



# ST. PATRICK'S PRIMARY SCHOOL

## ASSESSMENT POLICY

### **Rationale:**

Assessment is an essential component of planning for teaching and learning. At St Patrick's we believe the purpose of assessment is to assist the improvement of student learning by:

- allowing students to affirm and confirm their strengths, what they have learned and find out where improvement may be needed
- informing teachers of areas where additional assistance is needed
- providing teachers with a basis for program planning
- providing a basis for program evaluation and continuing curriculum improvement
- gather information to accurately report to others

We also believe that particular assessment strategies enable on going monitoring of individual and group learning and can help determine the materials and strategies to be used.

### **OBJECTIVES/Goals:**

#### ***Assessment enables us...***

- To establish what knowledge / skills the children already have
- To monitor / keep track of student progress
- To measure performance, knowledge, skills, values & understanding
- To formally record results & observations
- To assist & direct the planning of future curriculum programs
- To determine if what we are teaching is being learnt
- To make our teaching relevant
- To be able to act upon what it is we have assessed
- To report to & inform teachers, parents & students / to provide feedback
- To meet 'accountability' requirements
- To provide accurate & reliable information (formative / summative)
- To provide opportunities so children / parents see a reason for their learning
- To highlight the need for appropriate resources / teaching strategies
- To assist the process of program evaluation

## **STRATEGIES /Implications:**

In planning for assessment, St Patrick's ensure that:

- Teachers include a variety of assessment strategies in teaching programs to provide a number of sources of information about student achievement.
- Teachers develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers are able to use the data they collect to make judgements about student achievement in relation to our schools scope and sequence charts.
- Within schools, teachers discussing their assessments of students' work, developing assessment criteria together.

## **Making Judgements:**

At St Patrick's teachers use some of the following strategies to make reliable judgements about student achievement

- collect a variety of evidence of students demonstrating learning outcomes using a range of the above assessment strategies
- make on-balance judgments about whether students have demonstrated learning the outcomes,
- exercising their professional judgment about the relative weight of the evidence collected, and taking into account the range of contexts, frequency, consistency and degree of independence shown by the student in demonstrating the outcome
- make formative and summative judgments about each student's achievement in relation to scope and sequence statements/assessment tools and methods

## **STATEMENT OF PRACTICE:**

Assessing the full range of learning outcomes requires a variety of assessment methods, given that achievement of different types of learning outcomes will be demonstrated in different ways. The following is a list of the range of assessment methods we use at St Patrick's and it indicates some of the skills they can provide evidence about.

- *Tests and work samples:* Students' knowledge, ability to solve problems or think logically.
- *Participation in group activities*
- Setting and development of individual goals.
- *Projects:* Students' skills in collecting and analysing information and in writing reports.

- *Performance observations*: Students' skills in, for example, playing a musical instrument, speaking to an audience, participation in group activity or manipulating equipment.
- *Product observations*: Students' skills in, for example, preparing food, painting, drawing or model building.
- *School Entry Tests (only for children transferring in to St Patrick's)*: Students' skills and abilities in relation to our school's policies and programs
- *Student/teacher discussions*: Students' understanding of concepts and acquisition of skills.
- *Student Self Assessment*: Students own ideas about how they are progressing at school
- *Standardised test (examples NAPLAN, Literacy and Numeracy Testing)*: creating a benchmark which will assist in the development of programs
- *Moderation of work*

These Assessment methods may occur before, during or after a unit of work, depending on the main objective behind the method.

Assessment practices used at St. Patrick's will be revised on a yearly basis or more frequently when required.