





This model emphasises:

- that outcomes are central to the decisions teachers make about teaching, learning and assessment
- the importance of the learning process and the role of the teacher in facilitating learning

- providing advice, support material and opportunities for professional development in relation to meeting NESA requirements for assessment.
- monitoring the implementation of the Assessment K-12 Policy through relevant system review processes through the Continuum of School Improvement (COSI) in Curriculum Focus Days (CFDs).
- providing support to schools in the analysis of external assessment data and programs, e.g. Best Start, National Assessment Program for Literacy and Numeracy (NAPLAN), Religious Literacy Tests, Higher School Certificate (HSC) and Results Analysis Package (RAP).

## SCHOOLS

As part of NESA and diocesan requirements, schools will have:

- an [redacted] which overviews the overall school process for assessing, monitoring and recording of student learning.
- an [redacted] for each KLA which indicates how students' performance is:
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An Assessment Plan complements the school's Scope and Sequence and programming documents. School documents that indicate these processes include the KLA Policy, an assessment schedule for standardised testing, school-based T/F1 9.96 Tf1 0 0 1 334.3937.87 459.19 Tm]TJ54(n

- planning integrated teaching, learning and assessment activities based on the relevant syllabus outcomes to be achieved
- differentiating learning and assessment activities for students
- collaborating with colleagues in analysing evidence of student learning to moderate and develop consistent 'on-balance' judgements within the standards framework
- using records of assessment data to monitor the progressive achievement of students over time
- ensuring that data from ongoing class assessment data and from state-wide tests and examinations e.g. Best Start, NAPLAN, Religious Literacy, ACER PAT, HSC etc. is used to reflect on and guide learning and assessment
- engaging in professional development to enhance their understanding of assessment practices and standards
- evaluating student progress in relation to the syllabus outcomes and relevant content being addressed
- evaluating teaching programs and assessment strategies to inform teaching and learning
- ensuring that sufficient assessment data is available to make professional judgements for A-E reporting
- providing feedback to students about their progress, strengths and areas for development
- informing parents and teachers about a student's progress, strengths and areas for development.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/k-6-assessment-strategies>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/7-10-assessment-strategies>

#### *Students with Special Education Needs*

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know.

### *Gifted Students*

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students. Curriculum strategies for gifted students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

Gifted students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/gifted-and-talented-students>

## Budget

The CSO will provide support for schools in developing their policy through the provision of personnel and professional development opportunities.

## Legislative/Professional Guidelines

Australian Professional Standards for Teachers NSW Institute of Teachers 2015

Catholic Education Commission NSW, Catholic Principles 2016

Continuum of School Improvement (COSI) CSO 2015

*Disability Discrimination Act 1992*

Disability Standards for Education 2005

Early Years Learning Framework Australian Gov 2009

NESA Assessment Certification and Examination (ACE) 2015

NESA Policies and Guidelines

NESA Registration Manual for Member and Non-

## Glossary

Is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment involves reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment is integral to teaching and learning. A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate in an authentic manner, what they know and understand as well as what they can do. <http://syllabus.nesa.nsw.edu.au/support-materials/assessment/>

### Assessment as Learning

Occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

### Assessment for Learning

Involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. This is sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

### Assessment of Learning

Assists teachers in using evidence of student learning to assess student achievement against learning outcomes and standards, sometimes referred to as 'summative assessment.' It usually occurs at defined key points during a unit of work or at the end of a unit of work, term, semester. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

