



ASSESSMENT AND REPORTING 2017

POLICY

Contents

1. Why do we assess?
 - a) Philosophy
 - b) Definition of assessment
 - c) Purposes of assessment

2. What is assessed?

3. When and how do we assess?
 - a) Guidelines and principles for assessment
 - b) How teachers assess
 - c) Assessment Strategies and Tools
 - d) Record Keeping

4. How do we report?

5. Implementation and policy evaluation



ASSESSMENT AND REPORTING POLICY 2017

1. Why do we assess?

a) Philosophy

Assessment and Reporting are essential elements of the Learning and Teaching process and are vital to the way students think about themselves and their engagement in the process of learning (academically, socially and personally).

Accurate and comprehensive assessment of student performance against standards aides in establishing communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

At Aspendale Primary School we believe that the best assessment is ongoing, relevant and authentic. It should include all stakeholders. Assessment is the key component that allows teachers to effectively differentiate the curriculum, personalise learning and deliver the curriculum to a student's zone of proximal development. It is the most important process we use to inform planning and practice, guide instruction and improve student learning. Student self-assessment and peer-assessment are integral to the process of authentic assessment.

Instructional practice in the Primary Years Programme at Aspendale Primary School is guided by the following IB Key principles of assessment;

- Assessment is key to planning, teaching and learning
- Assessment practices are made clear to students and parents
- There is a balance between formative and summative assessment
- Opportunities for peer and self-assessment across the content areas
- Prior knowledge is assessed before teaching new material
- Students receive feedback as basis for continued learning
- Reporting to parents is meaningful
- Assessment data is analyzed to provide information about teaching and learning as well as the needs and successes of individual students
- Assessment is used to evaluate the effectiveness of the curriculum
- Reflections from both teachers and students is valued as a means of improvement

b) Definition of assessment

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process.

Making The PYP Happen 2009

Assessment and reporting are vital processes that provide information about what students know and can do, allowing teachers to make recommendations for their future learning.

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on evidence to make informed and consistent judgements to improve future student learning.

DET July 2017

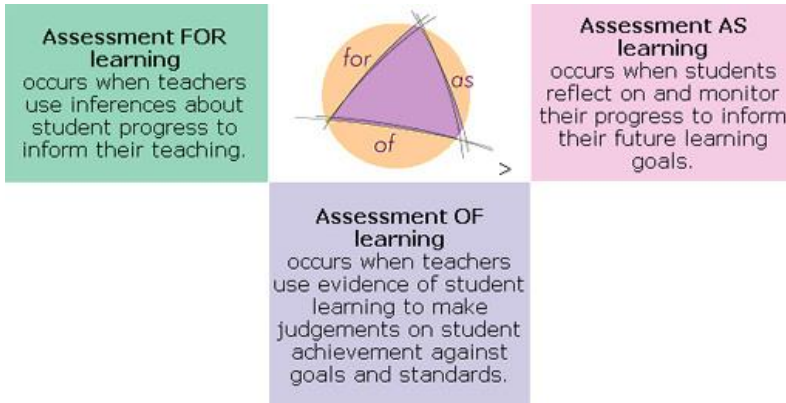
c) Purposes of assessment

Assessment is central to the Primary Years Programme goal of thoughtfully and effectively guiding students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action.

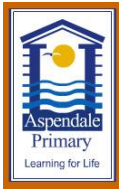
The primary purpose of assessment is to improve student performance and should be based on an understanding of how students learn. It should be an integral part of course design and learning programs.

Assessment methods used should be reliable, consistent and valid. Assessment instruments and processes should be specifically chosen to directly measure what they are intended to measure.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:



The prime objective of assessment in the PYP is to provide feedback on the learning process
IBPYP The Primary Years Programme – A Basis for Practice p.1



ASSESSMENT AND REPORTING POLICY 2017

2. What is assessed?

Assessment is central to the Primary Years Program [PYP] goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- *The acquisition, of **knowledge**
- ***Conceptual** understanding
- * Mastering of **Transdisciplinary skills**
- * Embodiment of **attitudes**
- * Decision to take **action**

The knowledge, skills and understandings outlined in IB requirements, DET policies and the Victorian curriculum in the following areas are assessed.

PYP Transdisciplinary skills

- Thinking skills
- Research skills
- Communication skills
- Self-management skills
- Social skills

IB Learner profile attributes

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

PYP attitudes

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

The Victorian Curriculum

The Victorian Curriculum F-10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

Capabilities

- Critical and creative thinking
- Ethical
- Intercultural
- Personal and Social

Learning areas

- The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design)
- English
- Health and Physical Education
- The Humanities (Civics and Citizenship, Economics and Business, Geography, History)
- Languages
- Mathematics
- Science
- Technologies (Design and Technologies, Digital Technologies)



ASSESSMENT AND REPORTING POLICY 2017

3. How and when do we assess?

a) Guidelines and principles for assessment (DET)

Principles for assessment

Substantial research exists on the characteristics of good practice for assessing student learning. This research is summarised in the following set of principles.

