Assessment is the process of identifying, gathering, interpreting, and recording information about students' learning progress. The purpose of assessment is to design appropriate learning programs for all students.

Assessment of student progress is critical at Fowler Road to inform students and staff about how well students are progressing and where the next step needs to be. As we focus on an outcomes-approach we acknowledge that students, regardless of class grade, can be working towards syllabus outcomes anywhere along the learning continuum.

Effective assessment practices:
- have clear direct links with syllabus outcomes
- are integral to teaching and learning
- are balanced comprehensive and varied
- are valid and reflect the actual intention of teaching and learning activities, based on syllabus outcomes
- are fair
- engage the learner
- value teacher judgement
- are time efficient and manageable
- recognise individual achievement and progress
- involve a whole-school approach
- actively involve parents
- convey meaningful and useful information.

At Fowler Road assessment information is collected continuously through observation and interaction; student portfolios; student journals and teacher made assessment activities. Formal assessment information, particularly in Maths and English KLAs, can be collected at regular intervals using the following tools. The minimum requirement is assessing within one week of the student enrolling and as the student leaves the program.

- Waddington Diagnostic Reading Test.
- South Australian Spelling test or Waddington Spelling test
- Word Attack Skills Test, such as that developed by Dagmar Neal.
- Fowler Road Assessment Tool for Mathematics K-6.
- Fowler Road Assessment Tool for Writing K-6.
- Secondary Maths Tool - such as the Signpost yearly review.
- Senior Reading Assessment Tool - such as Gap/Gapadol.
- Macquarie University Maths Assessment (a copy is held in the library filing cabinet).

The results of these more formal assessments need to appear on students' ILPs and be placed in student's files. They are also kept by teachers to inform programming and evaluation processes.

Support from the school counsellor can also be gained through the counsellor administering the following.
- WIAT: which will give students age/grade norms for spelling, word reading, maths and reasoning.
- WISC III: which gives information on students' attention to detail; general knowledge; speed of processing; making conceptual connections; sequencing; arithmetic and mental processing; vocabulary and word knowledge of everyday words; object assembly and seeing wholes from parts; comprehension; short-term memory. This will yield a Verbal Score indicating the student's ability to understand verbal instructions and deliver answers verbally; a Performance Score indicating the ability to work without words and a Full Score IQ based on the normal curve.

A Behaviour Assessment is conducted by staff for all students at the beginning and end of the program. Percentage ratings are given on each student in relation to the six school rules. This is done as a staff consensus at the beginning and end of each year or when the student starts and leaves the program.