



Mackillop College

Policy: Assessment

Introduction

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning (DEECD, 2009).

Assessment is a part of the learning process. It is an opportunity for students to demonstrate effectively what they have learned. Assessment design and practice informs and provides direction for the learners and the teachers.

Assessment takes into account the process (formative) and the final product (summative) which are not mutually exclusive. It enables the teacher to monitor and record student progress and learning, and provide feedback to stakeholders.

Principles

Assessment at MacKillop College is designed to:

- improve student learning outcomes
- inform learning and teaching through a mix of formative and summative assessment
- use multiple sources of evidence, collected over time to monitor and make judgments about student progress
- offer authentic learning activities that enable students to demonstrate what they have learned
- ensure a shared understanding and consistency of judgment between teachers
- include procedures and processes for reporting student progress
- being fair, diverse and comprehensive whilst measuring a range of abilities and skills

Objectives

Mackillop College is committed to:

- improving student performance
- providing a balance between formal and informal, summative and formative assessment
- providing teacher, peer and/or self-driven feedback
- ensuring consistent teacher judgement between classes across year levels within subjects
- using explicit criteria in formal assessments
- mapping student progress
- using a diverse range of assessment techniques

Implementation

i) Principal commitment

The Principal is responsible for ensuring that the objectives of this policy are integrated into practice.

ii) Staff Commitment

Staff are responsible for:

- selecting inclusive and equitable assessments
- providing a variety of assessment purposes and techniques
- supporting the school in its assessment data gathering
- evaluating student progress and supporting their development
- keeping accurate assessment records
- providing feedback to their students
- providing explicit criteria in formal assessment tasks

Policy last reviewed
June 2010

Signature

Rory Kennedy
(Principal)

Date: dd/mm/yyyy