



Murrumbeena Primary School Policy

ASSESSMENT AND REPORTING

PURPOSE

At Murrumbeena Primary School, we believe that assessment and reporting are ongoing processes that are vital for monitoring student progress and informing teaching and learning.

Thorough assessment enables teachers to reflect on and modify their practice to suit students' needs. It provides an overview of learning across the school and identifies and addresses areas in need of specific focus.

Regular reporting communicates comprehensive information about student learning and achievement to parents/carers, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.

AIMS

- To inform teachers, parents and students about student learning.
- To highlight student progress through regular and ongoing feedback in order to provide direction for future learning.
- To enable teachers to reflect on the effectiveness of their teaching in order to improve practice.
- To empower students to reflect on and take ownership of their learning.
- To provide students with constructive feedback to enable achievable, challenging, personal learning goals to be designed.
- To provide parents with information about students' achievements, areas for future learning and progress against the Victorian Curriculum.

GUIDELINES

Assessment will be implemented through a variety of formal and informal assessment tools and strategies. Reporting will occur through a range of processes, which will benefit the teacher, parent and student.

The following are assessment examples used throughout the teaching and learning process to identify what students know, understand and can do.

Assessment for Learning (Prior Assessment)

These data are used by teachers to inform their teaching and to support students to design personal learning goals.

Pre-Assessments across the curriculum include:

- Prior knowledge assessments using thinking routines (e.g. mindmaps, concentric circles, diagrams).
- Teacher generated assessments/tests.

- Standardised assessments including: Single Word Spelling Test (SWST), PAT Reading, PAT Mathematics, Fountas and Pinnell Benchmarking, Cold Writes, English Online Interview, Maths Online Interview, Essential Assessment.

Assessment *as* Learning (Formative Assessment)

Teachers utilise formative assessments to provide feedback and feedforward to support the development of class, group and personal learning goals. Students monitor and reflect on their ongoing progress towards their achievement of learning goals. Emphasis is placed on developing learning strategies and students' metacognitive abilities, enabling them to understand how they learn.

Examples of formative assessment include:

- Teacher observation/anecdotal records.
- Teacher checklists (e.g. skills linked to Victorian Curriculum).
- Rubrics – a set of categories or criteria that define and describe the important components of work being completed, critiqued or assessed.
- Student Work Samples/Books.
- Student Self Assessments.
- Peer Assessments.
- Online Learning Programs (e.g. Essential Assessment, Reading Eggs, Mathseeds).

Assessment *of* Learning (Summative Assessment)

Teachers and students use evidence of learning to make judgements on achievement against goals and standards. The process of learning, as well as the resulting product, are assessed.

Examples of summative assessment include:

- Primary Years Program (PYP) Summative Assessment Tasks in (Units of inquiry).
- PYP Exhibition.
- Post assessments.
- Student presentations/ performances.
- Student Work Samples/Books.
- NAPLAN (National Assessment Program Literacy and Numeracy) testing for students in Years 3 & 5.
- Re-administering of standardised assessments including: Single Word Spelling Test (SWST), PAT. Reading, PAT Mathematics, Fountas and Pinnell Benchmarking, Cold Writes, English Online Interview, Maths Online Interview.

Reporting

Formal written reports are prepared twice throughout the year in Terms Two and Four.

- Written reports reflect student progress against the Victorian Curriculum Continuum P-10 or the Victorian EAL Developmental Continuum P-10 and the IB Primary Years Program.

An information evening is held early in Term One.

Parent–teacher discussions/interviews are held in Term One.

Student/teacher/parent conferences are held late in Term Three.

Discussions/interviews are also held as requested by either parent/carer or teacher.

NAPLAN Testing for Years 3 & 5 is held in Term Two and results are distributed to parents.

EVALUATION

Evaluation of the policy occurs formally every four years and is informed by school community feedback. This policy will be due for review in 2025.

Principles into Practice, International Baccalaureate Organisation, Published October 2018, https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.12.5&lang=en, 28/10/2020.