

26. ASSESSMENT

Purpose

- The primary purposes of assessment are:
 - to improve students' learning (formative and diagnostic assessment)
 - measure achievement
 - evaluate programmes and teachers' teaching
- Assessment is also essential to provide accurate and reliable information to parents/caregivers and whanau as well as part of the reporting process to the Principal, BOT and Ministry of Education.
- For the purposes of high stakes qualifications (ie NCEA), consistent and clear procedures are set down in the JHC "Assessment Statement".

Procedures

- These are set out in the document "Assessment Statement" which is issued to all staff and provides the guidelines for consistent practice.

Guidelines

- Oversight of Assessment is managed by a delegated senior leader, together with the Assessment Committee.
- Assessment should be an ongoing process that involves focussed and timely gathering, analysis, interpretation and use of information that provides evidence of student progress for all levels.
i.e. Year 7-13 – individually, targeted groups and cohort wide (ethnicity, gender)
- Various methods of assessment are integral to the teaching inquiry process. Teachers are expected to use good quality assessment data as the basis of their inquiries
- Effective assessment must:
 - Benefit students
 - Involve the students
 - Be valid and fair
 - Support teaching and learning goals
 - Suit the purpose
 - Be planned and communicated
- Assessment and reporting systems are continually evaluated and improved to fulfil the purpose implemented.
- The NZ Curriculum (pages 39-41), Assessment Statement and Policies for NQF and Student Handbook for NQF Assessment should also be referred to.

Ratified by Board of Trustees

23rd April 2020