
Assessment

Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgments about student learning. Systems, principals, teachers and students use assessment information to support improvements in student learning.

What is assessment?
The Melbourne Declaration of Educational Goals for Young Australians defines three broad purposes for assessment.

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<td>Enabling teachers to use information about student progress to inform their teaching.</td>
<td>Enabling students to reflect and monitor their own progress to inform their future learning goals.</td>
<td>Assisting teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards.</td>
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(Melbourne Declaration on Educational Goals for Young Australians, December 2008 p.14).

Assessment is not an ‘add on’. It is integral to the teaching and learning process. Assessment must be integrated meaningfully into the flow of planned lessons and serve the needs of diverse groups of students to productively inform teaching practice and the next steps for learning.

So how do we do this?

By taking a whole-school perspective on assessment:

- Develop a shared understanding about how assessment information is used to monitor and inform learning.
- Plan to collect evidence of student learning when developing whole-school, year-level and unit plans.
- A whole-school assessment plan:
  - incorporates all learning areas
  - identifies types of assessments to ensure a range and balance of assessments throughout the school year
  - identifies when assessments (both teacher-designed and external) will be implemented
  - identifies processes for achieving consistency of teacher judgments
- Year level plans add more detail about each assessment and how, when and by whom the data will be evaluated.
- Teachers identify how they will monitor student learning, including literacy and numeracy, in unit plans.

By planning and using assessment for learning:

- Use assessment to continuously monitor progress of student learning in the classroom:
  - Know where each student is at and what needs to come next for their learning
  - Use the information to make decisions about, or changes to, planned teaching and learning.

By planning and using assessment as learning:

- Develop students’ capacity to monitor the progress of their own learning:
  - Share learning intentions and achievement goals with students
  - Support students in reflecting on and monitoring their progress
  - Support students in using feedback to plan the next steps for their learning

By planning and collecting evidence of student achievement against standards:

- Collect evidence of student achievement against standards for summative purposes
- Use data to plan the next steps for teaching and learning
- Use evidence in student responses to inform fair and valued judgements for purposes of twice-yearly reporting to parents/carers and the system

This document should form the basis of every teacher’s professional practice and aligns with the Rolleston Philosophy of Learning

At Rolleston we believe that “at the heart of every teacher’s practice are students and accordingly, students lie at the heart of the Pedagogical Framework”.

To ensure high-quality teaching and learning, teachers need to focus on the following priorities:

1. An unrelenting focus on improvement
2. A shared commitment to core priorities
3. Quality curriculum and planning to improve learning
4. Teaching focused on the achievement of every student
5. Monitoring student progress and responding to learning needs

(Source: Julie Grantham’s Forward in the Roadmap for p-10, curriculum, teaching, assessment and reporting.)

This document addresses these priorities through the Dimensions of teaching and learning.

Dimensions of teaching and learning

As teachers we work hard to provide learning experiences that ensure that every day in every classroom, every student is achieving. Critically, in designing any learning, we seek to understand the readiness of all learners and set challenging but achievable learning goals. We know that improving levels of student achievement depends on all of us working together and striving for continual improvement.

We know that the quality of classroom teaching has a profound influence on student learning and achievement. School leaders greatly influence improved student outcomes by creating a school environment in which teachers are guided and supported to be effective teachers who systematically plan, use evidence to inform their practice and employ a range of teaching strategies and methods to improve student learning outcomes.

Dimensions of Learning (DoL’s)

Dimensions of Learning is about thinking and student’s learning. It is a planning framework that integrates the best teaching approaches, strategies and practices into one package.

The five Dimensions of Learning are: Attitudes and perceptions, Acquire and Integrate Knowledge, Extend and Refine Knowledge, Use Knowledge Meaningfully, Habits of Mind.