

***Assessment is integral to all teaching and learning at our school. It guides our students through all areas of their learning.***

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

### **Shared Beliefs**

#### **Assessment**

- is not to prove, but to improve student learning outcomes for all
- promotes the ongoing development of knowledge, skills and attitudes
- allows teachers to individualise and to meet the learning needs of each student
- is seen in terms of individual progress
- methods encourage students to feel they have achieved something worthwhile
- methods are clearly defined for all, and open to processes of validity, giving students a sense of fair play
- methods deliver and recognise individual differences, talents and learning styles
- promotes students having a sense of confidence
- methods allow parents to be reliably informed about their child's progress
- is continual and ongoing
- allows students to participate and reflect on assessing their own learning and act on the basis of that assessment
- encompasses both the philosophy of the IB programs and inquiry methodology
- reflects the skills and outcomes based on State and Federal curriculum requirements and the IB Scope and Sequence documents
- information is used to inform decision-making about class and whole school learning programs and priorities for curriculum
- reflects the holistic nature of young children's learning and development and the professional judgment of teachers.

#### **How we assess**

Assessing a student's prior knowledge and experiences, as well as monitoring their achievement during the teaching period, enables us to plan and refine our teaching accordingly. The learning experiences provide data that allows us to assess students' knowledge, skills and conceptual understandings.

Assessment within our school consists principally of two types, each of which has a specific function.

- ***Formative Assessment*** is interwoven with daily learning and helps teachers and students find out what the student already knows in order to plan the next stage in learning.
- ***Summative assessment*** happens at the end of the teaching and learning process and gives the students opportunities to demonstrate what they have learnt. It gives us a clear insight into students' understandings.

#### **Effective Assessment**

Effective assessment allows ***students*** to:

- share their learning and understanding with others
- demonstrate a range of knowledge, conceptual understandings and skills
- use a variety of learning styles, multiple intelligences and abilities to express their understanding
- know and understand in advance the criteria for producing a quality product or performance
- participate in self-reflection and peer-assessment
- base their learning on real-life experiences that can lead to further inquiries
- express different points of view and interpretations
- analyse their learning and understand what needs to be improved

Effective assessment allows **teachers** to:

- inform every stage of the teaching and learning process
- plan in response to student and teacher inquiries
- develop criteria for producing a quality product or performance
- gather evidence from which sound conclusions can be drawn
- provide holistic evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores)

Effective assessment allows **parents** to:

- see evidence of student learning and development
- develop an understanding of the student's progress
- provide opportunities to support and celebrate student learning
- participate in the learning process

## **Assessment Strategies and Tools**

Assessment strategies and tools form the basis of a comprehensive approach to assessment and allow us as a school to answer the question "how will we know what we have learnt?"

The strategies are the methods or approaches that we use when gathering information about a student's learning. We record this information using a variety of tools, which are instruments used to collect data.

### **Strategies**

The following strategies are central to our assessment process and inform both summative and formative assessment. The range of strategies provides a balanced view of each student at our school.

Observations	Students are observed in different situations
Performance assessment	Goal directed tasks with criteria set by the teacher, student or both e.g. presentations
Process-focused assessment	Observation of the process a student goes through to achieve a certain outcome, e.g. small group work in Maths showing how they arrived at a particular tens and units answer
Selected responses	Single occasion, one dimensional exercises e.g. tests and quizzes
Open-ended tasks	Students are presented with a stimulus and are asked to respond in an original way e.g. role play
Self/Peer/Group Assessment	Students evaluate their own or other's learning in a fair and encouraging way

### **Tools**

The following tools help and support the assessment strategies teachers/students put in place.

Rubrics	A set of criteria for rating students' achievement. A scale of possible points is included with specific descriptors for each level.
Exemplars	Samples of students work that serve as standards against which other samples are compared.
Checklists	Lists of information and data. e.g. A mark scheme is a type of checklist.
Anecdotal notes	Brief written notes based on observation of students
Continuums	These are visual representations of developmental stages of learning. They show a progression of achievement. e.g. The federal A-E reporting system.

## **Standardised Assessment**

### **External**

As a requirement of the Federal government the Year 3, 5, and 7 students participate in the NAPLAN testing in May.

The results and analytical data are sent to our school and used to inform planning for learning.

### **Internal**

Data is collected each year in November to track students in Literacy across the Year levels.

Standardised tests used are the S.A. Spelling Test, Burt Reading Test and Running Records to gain a Reading Recovery level

This data provides a baseline for intervention programs and to inform the teacher's planning and training.

## **Reporting Learning to Parents**

At our school, the reporting of student achievement takes place in many different and valuable ways, almost on a daily basis. When a student brings home workbooks or samples of work you are getting a picture of how they are doing. When you attend an Assembly or read student contributions to a newsletter you are finding out more about what your child can do. Some teachers invite parents in to watch a performance or share an inquiry. We also have many informal but valuable discussions before and after school and use communication books and diaries to pass on anecdotes about learning.

Reporting on assessment is about communicating what our students know, understand and can do. It describes the progress of the students learning, identifies areas of growth and contributes to the ongoing review of the program. Students are actively engaged in understanding themselves as learners, and consequently take a focused and important role in the reporting process.

### ***Minimum reporting requirements are:***

<b>TERM 1</b>	
Acquaintance Night	Parents are invited to join the teacher to discuss processes and plans for the year ahead.
Student Learning Discussions	Three-way conferences, involving the student, parents and teacher. Students discuss their learning and understanding with their parent and teacher, who are responsible for supporting the student through this process. This may lead to the setting of new goals. The teacher is an integral part of the process and takes notes of the discussion.
Student Portfolios (ongoing throughout the year)	A collection of students' work, assessment and learner profile reflections are collated to demonstrate progress. In the portfolio, samples of work, photographs, recordings etc. are chosen to be included, all of which are connected to the Units of Inquiry. <i>The portfolio is a work in progress throughout the year.</i>
<b>TERM 2</b>	
Written Report ( <i>Student Achievement Record</i> )	Mid-year record of progress focusing on: <ul style="list-style-type: none"> <li>• academic achievement in relation to year level</li> <li>• Grade allocation A-E to comply with Federal requirements Years 1-5 or 1-7 for our Middle Years (Year 6/7) students</li> <li>• IB Learner profile reflections</li> <li>• social/emotional/behaviour/attitudes under the heading 'Qualities of an effective learner'</li> <li>• reflections on, or highlights of, the semester of learning</li> </ul>
<b>TERM 3</b>	
Student Learning Discussions	As for Term 1, at the request of the parent or the teacher
<b>TERM 4</b>	
Written Report ( <i>Student Achievement Record</i> )	End of year record and summary of learning (as for Term 2)
<b>OTHER</b>	
Open Classrooms	<ul style="list-style-type: none"> <li>• Classes open for students to share their learning, investigations and understandings from their current Unit of Inquiry</li> <li>• Grandparents/Special Friends Day</li> </ul>
Performance	<ul style="list-style-type: none"> <li>• Students display their skills in the Arts/Language B by performing for an audience</li> <li>• Assembly – classes show their learning (ongoing fortnightly throughout the year)</li> </ul>
Whole school	Celebrations such as Sports Day, Book Week or Science Week