



ASSESSMENT POLICY

We know that students differ in regard to natural giftedness and cultural, family, religious and financial circumstances. We are sensitive to this diversity in our school policies generally, in our pedagogical practices, and in the ways we judge students' academic progress or behaviour We create learning situations where each one can succeed and is affirmed"
(In the Footsteps of Marcellin Champagnat #131/132)

Rationale

The purpose of Assessment is to enhance learning through ascertaining what a student knows, understands and is able to do. Effective assessment enables a teacher to use information about student progress to inform their teaching. It also enables students to reflect on and monitor their own progress to inform their future learning goals. Further, it assists teachers to use evidence of student learning to assess student achievement against goals and standards. *(Ref Melbourne Declaration on Educational Goals for Young Australians, P14-15)*

Definition

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

Principles

Assessment must be:

1. Valid
Assessment should provide valid information on the actual ideas, processes, products and values expected of students.
2. Educative
Assessment should make a positive contribution to student learning.
3. Explicit
Assessment criteria should be explicit so that the basis for judgements is clear and public.
4. Fair
Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.



5. Comprehensive

Judgments on student progress should be based on multiple kinds and sources of evidence.

Procedures

1. The task of assessing student work and performance is demanding and time consuming. In making judgments regarding student achievement, teachers at Newman College will adopt practices that conform to the requirements of the *Western Australian Curriculum and Assessment Outline (K-Year 12)* or *WACE (Years 11-12)*.

Assessment is an important feature of the learning process and will be used by teachers at Newman College in order to:

- monitor the progress of students
 - diagnose learning difficulties of students
 - adjust programs to ensure all students have the opportunity to achieve the intended teaching and learning outcomes
 - develop subsequent learning programs
 - accurately report student achievement to parents and
 - contribute to whole-school and system planning, reporting and accountability procedures
2. Newman College ensures the implementation of the following practices:
- high quality of assessment vehicles
 - equity
 - appropriateness and reliability of assessment tasks (authentication)
 - relevance of task
 - appropriate frequency of assessment
 - timely information and feedback provided to students prior to and following the assessment
3. Regard shall be given to students requiring special attention:
- students at educational risk
 - students with disabilities; and/or
 - students with specific learning needs

Any modified assessment provisions will be guided by The Disability Standards for Education 2005 Guidance Notes which clarify the obligations of education and training service providers under The Disability Discrimination Act 1992 and the rights of people with disabilities in relation to education and training.

