Purpose of Assessment

• to improve student learning and promote deep understanding of content / discipline areas
• to develop students capacity to self assess and reflect to improve their future learning
• to improve curriculum development and pedagogy
• to make judgements on student achievement against aims, objectives and standards
• to be accountable to all stakeholders: teachers, students, parents, student managers, school, school board and system

Principles

Assessment practices should:

• be integral to the teaching and learning process and should be matched to the teaching and learning aims and objectives. They should inform curriculum planning to improve student learning.
• use a range of measures allowing students to demonstrate what they know and can do.
• promote deeper understanding of learning processes by developing student’s capacity for self assessment so they can become more reflecting and self-managing.
• be authentic and should be based on an understanding of how students learn and require them to apply their relevant skills, knowledge and understanding to real world challenges.
• be valid, fair and equitable and cater for the range of student learning styles.
• have access to ongoing constructive feedback that supports their further learning.
• ensure a shared understanding of purpose by making criteria and standards explicit to students.

In learning environments that reflect these principles the teacher:

• designs assessment practices that reflect the full range of learning program aims and objectives.
• ensures that students receive frequent constructive feedback that supports further learning.
• makes assessment criteria explicit and are measured against the Performance Descriptors and Assessment Criteria.
• uses assessment practices that encourage reflection and self-assessment.
• uses evidence and analyses data from assessment to inform planning and teaching.

Guidelines

• Teachers should refer to their prescribed curriculum Aus VELS (Year 10) or Study Design (VCE).
• Assessment should be planned with a focus on the outcomes to be achieved.
• A range of types of assessment should be used including self and peer assessment, portfolios, projects, questioning, formal tests, research projects, practical reports, investigations, problem solving, modelling, learning logs/journals
• Prior to the commencement of a task, students should be provided with the criteria against which the task will be assessed. Rubrics can be used to indicate progressive stages.
• Students should be provided with frequent feedback about their performance and progress, both orally and in written form.