



ASSESSMENT POLICIES

1. POLICY STATEMENT

The purpose of this reporting policy is to demonstrate Dromana Primary School's role in effectively implementing the DEECD Assessment Advice (last update 28 September, 2013) incorporating the stated assessment principles, definition and purposes of assessment including assessment for, as and of learning.

Dromana Primary School will assess student progress and achievement using a variety of tools and methods against and consistent with the Australian Curriculum Framework and the AusVELS Standards. This assessment information will be used to further improve teaching and student learning.

Each year the school will map its assessment tasks into an Assessment Schedule (See **Appendix A**).

2. POLICIES AND GUIDELINES

2.1 POLICY 1

Teachers will implement assessment practices that are consistent with the principles of the Australian Curriculum Framework and the AusVELS.

The DEECD principles of assessment will be embedded into Dromana Primary School's assessment practices. Assessment will be:

- Valid
- Educative
- Explicit
- Fair
- Comprehensive

Dromana Primary School will:

- Provide a balanced curriculum that maximizes the capacity of all students to achieve the outcomes of the AusVELS Curriculum.
- Provide a breadth and depth of curriculum for all students that are consistent with the AusVELS Curriculum.
- Engage in whole school curriculum planning to ensure appropriate curriculum emphases for each phase of schooling.
- Adopt teaching strategies that support achievement of the outcomes of the AusVELS Curriculum.

2.2 POLICY 2

Dromana Primary School's whole school planning and procedures on assessment will:

- Be developed collaboratively.
- Support the implementation of an outcomes-focused approach.
- Apply assessment processes consistently.
- Ensure common judgments are made by teachers within and between Year levels.
- Be valid, fair, educative, comprehensive and reliable.

Students will understand assessment is based on judgments from teachers, peers, learners and parents and see it as purposeful and authentic.

The school community is informed about what the school values are through the assessment process. Information is provided to the school community about how the school is performing.

Teachers will have opportunities to work collaboratively to develop consistency and consolidate their understanding of assessment tools and interpret student data.

Strategies that will lead to consistency include:

- Sharing of understanding about the learning outcomes.
- Collaborative planning
- Agreed assessment tasks
- Assessment data conversations, guides and criteria scales
- Moderation and diagnostic processes (formal and informal).

Identification of students at educational risk is part of monitoring individual student learning and planning for improvement. Assessment of student learning using an outcomes-focused approach will also assist in the identification of these students and in differentiating learning opportunities for them.

2.3 POLICY 3

Program planning will demonstrate assessment as an integral part of teaching and learning.

Assessment of student learning in an outcomes-focused approach centres on describing individual students' learning progress. It is a process of gathering, analysing and interpreting information, and describing student performance in relation to stated learning outcomes. In an outcomes-focused approach, assessment needs to be embedded into daily programs and be ongoing rather than only occurring at the end of a program of work.

Using assessment information, teachers make:

- On-balance judgments about the levels of students' performance.
- Informed reports to students and their parents about learning progress.
- Planning decisions to direct future curriculum provisions.

2.4 POLICY 4

Teachers will plan for assessment by:

- Including a variety of assessment strategies and multiple sources of evidence.
- Considering students' outcomes and how students' learning develops.
- Developing strategies that develop and foster students' self-evaluation and reflection.
- Developing a manageable record system using systemic tools (i.e. Compass and SPA Tracker)
- Planning ongoing assessments that form part of the learning experience.
- Accommodating students with diverse needs, including those for whom English is an additional language (EAL). Assessment for EAL learners will be based on the EAL Companion to the AusVELS (also known as 'the EAL Standards').

Classroom approaches to student assessment may include the following:

- Observation
- Teacher journals
- Checklists and matrices
- Criteria scales
- Self-assessment
- Peer assessment
- Open-ended tasks
- Student-teacher conferences
- Teacher made tests
- Standardised tests
- Student journals
- Portfolios
- Individual Education/Learning Program plans
- Online assessment tools

2.5 POLICY 5

Dromana Primary School will administer, and use the data from national standardized testing processes such as NAPLAN as well as school entry assessment tests to assist teachers in making judgments about student achievement of standards and plan for improvement of students' outcomes.

Teachers will use system assessment data to:

- Collaboratively analyse student progress and achievement.
- Make judgments about student progress and achievement.
- Evaluate and refine teaching programs.

3. LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

<http://www.education.vic.gov.au/school/teachers/support/Pages/assessment.aspx>

<http://www.education.vic.gov.au/school/teachers/support/pages/reportesl.aspx>

Appendices which are connected with this policy are:

- Appendix A: Assessment Schedule

4. EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations, circumstances or assessment tools.

This Policy was last ratified by School Council on 2015