personalising Student Learning.

Assessment For Learning occurs when teachers use inferences and knowledge about students' progress to inform their teaching practice and planning of units in order to target student's individual needs and build on the student's current knowledge. Teachers ascertain students' knowledge, perception and misconceptions throughout the unit being taught and considers this information when planning lessons to target students individual learning needs. This process is about teachers using evidence collected from students to inform curriculum planning, and teaching practice, in order to support students to work at their optimal level. It is encouraged that teachers provide a range of different methods for students to show what they know about a topic. See Assessment and reporting Handbook for examples of activities to use during Assessment For Learning.

### **Assessment As Learning**

Assessment As Learning is also Formative Assessment. There are many important aspects to Assessment As Learning. During this phase, students should reflect on and monitor their progress to inform their future goals and attitude towards learning, students should engage in self and peer assessment which promotes their understanding of how they learn and staff and students should also engage in the Assessment FOR Learning process again in order to inform the next section of unit and lesson planning.

Assessment As Learning involves the continuous monitoring of student understanding through using a variety of assessment strategies. It is part of the normal feedback mechanism where teachers support students' further learning, encourage them to monitor and take responsibility for their own learning. In addition, it provides feedback for the teacher to review the individual and class learning program.

The use of suitable feedback has been found to be critically important in improving student outcomes. Feedback by its nature should be aimed at helping the learning process identifying gaps in knowledge and understanding. The use of criteria will cater for students with different intelligences and learning styles. The use of the Habits of the Mind is to be incorporated across all learning areas and will assist in the assessment of Habits of Mind. See Assessment and reporting Handbook for examples of activities to use during Assessment As Learning.

### **SUMMATIVE ASSESSMENT**

#### **Assessment Of Learning**

Assessment Of Learning is Summative Assessment. It gives students and their parents a measure of the student's progress at a point in time. Equally as important as being able to provide a measure of student's progress at the time, Assessment Of Learning also provides guidance for future student improvement when implemented correctly.

From Years 7-10 all assessment tasks that are reported to parents via College Reports should have an Assessment Rubric with the exception of topic tests and Exams. See Assessment and Reporting Handbook for examples of Rubrics and how to develop a Rubric.

Teachers should use a range of forms of assessment that give students a chance to display their level of understanding in a variety of ways. Assessment tasks should test both knowledge and skills and contain tasks that explore different levels of thinking from simple comprehension to analysis, synthesis and evaluation. See Assessment and reporting Handbook for examples of activities to use during Assessment As Learning.

### **IMPLEMENTATION:**

The implementation guidelines for the policy are detailed in the College's Assessment and Reporting Handbook 2012.

### **EVALUATION:**

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council In...	June 2013
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