



Policy: ASSESSMENT
Released: 2016
Reviewed:
Next Review: 2021

ST BERNARD'S ASSESSMENT GUIDELINES

Rationale

Assessment is the process of collecting, organising, interpreting, recording and using a variety of information gained from students to allow informed judgments to be made about their performances, achievements and needs. Assessment information enables the teacher to make decisions about subsequent learning and to document student achievements.

Assessment provides the teacher with an insight into the further needs of the student. As a consequence, the teacher can plan more beneficial learning experiences to enhance the student's learning.

Assessment allows teachers to:

- identify student strengths and weaknesses;
- diagnose sources of error;
- motivate students;
- compare an individual student performance with that of the class so that ability groups or individualised programs can be established to stimulate learning; and
- be accountable to students, parents, school administrators and the wider community, therefore making the teaching profession more accountable for its work.

Principles

1. Assessment, whether it involves the cognitive, social or physical aspects of learning, should be an ongoing process that incorporates student input.
2. Students should be actively involved, and encouraged to discuss and contemplate their progress. Assessment should highlight the positive aspects of the student's learning.
3. Assessment monitors student knowledge and skill acquisition and offers an abundance of useful information to teachers about student achievement. Such information includes:
 - student confidence levels and enthusiasm for work;
 - work habits and co-operative work skills;
 - student understanding of concepts and the ability to apply these;
 - student strengths and weaknesses in a particular area of study;
 - the strategies and processes used by the student to solve problems; and
 - the knowledge procured by the student and the progress of skills and concepts at varying developmental stages.

4. Assessment should be seen as an instrument for providing useful data to teachers rather than as an objective in itself. Teachers can use information gained from assessment in a number of ways which include:
 - the planning of teaching programs and the modification of such where necessary;
 - diagnosing areas of student need;
 - grouping children according to ability levels or for the purpose of assisting individual students; and
 - making the teaching profession more accountable for its work to students, parents, fellow teachers, school administrators and to the wider community.
5. Assessment should provide valid information on the actual ideas, processes, products and values which are expected of students.
6. Assessment should make a positive contribution to student learning.
7. Assessment criteria should be explicit so that the basis for judgements is clear and public.
8. Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.
9. Judgements on student progress should be based on multiple kinds and sources of evidence.
10. According to the School Curriculum and Standards Authority (SCSA), assessment should:
 - be an integral part of Teaching and Learning;
 - be educative;
 - be fair;
 - be designed to meet a specific purpose;
 - lead to informative reporting; and
 - lead to school-wide evaluation processes.

5. Procedures

A number of appropriate techniques can be used by teachers at St. Bernard's School to gain reliable information about student progress. Such techniques include:

1. Conferences, Observations and Discussions
 - Information observations (observing student teacher behaviour)
 - Questioning
 - Anecdotal records
 - Student-teacher conferences (discussing work with the student concerned)
 - Parent/caregiver-teacher conferences
 - Questionnaires and surveys (these provide information about student attitudes and feelings)
 - Contracts and homework
 - Discussion with significant others if a student has a particular need
 - Error analysis
 - Cumulative checklists
 - Rating scales
 - Sociograms (to get information about student interaction and relationships.)

2. Testing (see school assessment schedule)
 - Criterion-referenced tests
 - Individual diagnostic tests
 - Norm-referenced tests
 - Teacher-constructed tests
 - Student-constructed tests
3. Individual Portfolios
Student work samples dated at regular intervals.
4. Class Profiles
Class profiles can be initiated by the teacher, the student or the student's peers. Such profiles can either be general, or specifically related to skill acquisition or a unit of work.
5. Student Self Assessment
Students discuss their work with their peers, concentrating on strengths and areas needing improvement or development. This should be positive and constructive.
6. Projects and Assignments

Review History

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Next Review

Year	Person / Group Responsible
2021	Principal