JUBILEE TEACHING & LEARNING PROCEDURES:

ASSESSMENT PROCEDURE

Assessment is the purposeful, systematic and ongoing collection of evidence and its use in making judgments about students’ demonstrations of learning outcomes. These judgements inform further learning and teaching.

The assessment process involves:

- providing students with opportunities to demonstrate learning outcomes
- gathering and recording evidence about students’ demonstrations of the learning outcomes
- using the evidence to make overall judgements about the students’ demonstrations of the learning outcomes
- utilising evidence of learning to make decisions about further meaningful learning and teaching

The purposes of assessment are to:

- promote, assist and improve student learning;
- inform programs of teaching and learning;
- provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of student.

Teachers will use a variety of techniques including:

- Observation
- Discussion
- Focused analysis
- Peer and self-assessment

Moderation is a key feature of the assessment culture of this school. All teachers will be engaged in the moderation of student work.

Moderation will:

- be social and formal
- adhere to a standards framework either systemic or school based
- contain a five point scale
- promote consistency of teacher judgement of student achievement
- be a tool used to enhance professional development of teachers
- occur within an agreed set of parameters /guidelines of interaction
- be school based and systemic (CTJ)

Components of the Assessment Procedure are:

- General class assessment
- Whole school common assessment
- Systemic assessment

Assessment records will be kept:

- by class teachers
- in the Assessment Portfolio Folder (current year)
- in the Cumulative Record Folder (ongoing)
- in Special Needs Files