

- ✳ reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- ✳ involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- ✳ includes clear goals for the learning activity
- ✳ provides effective feedback that motivates the learner and can lead to improvement
- ✳ reflects a belief that all students can improve
- ✳ encourages self-assessment and peer assessment as part of the regular classroom routines
- ✳ involves teachers, students and parents reflecting on evidence
- ✳ is inclusive of all learners.

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- ✳ is used to plan future learning goals and pathways for students
- ✳ provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- ✳ provides a transparent interpretation across all audiences.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

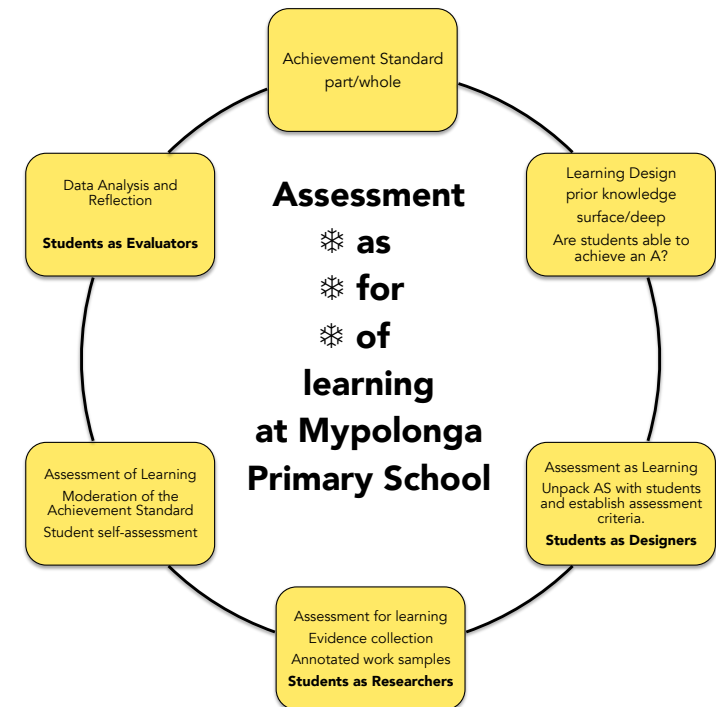
Assessment as learning:

- ✳ encourages students to take responsibility for their own learning
- ✳ requires students to ask questions about their learning

outlined in Dylan Wiliam's book 'Embedded Formative Assessment'), to inform planning.

- ✳ provide feedback to students by using strategies such as annotation of work samples
- ✳ use peer and self-assessment strategies
- ✳ use student portfolios to share assessment processes with parents and caregivers

Mypolonga Primary School



Assessment and Reporting Agreement

As learning: We will

- ✳ Create a culture where we work in partnership with students and their parents and caregivers.
- ✳ Use reflection as a strategy and explicitly teachers students how to reflect