



Northern School for Autism

"Learning for Life"

ASSESSMENT OF STUDENT ACHIEVEMENT & PROGRESS POLICY

During flexible and remote learning, and consistent with existing expectations for students in Foundation – Year 10:

- student learning should continue to be assessed
- assessment should be embedded within the teaching and learning cycle
- a combination of formative and summative assessment strategies should be used to monitor progress and inform future teaching
- teachers should provide feedback to students on their learning in accordance with the school's communications plan.

For further information please refer to Teaching and Remote Learning from Home on the website below.

Policy & Details

- Quality assessment forms a foundation upon which:
 - teaching can be targeted to student learning needs, thereby maximising the potential for optimal growth in learning
 - **informed and consistent teacher judgements** against curriculum standards can be made, which is critical to understanding how well each student is developing as a successful learner, individual and citizen
- Any account of a student's learning and development needs to be rich, robust and comprehensive, which requires that multiple sources of data and evidence are collected and used.

Purpose

- To ensure Northern School for Autism Primary School is aware of its obligations relating to assessment of student achievement across Foundation to Year 6, including English as an Additional Language (EAL) students.

Definitions

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Formative assessment is any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like:

- How is learning progressing?
- What will be learned next?
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Summative assessments usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments usually occur at the end of a unit of work/learning sequence. Summative assessments can also be used formatively, since they can inform future planning for student learning.

The English Online Interview (EOI) consists of a one-to-one interview between the teacher and student, which assesses students against the three modes of English (Reading and Viewing, Writing, and Speaking and Listening).

Implementation

- The school will ensure there is ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program.
- The school will assess student performance against the [Victorian Curriculum F-10 achievement standards](#). For 2020, students for whom English is an additional language are assessed against the standards of the [EAL Companion to the AusVELS](#) or the [Victorian Curriculum F-10 EAL standards](#).
- Assessment information will be formally recorded for every student.
- Student performance will be monitored.
- The school has in place policies and procedures that outline expectations for the assessment, recording and monitoring of student performance.
- We will ensure that teachers, parent/carer(s) and students have access to accurate information about student performance.
- The school will document how we will assess student learning as part of our school-based curriculum program, including formative and summative assessment.
- The [English Online Interview](#) (EOI) is mandated for all Prep students in Victorian government schools.
- The Guidance tab provides further information on developing and implementing quality school-based assessment across Foundation to Level 10, including assessment of students for whom English is an additional language.

Other Departmental Requirements

- The school will document how teachers will assess student learning as part of their school-based curriculum program, including formative and summative assessment.
- Documentation of assessment will involve identifying the what, when, how and who of assessment. Documentation will take the form of an assessment schedule, and/or be included in the school's whole-school curriculum plan.
- The school will select from the following resources:

[Guide to Formative Assessment Rubrics](#)

[Develop your own formative assessment rubrics](#)

[Put formative assessments into practice](#)

[Evaluate the Impact of Your Teaching toolkit](#)

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English Online Interview

The school will conduct an English Online Interview (EOI) which is mandated for all Foundation (Prep) students.

The EOI will be undertaken within a Department-defined timeframe. The exact timeframe is published on [English Online Interview](#) annually.

Note: The assessment of Year 1 and Year 2 students using the English Online Interview is optional.

Framework for Improving Student Outcomes

The school will utilise and align the design and delivery of school-based assessment the 'Curriculum Planning and Assessment' component of the [Framework for Improving Student Outcomes](#) (FISO) to strengthen assessment processes and practices and student learning outcomes.

We will refer to the online supports for the Curriculum Planning and Assessment dimension which is available on the Department website below, refer to: [Dimension: curriculum planning and assessment](#).

For further advice, guidance and support for assessment practices and processes, we will refer to the Guidance and Resources tabs. For teaching resources relating to assessment of student achievement and progress, see the Department's [Assessment webpage](#).

- Please refer also the school's *Curriculum Programs Foundation – Year 10 Policy*, the *Data Analysis & Use Policy*, the *Reporting Student Achievement & Progress Policy* and the *Records Management Policy*.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update late July 2020).

Mandatory for VRQA purposes

School Council Approval No Longer Required

Reference:

<https://www2.education.vic.gov.au/pal/assessment-student-achievement>

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