



HOMEBUSH PUBLIC SCHOOL

Assessment Policy

The document, “Principles of Assessment and Reporting in NSW Public Schools” contains guidelines regarding assessment practices in schools. A summary of the document follows.

Assessment should be relevant.

Assessment needs to provide information about students’ knowledge, skills and understandings of the learning outcomes specified in the NSW syllabus documents. That is, it needs to be directly linked to the syllabus standards.

Assessment should be appropriate.

Assessment needs to provide information about the particular kind of learning in which we are interested. This means that we need to use a variety of assessment methods because not all methods are capable of providing information about all kinds of learning.

Assessment should be fair.

Assessment needs to provide opportunities for every student to demonstrate what they know, understand and can do. Students should not be advantaged or disadvantaged by life experiences, abilities, or gender differences that are not relevant to the knowledge, skills and understandings that the assessment is intended to address. Students have the right to know what is assessed, how it is assessed and the worth of the assessment.

Assessment should be accurate.

Assessment needs to provide evidence that accurately reflects an individual student’s knowledge, skills and understandings.

Assessment should provide useful information.

The focus of assessment is to establish where students are in their learning. This information can be used for both summative purposes (the assessment of learning), such as the awarding of a grade, or formative purposes to feed directly into the teaching and learning cycle (assessment for learning).

Assessment should be integrated into the teaching and learning cycle.

Assessment needs to be an ongoing, integral part of the teaching and learning cycle. It must allow teachers and students themselves to monitor learning.

Assessment should draw on a wide range of evidence.

Assessment needs to be efficient, manageable and convenient

At Homebush Public School, teachers will observe the above principles in their assessment practices. Further, teachers will observe the following principles whenever they are involved in **grade** or **stage** assessments.

- The teacher designing the assessment must remain cognizant of the whole grade (or stage) and design an assessment which is fair to all students involved.
- The assessment task should be presented to all involved teachers at a meeting prior to its administration. Suggestions and differences should be discussed and resolved.
- All teachers involved should collaboratively establish the protocols to be adopted during the administration of the assessment (eg What does the teacher say? Can the teacher read parts of the paper for students? How much time is allowed for the assessment? Is it an “open book” assessment? etc).
- All students across the grade (or stage) should complete the assessment at the same time or during the same teaching session. This will prevent some students from gaining an unfair advantage over others by discussing the content of the assessment before attempting it.
- The marking of the assessment must remain consistent, confidential and fair for all students. If necessary, one teacher should mark all assessments.
- Reporting of results to students should be within a reasonable period and confidential.