- **The primary purpose of assessment is to improve student performance**
Good assessment is based on a vision of the kinds of learning we most value for students and how they might best achieve these. It sets out to measure what matters most.
- **Assessment should be based on an understanding of how students learn**
Assessment is most effective when it reflects the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time.
- **Assessment should be an integral component of course design and not something to add afterwards**
The teaching and learning elements of each program should be designed in full knowledge of the sorts of assessment students will undertake, and vice versa, so that students can demonstrate what they have learned and see the results of their efforts.
- **Good assessment provides useful information to report credibly to parents on student achievement**
A variety of assessment methods provide teachers with evidence of what students know and can do, and their particular strengths and weaknesses. Teachers can then report to parents on how far their child has progressed during the year, where they are compared to the relevant standards and capabilities, and what the student, the parent and the teacher need to do to improve the student's performance.
- **Good assessment requires clarity of purpose, goals, standards and criteria**
Assessment works best when it is based on clear statements of purpose and goals for the course, the standards which students are expected to achieve, and the criteria against which we measure success. Assessment criteria need to be understandable and explicit so students know what is expected of them from each assessment they encounter. Staff, students, parents and the community should all be able to see why assessment is being used, and the reasons for choosing each individual form of assessment in its particular context.
- **Good assessment requires a variety of measures**
In general, a single assessment instrument will not tell us all we need to know about student achievement and how it can be improved. Therefore, we need to be familiar with and apply a variety of assessment tools so we can match them closely to the type of information we seek.
- **Assessment methods used should be valid, reliable and consistent**
Assessment instruments and processes should be chosen which directly measure what they are intended to measure. They should include the possibility of moderation between teachers where practical and appropriate to enhance objectivity and contribute to a shared understanding of the judgments that are made.
- **Assessment requires attention to outcomes and processes**
Information about the outcomes students have achieved is very important to know where each student ends up, but so too is knowing about their experiences along the way and, in particular, the kind of effort that led to these outcomes.
- **Assessment works best when it is ongoing rather than episodic**
Student learning is best fostered when assessment involves a linked series of activities undertaken over time, so that progress is monitored towards the intended course goals and the achievement of relevant standards.

- **Assessment for improved performance involves feedback and reflection**

All assessment methods should allow students to receive feedback on their learning and performance so assessment serves as a developmental activity aimed at improving student learning. Assessment should also provide students and staff with opportunities to reflect on both their practice and their learning overall.

b) How teachers assess

Formative assessment (Assessment For and Assessment As learning)

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson or Unit of Inquiry. They help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it is happening*. What makes an assessment 'formative' is the way it is used to inform in-process teaching and learning modification. It helps teachers and students find out what they already know and can do. It also aims to promote learning by giving regular and frequent feedback.

Summative assessment (Assessment Of learning)

Summative assessment aims to give students and teachers a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It measures understanding of the central idea and promotes students toward action. Students demonstrate what they have learned (with assessment structured to target the learning outcomes) by applying their knowledge in new and authentic contexts. As part of the 'backward by design' approach, summative assessments are determined and planned for, before learning begins.

Standardised assessment

Standardised assessment, as outlined in the Aspendale Primary School Assessment Schedule, identifies standardised tests in Literacy, Numeracy and Science that are implemented in an academic year. Year Three and Year Five students participate in the NAPLAN assessments in May of each year.

c) Assessment Strategies & Tools

A variety of strategies and approaches are utilised including:

- Observations – teacher, peer, self
- Performance Assessments
- Process focussed assessments
- Open-ended tasks
- Low entry – high ceiling tasks
- Tests and quizzes
- Portfolios and Journals

Assessment strategies and approaches are put into place using the following tools which can be used in different contexts. They include:

- Graphic Organisers/Visible Thinking Routines – tools and routines to visually represent thoughts, ideas, knowledge and concepts. They help to organise thoughts and to promote understanding.
- Review and reflection tools – These enable students to review and reflect on their knowledge, progress, and what they have learnt and achieved during the learning process.
- Feedback tools – These enable students to provide feedback on their work and performance.

- Rubrics – These are printed sets of criteria for assessing knowledge, performance or produce or for giving feedback.
- Checklists
- Exemplars
- Checklists
- Anecdotal records
- Continuums
- Interviews
- Videos & Photos
- Big Write Criterion Scale
- Fountas and Pinnell Running Records
- Words Their Way – Spelling Inventory
- PAT Tests
- On demand tests
- SWST

d) Record Keeping

- All teachers are responsible for keeping evidence of information gathered from assessment procedures.
- All teachers are responsible for adhering to the Aspendale Primary School Assessment Schedule.
- Semester reports, ILIPs and Interim reports are stored cumulatively in student files.



