ASSESSMENT

1. Aims:
   - To improve classroom teaching and learning.
   - To make consistent, reliable judgments about student achievement.
   - To build a picture of each individual student’s learning.
   - To identify student strengths and weaknesses.
   - To gather information to exchange between students, teachers, and parents.
   - To provide evidence of student achievement and development over time.
   - To drive classroom planning and individual student progression.

2. Implementation:
   - A variety of assessment strategies will be used to provide multiple sources of evidence about student achievement.
   - Teachers should take into account the range of learning styles and backgrounds of students when designing assessment tasks.
   - Teachers will be required to maintain and regularly update a manageable system of keeping assessment records.
   - Assessment should be closely linked to teaching and learning and should be directly linked to classroom program planning.
   - Students should be actively involved in the assessment process and encouraged to reflect on their progress.
   - The school will comply with all mandated Department of Education and Training (DET) assessment schedules.
   - Teachers will follow the school’s assessment schedule which is reviewed by the leadership each year reviewed in light of DET changes and updates in relation to student assessments and feedback from PLTs.
   - Assessment will be completed in line with the school’s assessment schedule.
   - Assessment will include:
     - a combination of work samples from AusVELS domains
     - selected assessment tasks and work requirements
     - teacher devised checklists
     - anecdotal observations
     - presentations
     - performances
     - reports
     - tests - summative and formative
     - journals
     - projects
     - open ended, contextualised tasks
     - classroom negotiated tasks (contracts/forms of assessment)
     - teacher / student discussions
     - appropriate student self assessments
     - standardised, diagnostic and attainment tests for specific purposes.
   - Assessment will be based on attainable learning outcomes in line with current DET and school curriculum policies.
   - Assessment will provide evidence to the teacher as to which programs will be modified for specific students.
   - Assessment tasks will have instructional value.

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• Students on the Program for Students with Disabilities will be assessed in line with the goals and targets set out in their Individual Learning Plans (ILPs).
• Children deemed ‘at risk’ (those who are 12 months behind/ahead of expected AusVELS levels in Literacy or Numeracy) will require an ILP.
• Teachers will utilize a range of formative assessment methods to evaluate student performance as indicated in the school’s assessment schedule.
• English as Additional Language (EAL) students who are 6 months or more below expected levels in prep or grade one, or 12 months or more below expected levels in grades 2-6 will be assessed against the EAL developmental continuum.

3. Evaluation
• This policy will be reviewed as part of the school’s three-year review cycle.

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