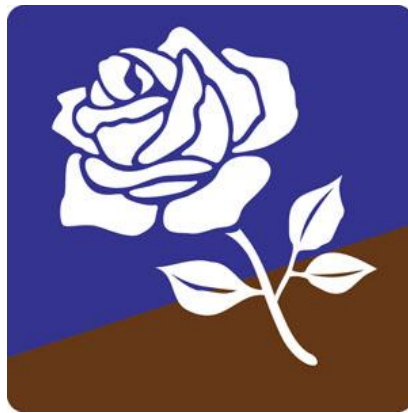# Rosalie Primary School

ASSESSMENT & REPORTING POLICY

Assessment & Reporting Policy

Rationale

At Rosalie Primary School we believe assessment for learning, of learning and as learning is integral to the achievement of high quality learning outcomes.
Effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents to promote effective home/school partnerships in support of student learning.

Definition of Assessment & Reporting

- Assessment is the process of gathering, analysing and interpreting quality information about student learning
- Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students
- Assessment is also demonstrably fair, valid, comprehensive, explicit and educative.
- Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning

Purpose of Assessment

At Rosalie Primary School assessment:

- Is an essential part of the teaching and learning process.
- Promotes, improves and describes student learning.
- Informs and improves teaching & learning so that students have the opportunity to achieve
- Provides data about the progress & achievements of individual students/groups
- May vary in its nature
- May include tests, assignments, homework, bookwork, class work, practical work, exhibitions and performances.
- May be in written, oral, electronic or non-written form. Assessment may also include peer assessment and self assessment
- Identifies our students' achievements and the extent of their progress.
- Helps us to identify Students at Educational Risk.
- Provides feedback to students, allowing them to set goals for their learning.
- Motivates students to learn because their learning is personalized
- Improves the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- Allows us to plan for improvement by determining realistic and relevant priorities.
- Provides information for school and system planning, reporting and accountability
- Informs the reporting of student achievement to parents
- Enables parents to further assist with their child's learning

Policy

Effective assessment procedures:
- focus on what students know, understand, value and are able to do
- are directly related to the learning outcomes of the unit being studied
- are criterion based and not normative based
- ensure that the work to be assessed and the criteria used to assess learning are clear to the student
- are reliable, valid and authentic
- provide timely and targeted feedback to students on major assessment items and recommend areas for improvement
- include a variety of assessment tools

Formative/Diagnostic and Summative assessment will be used;
Formative Assessment is used to monitor progress by providing continuous feedback, and identify errors in learning, with the specific purpose of helping them to improve.
Summative Assessment seeks to establish the level of achievement attained by a student, at the end of a learning sequence. It provides information for judging the effectiveness of teaching programs.

Policy Links/Requirements

Rosalie PS Assessments will adhere to the requirements as stated in Department's Curriculum, Assessment and Reporting (CAR) Policy.
Policy Statement 2: regularly monitor, evaluate and report on each student's achievement.

Schools must have and make known to the school community an assessment reporting system that is based on the principles of the Curriculum Framework.
We will:
- Provide individual students with feedback on their performance, preferably at the time of marking and engage the children in meaningful dialogue about their work
- Engage in ongoing communication with parents/care givers about student achievement and progress at parent meetings at the start of the year, at parent interviews at the end of term 1, at both formal reporting times and at any time that either the teacher or parents feel the need for meeting or phone discussion
- Make judgements of student achievement in relation to expected standards
- Administer prescribed assessments which will include NAPLAN, MSE and the school based testing cycle
- Use student information to plan future learning programs, individually, in learning teams & as a whole school
- Use the Department's reporting templates to issue a report to parents/caregivers for each student in Years 1-7 at the end of each semester
- Distribute to parents/caregivers the prescribed system assessment reports.

MEASURING STUDENT ACHIEVEMENT

Assessment will be in accordance with the Principles of Teaching Learning and Assessment, the *Curriculum Framework* and the syllabus. Teachers are not expected to grade each piece of student work but are expected to provide feedback to students on assessments so that students know how to improve and teachers know what to plan for in their teaching.

Teachers exercise their professional judgement when monitoring students' progress and determining the grades for reporting.

Teachers may use a variety of assessment tools including; National Assessment Program in Literacy and Numeracy (NAPLAN), Monitoring Standards in Education (MSE), First Steps, English as a Second Language (ESL) Progress Maps, system exemplars, anecdotal comments, observations or checklists profiles, photographs, portfolios, records of test results, audio & visual recordings, marking keys and Documented Plans (Individual and Group Educational Plans – IEPs & GEPs). Teachers may assess in ways they feel comfortable with to determine a summative grade.

All students will be provided with the opportunity to demonstrate their achievements.

