

Nudgee Beach Environmental Education Centre



Assessment and Reporting Policy

Assessment

Assessment is at the heart of the learning and teaching process and at Nudgee Beach EEC the context has three distinct but related purposes:-

- Assessment **of** learning;
- Assessment **as** learning and
- Assessment **for** learning.

Education Queensland in the *P-12 Curriculum ,Assessment and Reporting Framework* (2013) identifies that “teachers need to provide quality classroom assessment alignment to the curriculum using a range of evidence of student learning to assess student achievement and monitoring progress” (QDETE, 2013,p.4). It is the assessment which informs teaching, providing specific feedback to teachers and students to inform the continuing cycle guide and extend students’ learning. In the *National Declaration on Educational Goals for Young Australians*, the Ministerial Council on Education, Employment, Training and Youth Affairs (2008) identified the following:

- Assessment **for** Learning : enabling teachers to use information about students’ progress to inform their teaching;
- Assessment **as** Learning : enable students to reflect on and view their own learning;
- Assessment **of** Learning : assists teachers to use evidence of students learning to assess against achievements and goals

Assessment of learning focuses on the learning and teaching process and informs the teacher of learner development, effectiveness of pedagogies, and relevance of curricula and though the teacher provides feedback to the individual learner about their personal progress and development.

Assessment as learning in some cases the experiences at the centre will become part of the assessment collected. Centre staff will work closely with visiting teachers for this to be aligned to the criteria and tasks set for students by the visiting teacher.

Assessment for learning focuses on judgements made by teachers about individual learners and the comparability of these judgements between teachers and across schools. The aggregation of these judgements is what is reported on and requires a sound evidential base to ensure confidence in judgements. A sound evidential base requires a variety of techniques and time to build.

The context of Nudgee Beach Environmental Education Centre is such that students are on site for a short period of time, therefore, judgements made by Centre teaching staffs about students’ achieving outcomes are valid for a limited range of tasks and response modes. In this light, it is inappropriate for Centre staff to assess specifically for reporting purposes. Centre programs however can contribute to the students final assessment.

However, excursions to Nudgee Beach Environmental Education Centre provide visiting teachers with a range of opportunities to make assessment judgements about their students. Teaching staff at the centre have an invaluable role to play in supporting them and their schools by providing quality commentary about individual learners and learning experiences., tracking growth in the Learning for Sustainability, key ‘Learning for Sustainability’ skills and preliminary definitions.

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Categories	Instruments	Test Administrator		Reporting	
		Who	Where	Who	Where
Cert 3 Indigenous Conservation and Land Management	NBEEC	NBEEC	NBEEC	NBEEC	NBEEC
Cert 2 Water Operations	NBEEC	Class Teacher	School	NBEEC	NBEEC
C2C	EQ	Class Teacher	School	Class Teacher	School
KLA's	School	Class Teacher	School	Class Teacher	School
Activity Goals	NBEEC	NBEEC	NBEEC	NBEEC	NBEEC
	NBEEC	Class Teacher	NBEEC	Class Teacher	NBEEC
	NBEEC	Students	NBEEC	Students	NBEEC