



**Staying Strong As One**

# **KURURRUNGKU CATHOLIC EDUCATION CENTRE**

## **ASSESSMENT, RECORDING, REPORTING & EVALUATION POLICY**

Created: 2018  
Due for Review: 2021

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### **RATIONALE**

This Policy reflects our desire for students to work in an environment of hope, love and trust. All strategies within this policy are designed to:

- Provide a positive educational environment which fosters intellectual, spiritual, social, physical and emotional growth.
  - Prepare the student to live life with confidence and hope.
  - Acknowledge and respect the uniqueness of each child.
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### **BELIEFS**

We believe that:

- Learning involves all three domains of intellectual development: affective, cognitive & psychomotor.
- Assessment information is gained through many observations made in a variety of informal and formal ways.
- Teachers are constantly making judgements about student learning.
- Norm-referenced tests, if used, should only be considered as a complement to wide ranging assessment strategies devised by the teacher.
- Assessment practices should motivate students to go on learning and growing and allow teachers to show that each student's achievements are valued.
- Effective practices enable each student to be constantly aware of his or her present stage of development so that existing skills may be improved and new ones acquired.

## **ASSESSMENT**

Assessment is the process of collecting information about student achievement. The interpretation and description of that achievement is an assessment.

In our school assessment is mainly undertaken for:

- diagnostic purposes
- determine achievement levels
- evaluation the quality of the teaching/learning process.

These uses enable us to:

- help students become aware of their present stage of development so that they can build on their strengths and be assisted with their weaknesses.
  - enhance each student's sense of personal worth through an emphasis on individual strengths before weakness.
  - determine achievement levels.
  - provide students with opportunities to develop skills of self-evaluation.
  - provide valid and reliable information to students, staff and parents about the development and progress of students.
  - monitor the effectiveness of the teacher/learning processes and programs.
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## **WE BELIEVE THAT ASSESSMENT IS MORE THAN TESTING!**

It needs to be:-

- Continuous
- Dynamic
- Often informal
- Focused on achievement
- Varied (eg written, oral, demonstration)
- An integral part of teaching
- Mainly non competitive
- An improver of teaching and learning

## **OBSERVATIONS**

The following examples illustrate the range of contents and contexts in which observations may be made.

### **PERFORMANCES**

practical/manipulative  
reading  
writing  
oral  
creative  
tests

### **PRODUCTS**

projects  
assignments  
exercises  
contracts  
tasks

### **PROCESSES**

social participation  
work activities  
contributions  
interactions

### **RECORDS**

profiles  
achievement files  
reports  
results

### **PERSONAL QUALITIES**

attitudes  
interests  
preferences  
self-esteem

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## **ASSESSMENT OPTIONS**

Options available for making direct or indirect observations of student behaviour and learning outcomes include:

anecdotal records  
(child needs to be aware)  
checklists  
diaries  
notes  
case studies  
profiles  
rating scales

observation  
conversations  
questions  
discussions  
parent/teacher talks  
monitoring classroom processes  
student/teacher conferences  
self assessment-goal setting

teacher made tests  
diagnostic tests  
criterion referenced tests  
norm-referenced tests

## **RECORDING**

Recording is the process of registering in an appropriate form, information collected about student achievement and performance.

### ***We Believe That:***

- It is important to ask, “Why am I recording this information?”
- Assessment is a continuous process, not just a summative indicator at the end of a certain period of time.

## **RECORDING METHODS**

Assessment information may be recorded in different ways. Methods used include:-

- descriptive statements/anecdotal records
- profiles
- cumulative records
- answers to questionnaires
- checklists of goals
- files or folios containing samples of students’ work
- mark books
- letter marks (e.g. A,B,C,D)
- numerical marks (e.g. 90% or 9 out of 10)
- computer databases
- student self-recording

## **REPORTING**

Reporting is the process of providing information to those involved to create an awareness of an interest in, the goals, activities and achievements of the school, the students, the teachers and the school community in general. The process is to assist learning.

### ***We Believe That:***

- reporting is a means of communicating informally and formally with students and parents so that information may be gained about the achievements, strengths and weaknesses of individuals together with recommendations for future development.
- many reporting mechanisms can be used by schools to ensure effective communication between the school and the home.

## **REPORTING MECHANISMS**

These include:

- |                           |                               |
|---------------------------|-------------------------------|
| - school reports          | - parent/teacher interviews   |
| - telephone conversations | - letters/notes diaries       |
| - certificates            | - parent information meetings |
| - newsletters             | - circulars                   |
| - school magazines        | - school assemblies           |
| - performance/concerts    | - special functions           |
| - displays                | - homework                    |

Assessment and reporting are integral parts of the learning process and should operate in a continuing, diagnostic and participatory manner.

## REPORTING

Do our reporting procedures:

- Reflect our assessment principles?
- Form part of a large participative process?
- Provide students and parents with information concerning individual achievements, strengths and weaknesses?
- Provide appropriate recommendations for future development?

Are we;

- Reporting in a language which is meaningful to students, parents and teachers
- Focusing on what students can do, rather than what they cannot do?
- Is our reporting more than a one way process?
- Reporting in ways that reflect the unique needs of our school community?

## EVALUATION AND SCHOOL BASED DEVELOPMENT

It is important that members of our school community feel that their assessment and recording policies make clear statements about the kind of learning that is valued by the school and the environment in which learning is taking place.

- **Focus on learning** – Do our assessment procedures encourage, assist and enhance the learning of all students?
- **Equity** – Do any of our assessment procedures disadvantage students because of their cultural/social or economic background, disability, gender or race?
- **Congruence** – Do our assessment procedures and methods reflect our school's aims and the particular emphasis and objectives of our individual curriculum areas?
- **Balance** – Are our assessment and evaluation procedures comprehensive and balanced, multi faceted and numerous. Are our procedures qualitative as well as quantitative, positive and non competitive and based on what we know about how children learn?
- **Supportive of Relationships** – Are our assessment procedures structured to support and enhance the relationships between teachers and students, and the relationships among students?
- **Consistency with Goals and Aims** – Are our procedures consistent with the goals and aims of the school?