Teachers will use a variety of tools and resources to support them to assess student achievement.

Students with disabilities or other identified need may be assessed using an IEP or other planning/monitoring tool.

ESL students may be assessed using the ESL/ESD Progress Map.

In the pre-compulsory years the format & style of report will be at the discretion of the PP/Kindy teachers but they will follow the time line of reporting.

TEACHER RECORDING OF STUDENT ACHIEVEMENT

Teachers will maintain ongoing classroom based records showing each student's achievement of the outcomes and programs' objectives

The collections of work presented to parents will contain evidence of the child's learning progress both ongoing and at the conclusion of a series of learning.

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The information and assessments should provide feedback for students, allowing them to reflect on their performance, as well as provide evidence to inform parents of their learning progress.

Teachers' use of formal reporting in SIS is as part of this accountability process as student data will be passed on from teacher to teacher, year to year and school to school.

REQUIRED ASSESSMENT

National Testing of Literacy and Numeracy will take place in Semester 1 and an analysis completed as part of the school profile.

Kindy children will be assessed using the Teacher Assessment of Movement – Kindergarten (TAM–K) & the Teacher Assessment of Communication (TAC – K)

Pre Primary children will be assessed using the Department of Education's On Entry Profile Module 1 both at the commencement of the year and again in Term 4.

Other assessment which is available but not required includes: Progressive Achievement Tests in Reading – Prep. (PAT R – P), the PASP (Phonological Awareness Skills Program), and MELS (Middleton Early Learning System).

Literacy Profiles in PP will provide information for use in end of Semester 1 reports and then revisited in Term 4 ready for Semester 2 reports

Children presenting with difficulties in assessments will be targeted for Individual Education Programs and monitored progressively by their teachers in collaboration with the Learning Support Coordinator. Other forms of monitoring of progress may include the First Steps Continua and the Literacy and Numeracy Nets with added support from the School Psychologist as required.

Whole of class profiles will need to be completed Terms 1 using the base line testing packages in the Assistant Principals' Office including but not exclusively SAST, PAT Maths and Reading. Non NAPLAN years will be assessed using current year's tests and recorded to provide directions for teachers and specific help where needed.

MODERATION

To support consistency of teacher judgements, teachers will have opportunities to engage in moderation of judgements of student achievements.

Where there is limited opportunity for in school moderation, this process will be extended to include teachers at other schools (eg. The Arts and Languages).

The school may also engage in opportunities for the across school moderation component of the moderation process.

Beliefs About Assessment

At Rosalie Primary School we believe assessment should:
- Facilitate learning;
- Refer to criteria that are explicit in helping children achieve set goals;
- Identify strengths and achievements;
- Include a variety of strategies and sources of evidence;
- Be appropriate for each phase of schooling;
- Include self evaluation and reflection;
- Involve teacher judgement;
- Provide opportunities for students to work together; and
- Be sensitive to students with special needs, allowing them to demonstrate their learning within their capabilities.

Assessment Practice

Assessment Practice should be:

Fair

- Summative –written tests
- Formative – anecdotal, observations, peer assessments & self assessments
- Catering for different learning styles
- Suitable to children with difficulties
- Will consider gender, language acquisition, culture & ethnicity, socio-economic circumstances, personalities, talents & disabilities & opportunities for children to demonstrate learning in a variety of ways

Valid

- Consistent information that addresses desired outcome
- Purposeful & not testing for testing sake
- Quality evidence relevant to learning program

Comprehensive

Teachers structure a variety of tasks so that assessment data can be collected from a number of samples, over time, using a range of evidence collecting tools

Tasks	*Sources*
Open/closed	Anecdotal records
Short/extended	Work samples
Written/oral	Portfolios
Models/displays	Self Assessment
Performances	Visual journals
Teacher interviews	Peer assessment
	Standard tests

Explicit

- Child friendly progress maps
- Clear & public criteria
- Marking key known before students commence work
- Consistent teacher to teacher, situation to situation
- Clear evidence to community about outcomes
- Clear concise age appropriate language
- Models, examples of tasks, completed work to clearly demonstrate the finished project.
- Students involved in assessment-reflective sheets/discussed
- In group tasks students evaluate their input
- Feedback is related to progress-constructive

Educative

Educationally Valuable
- Ongoing & fluid not just a test @ the end
- Assessments inform your plan
- Plotting learning through levels to demonstrate progress

Students understand & value assessment
- Takes responsibility for his own learning
- Students can self & peer assess

Feedback
- Students recognise flaws & achievements
- Students should be able to gain information to assist learning
- Constructive, positive & deserving

Positive Experience
- Environment & comments encourage & emphasis improvement. Encourage goal setting
- Formative assessments – continually monitor progress during a learning task
- Summative assessments to establish level of achievement at the end of a course/ unit of study.

