

## 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 caregivers and whānau 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**

**18<sup>th</sup> May 2023**

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