

MacKillop College



Policy: Assessment

Introduction

Assessment is an attempt to discover what a student has learned and what s/he can do with that learning. This involves measuring a student's performance on selected tasks. Different types of learning require different types of assessment task. Assessment is related to evaluation in that it gives information about the effectiveness of teaching strategies and on how well the educational objectives of the school are being achieved.

At MacKillop College, assessment is a systematic process by which information is collected and analysed to inform all aspects of instruction. Assessment includes both qualitative and quantitative descriptions of an individual's performance.

Objectives

- Assessment is integral to teaching and learning and fosters further learning
- Assessment is based on explicit criteria that are explained to students before they begin an assessment task. These criteria are related to achievement of the educational aims of the school
- Assessment is fair and comprehensive, measuring a range of abilities and skills such as recall, comprehension, analysis, synthesis, creativity, transfer of learning to different situations, problem-solving, written communication, verbal communication and other forms of communication. A range of assessment techniques is used
- Assessment of a student's learning is used to identify strengths and weaknesses and plan further learning for that student. A series of assessment records gives an indication of a student's progress.

Principles

- Teachers plan a variety of assessment tasks related to each objective of the course. The results of assessment are used to plan further learning appropriate to each student's needs and talents
- Records are kept of assessment and made available to those who need them for planning or review purposes
- Assessment occurs frequently and students obtain feedback on their performance in all assessment
- The results of each assessment task are recorded in a form most useful for planning and feedback; this may include a numerical or letter grade. Results are not usually normalised or standardised
- To ensure appropriate and fair assessment, tasks should allow for the needs of students with special learning requirements
- All subjects use common Assessment Tasks in which all teachers measure student performance in the task according to the same criteria. Assessment results of these tasks allow comparison of different teaching strategies, enabling teachers to identify and select the most effective strategies. These assessment tasks are recorded as a grade on the end of semester reports

- Tests and examinations do not form more than 25% of the assessment in any subject at years 7 - 10. Tests and examination are used as both an assessment and a learning tool. Teachers will prepare students with the appropriate skills for succeeding in tests and examinations. Tests and examinations will include a variety of questions to measure students learning in a wide range of thinking skills and processes
- Students will also be required to complete whole year level tests for things such as literacy and numeracy levels, Victorian Curriculum and Assessment Authority AIM testing, etc
- Assessment records and results are considered confidential. They may be released to the student and parents/guardians concerned or to other teachers for educational purposes and only in accordance with the Privacy Policy.

Implementation

i) Principal commitment

The Principal is responsible for ensuring that:

- That the objectives of this policy are integrated into practice.

ii) Staff commitment

All staff are responsible for:

- Teachers plan a variety of assessment tasks in consultation with other teachers of the same subject. They assess frequently and maintain records of assessment. Teachers use assessment results as a basis for planning.
- Learning and Domain Leaders challenge and support teachers in developing and using a broad and appropriate range of assessment tools. They oversee and approve the common assessment tasks and monitor results from all classes.
- The Learning Leaders Team support the professional development of staff in this area and may use the results of assessment as a component in the evaluation of whether the educational goals of the school are being met.

Review Date

This Policy will be reviewed in: January 2009

Signature

Rory Kennedy
(Principal)

Date: _____