

Does **Your** School's Assessment Policy Pass the EIS Test?

Question		Answer	
1	Does all assessment genuinely support learning?	YES ✓	NO
2	Are formative assessment and teacher professional judgement central to assessment practice?	YES ✓	NO
3	Has time been allocated for meaningful professional dialogue and moderation to inform teacher judgement of pupil progress?	YES ✓	NO
4	Do teachers have autonomy to use professional judgement in determining how and when pupils are assessed, matching methodology to individual needs?	YES ✓	NO
5	Are whole cohorts or classes of pupils assessed at the same time using the same assessment tool?	YES	NO ✓
6	Is standardised testing/assessment being used to gather data to enable the setting of pupils by ability, school to school comparison, or the creation of accountability measures?	YES	NO ✓
7	Are the results of standardised tests/assessments used as an exclusive measure of learners' progress and achievement?	YES	NO ✓
8	Are assessment judgements based on a range of assessments carried out during the time that a pupil has been working within a CfE level?	YES ✓	NO
9	Are broad approaches to assessment rather than narrow measures reflected in reporting to parents and carers, with information being fully contextualised?	YES ✓	NO
10	Is time made available at points of transition for teachers to share assessment information to support future learning?	YES ✓	NO

If your school's assessment policy doesn't pass the EIS test, our current advice on assessment could help. Find it here:

www.eis.org.uk/images/education/NIFAdvice.pdf