- Identify and record extent of progress in relation to the Curriculum Framework
- Assist with identification of students at educational risk.
- Encourage *students to set goals for their learning*

By using a range of assessment strategies teachers will be able to make accurate on – balance judgements about their student performances. These may include:
- Observation
- Criterion referencing
- Open ended tasks
- Standardised tests eg MSE, NAPLAN
- Individual Education Plans
- Teacher journals, Student journals
- Self assessments
- Student teacher conferences
- Negotiated evaluation
- Checklists and matrices
- Peer assessment, Individual and group reflection
- Teacher constructed tests
- Open Night (Refer to Reporting Schedule)
- Parent Interviews

Roles and Responsibilities

STUDENTS
- Have opportunities to contribute to discussions about assessment criteria
- Make constructive and honest assessments of their own and other's learning
- Reflect and respond for future improvements

TEACHERS
- Develop valid and reliable assessment practices that inform future planning
- Ensure that students understand and are involved in the assessment process
- Provide valid feedback to enhance future learning
- Participate in professional collaboration to ensure consistency of judgement
- Maintain records according to school policy.

PARENTS/ CAREGIVERS
- Communicate relevant information and feedback that may affect their child's ongoing learning.

ASSESSMENT PRACTICE

Type	What does it look like?	Examples	Records	How information is shared
Focused Observations	Formal	Pairs of teachers working together Moderation to make consistent judgments about student learning	Rubrics	Portfolios/e-folios Learning journey 3 way conferences
	Informal	Role play Student talks	Written/oral anecdotal notes	Formal reports
Conversations	Conferences	One-one Email Peers Small groups Three way Discussions Boards	Photography Video/Audio Progress Maps	Interviews Information sessions Conferences
	Interviews	One-one question & answer		
Products	Self/peer assessment	Student Learning Logs Journals: reading response, dialogue, reflective,metacognitive summative journals Goal setting framework e.g. 2 stars & a wish Rating scales	Annotations Cross curriculum grids Checklists	
	Think aloud	Before, during & after thoughts	IEPs/Literacy Net	
	Work samples	Comprehension, written samples, models, pictures & diagrams, oral presentations, Power Points, research projects, cross-curriculum tasks, open-ended tasks, simulation	Communications books Scrap books Files	
	Retells	Oral, visual, written-organizing of key information to compare & share with others. Cause/effect charts Stem completion Graphic outlines Concept maps	AT Evidence Sheets (moderation only)	
	Surveys	Values, interests, emotions, attitudes, confidence, process, products		
	Tests	Criteria referenced – skill mastery, norm referenced-comparison of achievement: cloze, multiple choice, MSE, NAPLAN		

A combination of assessment strategies could be used by teachers over time with their students to determine whether or not tasks have been successfully achieved & whether goals have been met. These will be measured against the Outcome Statements. By using a range of assessment strategies teachers will be able to make accurate on-balance judgements about their students' performance.

ROLES AND RESPONSIBILITIES

Students will be responsible for:	Teachers will be responsible for:	It is expected that parents/carers will be responsible for:
• Contributing to discussions about assessment processes • Assessing their own learning and that of their peers • Meeting assessment deadlines as agrees upon with the classroom teacher • Responding to assessments made by peers, teachers & others	• Developing skills and an understanding of assessment practices ensure that their assessment practices are valid & reliable • Designing assessment opportunities that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts • Using assessment information to inform their teaching and learning • Ensuring that students know what is being assessed & when & why • Providing students with opportunities to develop the necessary skills to participate in self & peer assessments • Providing feedback to students that highlights what students have demonstrated and what they need to do to improve • Returning assessed work in a timely fashion to students (major pieces of work 4 weeks max) • Participating in professional collaboration to ensure consistency of judgements between teachers • Ensuring monitoring and evaluation records are placed upon the schools information system (SIS)	• Communicating relevant information that may affect their child's learning • Taking advantage of opportunities to be informed or to learn about assessment procedures • Providing feedback about assessment practices in relation to their impact on their child • Contributing to the development and review of the school development plan

ROSALIE PRIMARY SCHOOL
TESTING SCHEDULE (MIS)

