

St Patrick's Primary School
Statement about Assessment

Teaching and learning at St Patrick's Primary School empowers all learners in our community to understand, shape and enrich our changing world, by living the Gospel of Jesus Christ.
(St Patrick's Teaching and Learning Policy)

We believe effective assessment is crucial to high quality learning and teaching. It is a major factor in progressing learning by providing feedback to the learner, teacher and parents and by guiding the direction of learning, raising student achievement and empowering each learner.

At St Patrick's we use both formative and summative assessment to inform teaching and learning and to report to parents /carers on the progress and achievement of students. Assessment practices will be used to provide feedback to students, empowering them to work collaboratively with others to improve their learning and achievement.

Formative assessment (assessment **for** learning) is *ongoing* and is used to *provide feedback* to enhance and modify teaching and learning.

Summative assessment (assessment **of** learning) usually occurs at the *end of a learning cycle*. Essentially it is a summary of what and how well the students have learnt.

Assessment at St Patrick's needs to be supportive of a wide range of learners with diverse needs. In order to do this effectively assessment practices need to be:

- **Explicit**
The assessment criteria should be stated clearly so that students know what information is being gathered
- **Fair**
A range of assessment practices should be used to enable each student to demonstrate the achievement standard.
- **Comprehensive**
A range of information should be collected in different situations over time. This may include information from observations, student products and conversations.

Effective assessment practices will:

- Have a clear purpose
- Provide feedback to students that is based on learning intentions and success criteria; and provide students with information not only about what they have done well, but also about how they can improve their performance.
- Facilitate the collection of information in an ongoing way, in a range of authentic contexts
- Gather information using a wide range of appropriate tools and methods
- Collect information about students using a collaborative approach
- Use appropriate systems to record and manage data
- Be flexible so that adaptations can be made to assessment and evaluation processes when necessary
- Lead to the analysis and evaluation of the information gathered so that judgments can be made about future teaching.

Examples of Assessment Strategies used at St Patrick's

- Oral presentations, Personal reflection sheets, Self-assessment, Debate, Observations and photos, Checklists, Running records, Writing samples, Maths investigation, Feedback on tasks, Standardised tests, Conferencing, Discussing, Individual one-to one testing, Team investigations, Reflective Log, Constructing, Maths investigations, Written tests, Group work and individual work, Questioning, Journals, Learning Log, Rubric, Written papers, Teach the Teacher, Be the expert
- Annual testing of Years 3, 5 and 7 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- Periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).
- Standardized tests
- Diagnostic tests

Sources referred to in preparing this statement:

The Australian Curriculum:

The Australian Curriculum, Assessment and reporting Authority

BCE Teaching and Learning Portal

First Steps Second Edition: Linking Assessment, teaching and learning

Readings / Articles

- Embedded Formative Assessment Dylan Wiliam
- What a Difference A Word makes – Assessment for learning rather than Assessment of Learning helps students succeed.
- Improving Student Achievement
- Inside the Black Box Paul Black & Dylan Wiliam
- What is the Assessment Challenge
- Using Assessment data for improving teaching practice
- Rethinking Classroom Assessment with Purpose in Mind