

## ASSESSMENT POLICY

### RATIONALE

Accurate and comprehensive assessment of student and school performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

### AIMS

- To assess student and school performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.
- To provide an environment in which student growth is the focus of learning, and growth is visible to students.
- To foster a culture of high expectation in the classroom, where the learner owns their own learning.

### IMPLEMENTATION

- Our school is responsible for accurately assessing student achievement, as well as whole of school performance in a variety of areas.
- We will use assessments to identify future directions, rather than simply as a prelude to reporting achievement.
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions, projects, presentations and involvement in state-wide standardised testing processes such as NAPLAN and On Demand Testing.
- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers will use the data they collect to make judgments about, and report on, student achievement in relation to Victorian Curriculum Standards.
- Teachers will use success criteria when clarifying tasks with students, explaining the specific elements of assessment.
- Teachers will offer a variety of forms and levels of feedback to the student, including:
  - Feedback about how well the task was understood and performed
  - Feedback about the changes in performance from previous efforts
  - Feedback about the main processes used to complete a task
  - Feedback about how the student approached and managed the task
- Teachers will moderate assessment to ensure common interpretation of learning outcomes and student achievement.
- Students doing the same subject will be assessed using common assessment tasks and these results will be moderated.
- Our school will progressively develop individual learning improvement plans in consultation with students, parents and where appropriate, others with specific expertise.

- The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum.
- Students for whom English is a second language will have their progress in English assessed in relation to the stages of the EAL Companion to the English Victorian Curriculum.
- The school will provide all required performance data to DET and the community by means of the Annual Report.

## **EVALUATION**

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

Policy Status:	Final	Authorised by:	Oberon High School School Council
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