Wellington Seventh-day Adventist School
Educating for Eternity

ASSESSMENT and EVALUATION PROCEDURE

RATIONALE
- **God, at Creation, assessed what He had made and declared it good.**

This example is one that the school wishes to emulate in its learning programmes. The process of determining growth is one of identifying a starting point, setting goals, then measuring to see to what extent the goals have been achieved. Assessment and Evaluation in the school will determine where children are at when beginning the learning process, planning to meet known needs, and then applying the teaching process.

Evaluation is the link between learning and planning.

Schools have a legal requirement to assess student achievement, maintain individual records and reports and report on student progress so that the effective learning programmes, understandings and working relationships can be developed.

PURPOSES:
1. To build up a complete profile of what the learners can do and what needs they might have.
2. To demonstrate the proficiency achieved by each student in a particular learning process and to show rates of progress. Assessment should be used to establish the particular point the learner is at in the learning process and is a stepping point to plan further programmes.
3. To provide information for reporting to parents and students.
4. Evaluation is a link between learning and planning. Teachers should use evaluation to organise activities and programmes and to check the effectiveness of the programmes. Effective evaluation should drive both learning and teaching.

GUIDELINES - General
- **The school will use the prescription of : NAG 2A**
  (a) Report to students and their parents on the student's progress and achievement across the curriculum and in plain language at least twice a year.
  (b) Report on students' progress and achievement to the Board at least twice each year, including:
- by Maori, Pasifika and by gender (where this does not breach the individual's privacy)
  - School strengths and identified areas for improvement
  - the basis for identifying areas for improvement
  - planned actions for lifting achievement

ASSESSMENT INFORMATION

Key components:
- Assessment items : all curriculum areas
- Ongoing monitoring
- Conferencing notes and records of language development
- Parents' comments
- Discussions with colleagues and relevant outside agencies
- Reports from outside agencies
- Self-evaluation by the learner

Information can be collected and recorded on/in:
- Electronic programme records
- Data collection sheets – cumulative records
- Individual folders
- Individual Student Portfolios
- School Reviews
- Individual student reports for parents
- Cumulative Records held by for eg. Reading Recovery Teacher
- Special Needs Register – class/school
- Student wellbeing information

Key components of the assessment programme used prior to assessment:

(ERO source - "Raising Achievement in Schools")
- *Ensure teachers use a wide range of appropriate teaching strategies and a range of rich experiences and resources so that students develop the required skills or knowledge.*
- *Ensure teachers focus on students' understanding of how to apply their learning in different contexts across the curriculum.*
- *Develop partnerships with parents to support learning.*
- *Proactively identify teaching skills that need developing further.*

SPECIFIC GUIDELINES:
1 The Assessment Programme will be used by teachers to carry out the following functions:
   - Provide a written record of each student
   - Demonstrate the achievement of each student
   - Identify the needs of students and set achievement goals for students.
   - Assist in the choice of appropriate teaching programmes and strategies.
   - Assist in the preparation of class and school reviews.
   - Report to students, parents and Board of Trustees.
   - Report to other professionals – MOE/ERO/ADVISORS
2 Assessment practices should aim to achieve maximum educational benefit for each student
3 Assessment should involve all students in all curriculum areas
4 Assessment relies on quality information rather than quantity
5 Assessment practices will utilize a variety of assessment procedures
6 Assessment practices will recognize the importance of informal assessment by teachers, as a link to good teaching.
7 Assessment practices will recognize the need for documentation.

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This will be recorded in the following ways:
> Unit plans will show objectives to be assessed;
> > Teachers Assessment Folder (in which class achievement is collated);
> Individual Pupil Profiles;
> Copies of Pupils' reports;
> Achievement Statements.

8   Assessment practices will encompass the intent and legalities of the *Privacy Act* and in doing so ensure that all assessment and evaluation data is purposeful and confidential to those that have a genuine educational association with each student, and the school record keeping system.

Mechanics of the Assessment Programme:

- *Classroom Manager:* This is used to record assessment data for individual students. Written reports are generated at the end of Terms Two and Four. Full instructions regarding good practice and layout are provided on an annual basis.
- *Cumulative Files*: Teachers maintain an individual file for each student to provide a cumulative record of progress.   Samples are dated, analysed or annotated. A list of file requirements is provided with each file.
- *Standardised Tests*: Information gathered from these standardised tests provides school wide data in relation to trends and patterns that are norm referenced at a national level.
- *Classroom practice:* This will reflect the use of formative assessment strategies including articulating achievement expectations, goal setting, self and peer assessment; quality feedback and feed forward; the use of external assessment tools (e.g. ASTTle, NEMP, Exemplars); the use of assessment data to inform future planning and the use of a range of assessment strategies integrated in classroom programmes.
- *Personal informal assessments:* Influences on student learning development linked to student wellbeing and family situations.

Use of Assessment Data:

1. Assessment should be ongoing, accurate, concise and relevant to learning and teaching. All statements should be able to be substantiated. Attitudes and values as well as skills in knowledge should be considered.
2. Data on its own has little use – it should be analysed and interpreted. Trends will then be identified.
3. Assessment should take many forms and should be non-threatening to the learner. It should show sensitivity towards learning styles, culture, gender, wellbeing and equity issues. Forms of assessment should be appropriate to the agreed objectives or skills to be assessed. Feedback should be constructive.
4. Records should be readily available for discussion with other teachers, parents or outside agencies where appropriate.
5. The Principal and Teachers need to use data to identify priority groups and monitor progress and to evaluate the impact of programmes and systems over time.
6. Assessment should help to drive future inquiry based teaching and learning initiatives.

ASSESSMENT and REPORTING

Simple, clear and regular assessment and recording of student progress is necessary so that achievements can be monitored and individual needs recognised.

CONCLUSION:

Assessment and evaluation are inter-related. The quality of each affects the other. Effective and efficient assessment and evaluation will ensure that student progress is monitored and the subsequent planning of programmes results in enhanced learning.

Review Responsibility: *Principal & Teachers*

Date Confirmed: 20 February 2020

Principal: *Karla Mitchell*