Learning Area	Test	Year Level	Year 1 2013	Year 2 2014	Year 3 2015
ENGLISH	NAPLAN Literacy Profile On Entry Profile Mod 1 On Entry Profile Mod 2 Pre NAPLAN PAT R 1 PAT Vocab, Spelling, Written Spelling, Reading, Grammar SA Spelling Test Speech Screening	3, 5 K PP Year 1 & 2 students as needed 2, 4, 6 1 As needed 1-6 K PP	Term 2 Term 4 Terms 1 & 4 Terms 1 & 4 Term 4 Term 4 Term 1 Terms 1 & 4 Term 2 Term 1	Term 2 Ongoing Terms 1 & 4 Terms 1 & 4 Terms 1 & 4 Term 4 Term 1 Terms 1 & 4 Term 2 -	Term 2 Ongoing Terms 1 & 4 Terms 1 & 4 Terms 1 & 4 Term 4 Term 1 Terms 1 & 4 Term 2 -
MATHS	On Entry Profile On Entry Profile Mod 2 NAPLAN Pre NAPLAN I Can Do Maths A PAT Maths Plus	PP Year 1 & 2 students as needed 3, 5, 2, 4, 6 1 Yrs 1-6	Terms 1 & 4 Terms 1 & 4 Term 2 Term 4 Term 4 Terms 1 & 4	Term 1 & 4 Terms 1 & 4 Term 2 Term 4 Term 4 Terms 1 & 4	Term 1 & 4 Terms 1 & 4 Term 2 Term 4 Term 4 Terms 1 & 4
MUSIC	MSE – to be confirmed	6	Term 4	Term 4	Term 4
HEALTH	To be determined as per Healthy Lifestyle Plan	TBA	TBA	TBA	TBA
VALUES	Collations of behaviours assessed in reports.	5	Term 2	Term 2	Term 2
Phys Ed	Fitness Testing FMS See Targets in Operational Plan	3 & 6 Random PP	Term 4 Term 2	Term 4 Term 2	Term 4 Term 2
LANGUAGES	To be determined	6	Term 3	Term 3	Term 3
COMMUNITY	SURVEY every second year in line with Department Policy	Families	Term 3	Term 3	
ECE - Kindergarten	Speech Screening TAM – K Pre-Literacy Screen WAPPA Sight Words	K K K K	Term 2 Ongoing Terms 1-4 Term 4	Term 2 Ongoing Terms 1-4 Term 4	Term 2 Ongoing Terms 1-4 Term 4
SAER	On-Entry Profile - Literacy - Numeracy Other testing as required ICAS Testing Australian Mathematics Comp.	Year 1 & 2 students as needed " K-6 Yrs 2-6 Yrs 5&6	Ongoing Ongoing As required Ongoing August	Ongoing Ongoing As required Ongoing August	Ongoing Ongoing As required Ongoing August

REPORTING POLICY SCHEDULE

Reporting processes and practices are a vital part of maintaining relationships between the school and parents. The policy at Rosalie Primary School aims to:

- Reflect a broad range of communication strategies;
- Provide opportunities for parents to discuss their children's assessments with their teachers;
- Ensure that parents are informed as soon as possible when their children are experiencing problems.

TERM	INFORMAL AND FORMAL PROCESS
ONE	- Whole class parent introductory meeting - Class hand out outlining philosophy and programs for the term. - Interviews on a needs basis. Contact may be initiated by teacher or parent. Early intervention is imperative. Students with an IEP and students new to the school require a parent interview. - A collection of assessment tasks 2 of which will be collaborative with one in literacy and one in numeracy - Whole school interim feedback using agreed learning phase criteria - Informal reporting eg. phone calls, email, letters
TWO	- Summative Report. (DET templates) - Year 3, 5, NAPLAN Reports when available. - Interviews on a needs basis. Contact may be initiated by teacher or parent. Early intervention is imperative when concerns exist. - Informal reporting eg. phone calls, email, letters - Review of term 1 IEP and further plans if required
THREE	- Interviews on a needs basis. Contact may be initiated by teacher or parent. Early intervention is imperative when concerns exist. - Informal reporting eg. phone calls, email, letters - Ongoing collection of assessment tasks as per term 1 including the collaborative tasks - Year 3,5, NAPLAN Reports - IEP review and further plans written if required - Teachers to provide parents with the opportunity to learn about the programs in place e.g. open classroom, learning journeys with students explaining a task, visual demonstrations. With the option of providing work samples
FOUR	- Summative Report. (DOE template) - Interviews on a needs basis. Contact may be initiated by teacher or parent. Early intervention is imperative. - Informal reporting eg. phone calls, email, letters - IEPs reviewed and suggestions for future plans prepared for the next year's teacher

Monitor & Review

Rosalie School Board will regularly review the effectiveness of this policy and make any necessary changes at least once in three years.

Title	**Assessment & Reporting Policy**
Function/s	To ensure that the school's assessment and reporting is an integral component of the planning, teaching & learning cycle
Owner	School Principal

Document Modification History

Version Number	Date	Primary Author(s)	Description of Version	Date of Next Review
1	Jan 2013	J Gildersleeve		
2	21/5/15	J Gildersleeve	Delete the reference to Year 7 Modify the tests used for assessment	May 2018