



## ASSESSMENT POLICY

All Trinity College Colac Policies will be read and developed with reference to the Core Values, Vision and Mission of the College as well as any other relevant College policies.

### RATIONALE:

Assessment is the evidence gathered to be used for a variety of purposes including informing students, parents, teachers, and school authorities about students' demonstration of learning outcomes and identify learning gaps. It assists in making decisions about student needs, learning and teaching purposes and resource requirements. Assessment aids in the discussion of future pathways with students and guides planning of class and school curriculum programs. It can be used to monitor the effectiveness of educational programmes and practices.

### SCRIPTURAL CONTEXT:

*"Some seed fell on good soil, and when it grew, it produced fruit a hundred fold."*  
Luke 8: 8.

### POLICY STATEMENT:

Trinity College provides assessment which informs the students, parents and staff of the progress made in the area of learning.

### DEFINITIONS:

In reference to this policy assessment is the purposeful, systematic and ongoing collection of information about students' knowledge and understanding of skills, values and essential learnings. Assessment may be formative or summative. Assessment provides feedback to students and valid information to parents and teachers.

### POLICY GUIDELINES:

### GUIDELINE INDICATORS:

<p>For Assessment to be effective, it should:</p> <ul style="list-style-type: none"> <li>• Be an integral part of the learning and teaching process.</li> <li>• Be valid and reliable, using a range of both formative and summative assessments. This may also include pre-testing to assess knowledge students have at the beginning of a unit of work.</li> <li>• Take account of individual learners.</li> <li>• Reflect current knowledge of child and adolescent development.</li> <li>• Reflect social justice principles.</li> <li>• Be varied and comprehensive.</li> </ul>	<p>Teachers will plan assessment tasks as part of the planning of a unit of work.</p> <p>Validity will be assured by assessment strategies being utilised at the appropriate time to ensure accuracy of results.</p> <p>Assessment will be appropriate to, and sensitive of, the needs of the student including cultural background, ability, geographical location and gender.</p> <p>Assessment will be differentiated.</p> <p>A variety of assessment strategies will be utilized to assist in reviewing students' progress, thereby providing multiple sources of information about student learning needs and achievement. Self and peer assessment strategies will be utilised to encourage</p>
--	---

<ul style="list-style-type: none"> <li>• Provide opportunities for students to take responsibility for their own learning.</li> <li>• Provide opportunities for students to monitor and reflect upon, their own progress.</li> <li>• Reflect current educational practice including higher order thinking skills.</li> </ul> <p>The College will also;</p> <ul style="list-style-type: none"> <li>• Meet Legislative requirements.</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>• Teachers will use evidence from assessment tasks to inform reporting to parents and students.</li> </ul>	<p>students to reflect upon own learning.</p> <p>Examples of assessment strategies and recording instruments which could be utilized:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Consultation</li> <li>• Annotated work samples</li> <li>• Self and peer assessment</li> <li>• Open ended questioning</li> <li>• Groups discussions</li> <li>• Checklists</li> <li>• Learning journals</li> <li>• Conferencing</li> <li>• Portfolios</li> <li>• Progress charts</li> <li>• Projects</li> <li>• Tests</li> <li>• Oral assessment</li> <li>• Examinations</li> <li>• Interviews</li> <li>• Bar graphs</li> <li>• Electronic presentations</li> <li>• Performance</li> <li>• Running records</li> <li>• Graphic organisers</li> <li>• Formal testing for System and Government purposes.</li> </ul> <p>The College will participate in the National Assessment Program, as required at appropriate year levels.</p> <p>Cumulative records will be maintained in a manageable system for each student in all learning areas.</p>
--	---

**REFLECTIVE MATERIALS:**

Principles of Learning & Teaching. <http://www.education.vic.gov.au/school/teachers/support/Pages/principles12.aspx>

VCAA Website <http://www.vcaa.vic.edu.au/Pages/index.aspx>

AUSVELS website <http://ausvels.vcaa.vic.edu.au/>

National Assessment Program, <http://www.nap.edu.au/>

Board Chairman:

Anne Ditty

Ratification:

8<sup>th</sup> September, 2015

Date of next review:

September 2018