



Assessment Policy Oxford College – High School

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.