Assessment Policy

Rationale:
At St. Patrick's School we believe that all students can and will learn given the right environment, which includes the development of targeted, individualized learning plans that cater for the specific needs of each student. At St. Patrick's School, assessment is the evidence gathered by teachers and is intended to be used for a variety of purposes including informing students, parents, teachers and school authorities about students' demonstration of learning outcomes. It assists in making decisions about student needs, learning and teaching purposes and resource requirements. Assessment aids in the discussion of future pathways with students and guides planning of class and school curriculum programs.

Scriptural Context:
"Some seed fell on good soil, and when it grew, it produced fruit a hundred fold." (Luke 8: 8)

Policy Statement:
At St. Patrick’s School Assessment is the purposeful, systematic and ongoing collection of information about students’ knowledge and understanding of skills, values and essential learnings. Assessment provides feedback to students and valid information to parents and teachers.

Policy Guidelines:
For Assessment to be effective, it should:
- Be an integral part of the learning and teaching process.
- Be valid and reliable.
- Take account of individual learners.
- Reflect current knowledge of child and adolescent development.
- Reflect social justice principles.
- Be varied and comprehensive.
- Provide opportunities for students to take responsibility for their own learning.

Guideline Indicators:
- Teachers will plan assessment tasks when planning a unit of work.
- Validity will be assured when assessment strategies are utilised at the appropriate time to ensure accuracy of results.
- Assessment will be appropriate to, and sensitive of, the needs of the student including cultural background, disability, geographical location and gender.
- A variety of assessment strategies will be utilized to assist in the review of students' progress, thereby providing multiple sources of information about student learning needs and achievement.
- Provide opportunities for students to monitor and reflect upon, their own progress.
- Reflect current educational practice.
- Teachers will use evidence from assessment tasks to inform reporting to parents and students.
- The National Assessment Program will be part of the school assessment regime at appropriate year levels.
- Self and peer assessment strategies will be utilised to encourage students to reflect upon own learning.
- Examples of assessment strategies and recording instruments which could be utilized include:
  - Observation
  - Consultation
  - Annotated work samples
  - Self and peer assessment
  - Open ended questioning
  - Groups discussions
  - Checklists
  - Learning journals
  - Conferencing
  - Portfolios
  - Progress charts
  - Projects
  - Tests
  - Interviews
  - Bar graphs
  - Electronic presentations
  - Performance
  - Running records
  - Graphic organisers
  - Formal testing for System and Government purposes.
- Cumulative records will be maintained in a manageable system for each student in all learning areas.

**Reflective Materials:**
School Vision and Mission Statements
School Teaching and Learning Policy
AusVELS (2013)
Principles of Learning and Teaching (2004)