ASSESSMENT AND REPORTING POLICY 2017

4. How do we report?

REPORTING

Reporting will be conducted in line with IB requirements and Departmental policy. Student reports are designed to provide students, teachers and parents with a clear and concise picture of a student's levels of attainment against the achievement standards, progress along the learning continuum and achievement of individual learning goals and targets at a point in time. They are used to strengthen partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.

The following outlines how we will communicate information about assessment:

ILIPs

Individual Learning Improvement Plans are developed for some students and these include individual learning goals and targets. These are monitored and reviewed. The process involves conversations about learning between the student and teacher, and then teacher and parent as the ILIPs are shared and reviewed.

Information Sharing with Parents

Year levels provide information to parents in weekly and fortnightly emails outlining what is happening in the classroom, curriculum and learning in the context of the PYP and administrative matters. Parents are encouraged to make appointments to discuss their child's progress at a mutually agreeable time with the teacher.

There are opportunities for parents to attend sessions at school such as the Foundation Transition Evening where they are provided information and have the opportunity to ask questions.

NAPLAN

In Grade 3 and 5, students will participate in the National Assessment Program for Literacy and Numeracy. Parents will receive a formal report as to their child's level of achievement.

Student-led Conference (Three-way)

The student is responsible for leading the conference using different learning situations and work samples. Students reflect upon work samples, products, assessment tasks and performances they have chosen with guidance from their teacher. The student identifies strengths and areas for improvement. Parents and teachers (where needed) collaborate with the student in order to determine how they can best support their learning.

Student Portfolios

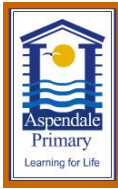
Student portfolios/Learning Journals provide a picture of each student's growth and development over a period of time both as individual and as group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Teacher-Parent Conferences

These opportunities occur informally throughout the year. They are designed to be constructed and used as needed. Parents are encouraged to make appointment times if significant issues need to be discussed. However, for other issues, teachers are available at various times throughout the week. These times also provide the opportunity for parents to give information about the cultural context of the student's learning.

Written Reports

Determination of grading levels for forming reporting purposes will reflect student performances on summative assessment tasks. Student grades will reflect their most consistent level of achievement, usually their most recent level of achievement at the time of reporting. Teachers work collaboratively to determine achievement levels and to establish exemplars. Teachers will write personal, academic social comments about each student making reference to the Learner Profile and/or PYP Attitudes. The written report may also include comments by the students about their learning and learning goals.



ASSESSMENT AND REPORTING POLICY 2017

5. Implementation and Evaluation

The Leadership team ensures that all IB and DET requirements are met for assessment and reporting across the school.

The school has an Assessment leader who is responsible for the Assessment and Reporting program and supporting Year Level Leaders and Specialist teachers.

At the beginning of the new school year staff will be provided with a digital summative assessment profile which includes progress in the following subject areas: Reading, Writing, Speaking & Listening, Number, Measurement * Geometry and Science (Years 5-6).

Schools are responsible for accurately assessing and reporting student achievement against state-wide standards and progression points detailed within the Victorian Curriculum. The Victorian Curriculum F-10 represents the curriculum as a continuum of learning represented as levels of learning and the structure that includes both learning areas and four capabilities. Schools are expected to report on the four capabilities and the eight learning areas (excepting F-2 who report against five learning areas). Student achievement will be reported to the students themselves, to parents, other teachers and schools, to School Council, and to DET. Each year our school will provide parents with written student reports indicating their child's academic progress against Victorian Curriculum standards and progression points. These reports will also include progress against the knowledge, skills and understandings outlined in IB requirements. They may include an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies, and other areas including: attitude, participation, extra-curricular activities, social skills), and student self-assessment. Where necessary, translations into other languages will be provided.

Staff will participate in professional development involving a range of assessment types, including moderation so that consistent judgements of student progress against Victorian Curriculum standards across the school can be applied.

The school will implement a whole-school assessment schedule for teachers which will include a variety of assessment strategies providing multiple sources of information about student achievement.

Teachers are required to enter their summative data results as required (see Assessment Schedule) into the school's nominated online record-keeping system (eg: SPA or SENTRAL).

When reporting to parents we will involve the students in sharing their successes via Student Led Conferences (3-6) and Three Way Conferences (F-2) late Semester One.

Information will be provided for parents on assessment, Victorian Curriculum and NAPLAN as required.

The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum. Program Support Groups will help develop individual student profiles containing learning goals for each student. These groups will meet once a term to discuss and review these goals.

Students for whom English is an additional language will have their progress in English reported against the EAL (English as an Additional Language) Companion to the Victorian Curriculum.

Our school will progressively develop learning improvement plans for identified students in consultation with parents and, where appropriate, with others with specific expertise.

Policy Evaluation:

- This policy will be reviewed as part of the school's strategic plan.

This policy was last ratified by School Council in....

November 2017