



“A community striving to succeed and acting with integrity”

ASSESSMENT POLICY

RATIONALE

“The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both student and teacher respond to the information that it provides” (The New Zealand Curriculum pg. 39). Mandatory and other assessment processes should provide information for a number of audiences.

PURPOSES

1. To provide feedback to the students, teachers, parents, and management on individual student achievement.
2. To report on school-wide trends and patterns through aggregated data to meet official requirements.
3. Use information from the data to initiate / adjust / improve teaching practice and programmes to improve individual achievement.
4. To provide learning team and school wide data as a basis for the development of the strategic plan.
5. To provide student achievement performance information for the Board of Trustees.

GUIDELINES

1. Assessment should lead to the identification of strengths and weaknesses of individuals and groups.
2. Assessment should enable teachers to analyse and address barriers to achievement.
3. Assessment results and evaluation of student achievement will allow teachers to monitor students’ progress against benchmarks and standards.
4. Student self-assessment and goal-setting should be integral to the assessment process.
5. The results of student assessment, and the evaluation of teaching programmes through school reviews, should inform planning and guide staff development.
6. Results of student assessment and the evaluation of teaching programmes will be reported to Board of Trustees.
7. Results of student achievement will be reported to parents.

CONCLUSION

Good teaching and learning relies on the collection, analysis and proper use of valid achievement data. It is also important to use this data to track and report on group, cohort or school-wide trends in student progress.

This policy is to be read in conjunction with the Reporting Policy and the Assessment Schedule within the Charter.

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Refer to NAG 2