

# Montmorency Secondary College

## ASSESSMENT POLICY

### **Rationale:**

- Accurate and comprehensive assessment of student performance against state-wide standards aids in establishing open communication, guides 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 school and student performance accurately and comprehensively against state-wide standards.
- To improve student learning by accurately determining current performance as well as areas of future need and development.

### **Implementation:**

- Schools are responsible for accurately assessing student achievement against state-wide standards and progression points detailed within the Victorian Essential Learning Standards (VELS).
- Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply as a prelude to reporting achievement.
- The school will establish a whole-school assessment schedule for teachers which will include a variety of assessment strategies providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in state-wide standardised testing processes such as NAPLAN (National Assessment Program - Literacy and Numeracy) and diagnostic school entry assessment tests.
- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the relevant VELS strands and standards.
- Staff will participate in moderation as professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against VELS standards across the school. Self-assessments by students against individual learning goals will be a feature of our assessment regime.
- The college will provide regular information for parents on assessment, VELS and the NAPLAN.
- The school will assess the achievements of students with disabilities and impairments in the context of the VELS. Student support groups will help develop individual student profiles containing learning goals for each such student. Progress towards learning goals will be assessed and reported by the student support group.
- Students for whom English is a second language will have their progress in English reported against the ESL Companion to the VELS.

### **Evaluation:**

- This policy will be reviewed annually as part of the school's three-year review cycle, or at any time that the DEECD policy changes influence assessment practices in schools.

This policy was last ratified by School Council in....

June 2009