



MILDURA SOUTH P.S.

ASSESSMENT and REPORTING POLICY

PURPOSE

Mildura South Primary School undertakes a range of student assessment and reporting activities to support student learning and inform the school community.

‘Nothing else matters in teaching and learning as much as quality assessment, that is, data that inform and differentiate instruction for each learner in a never-ending cycle of inquiry to discover what works best.’ (Clarity – Lyn Sharratt 2019)

DEFINITION

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners’ progress and achievement to improve learning.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students’ learning needs
- School reporting: schools report to the local community via their annual report, providing a concise summary of the school’s achievements and progress
- System reporting: DET reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

HOW AND WHEN DO WE ASSESS?

Formative and Summative Assessment

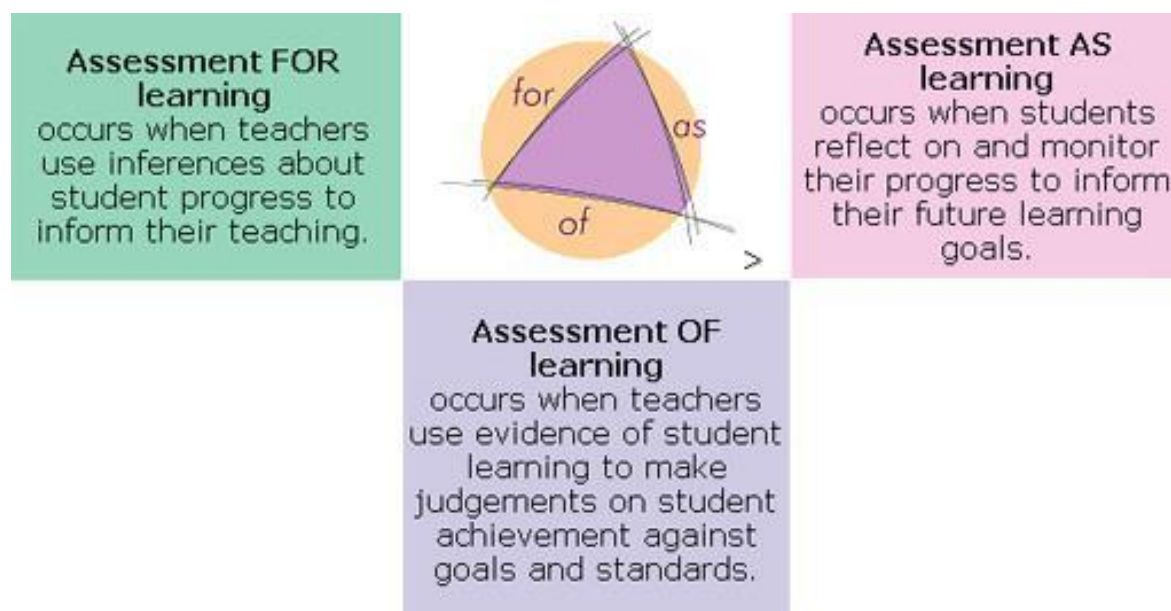
Formative assessment takes place before (*assessment for learning*) and during (*assessment as learning*) teaching. *John Hattie* says 'to begin with the end in mind'.

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*) takes place after the teaching.

Summative assessment is the culmination of the teaching and learning process. It 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. To begin with the end in mind is determined before learning begins.



Standardised Assessment

Standardised assessment identifies standardised tests (PAT – Progressive Achievement tests) in Literacy and Numeracy that are implemented in an academic year. Year Three and Year Five students also participate in the NAPLAN assessments in May of each year.

Learning Intentions and Success Criteria

Learning intentions are derived directly from the Victorian Curriculum standards. Every lesson at Mildura South Primary School has a Learning Intention and Success Criteria. Learning Intentions must be meaningful to students and be communicated in student friendly language as a skill, knowledge and understanding. It is a statement of what students are learning and why.

Success Criteria must be clearly visible in classrooms and easily understood by students. Students need to know how they will be successful. Teachers listen to student voice daily which forms an important component of our Formative Assessment process. (Clarity – Lyn Sharratt 2019)

Learning and Development

Substantial research exists that describes learning and development and the implications for assessment. Professor Geoff Masters articulates the following set of principles summarising this research which reflects the purpose and meaning of effective assessment from birth to adulthood.

Foundation Principles		HITS/Strategies
Principle 1	Assessment should be ongoing and based on a continuum of learning/development.	Goal 1 - Setting Goals Goal 2 – Structuring Lessons Goal 3 – Explicit Teaching Goal 4 – Worked Samples *Professional Learning Communities *Faces on Data
Principle 2	Assessment should provide information about where individuals are in their learning and development and inform practitioners in planning and delivering progressive learning opportunities.	Goal 3 – Explicit Teaching Goal 4 – Worked Samples Goal 7 – Questioning *Professional Learning Communities *Faces on Data
Principle 3	Assessment should build positive attitudes and self confidence in children, young people and learners by assisting them to see what they have achieved and the progress they are making.	Goal 8 – Feedback Goal 9 – Metacognitive Strategies Goal 10 – Differentiated Teaching
Principle 4	Assessment should promote further learning and development when combined with constructive feedback and opportunities for reflection. It should enable individuals to see and appreciate the progress that they have made and recognise that they are being successful in their learning.	Goal 7 - Questioning Goal 8 – Feedback Goal 9 – Metacognitive Strategies Goal 10 – Differentiated Teaching *Student Goal Setting *3Way Conferences
Principle 5	Approaches to assessment should maximise collaboration and sharing of knowledge between families and practitioners, to allow all parties to support and participate in children and young people's learning and development.	Goal 5 – Collaborative Learning Goal 6 – Multiple Exposures *3Way Conferences

ASSESSMENT TOOLS

A variety of assessment strategies and approaches are utilized, including:

- Observations – teacher, peer, self, outside experts
- Learning Walks and Lesson Studies
- Performance Assessments
- Open Ended tasks and Rich Assessment 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
- Anecdotal Records
- Curriculum Continuums
- Interviews
- Videos & Photos
- Big Write Criterion Scale
- PAT Tests
- On Demand Tests
- Whole School Writing Moderation
- Reading Benchmarking/Running records
- Online Early Numeracy Testing
- Online English Testing
- Positive Behaviour Support Plans
- ABLES

Record Keeping

- All teachers are responsible for keeping evidence of information gathered from assessment procedures.
- All teachers are responsible for adhering to the Mildura South Primary School Assessment Schedule.
- TILs (Tracking Individual Learning) and ILPs (Individual Learning Plans) are stored in student files.
- Semester reports are stored on Compass
- Faces on Data is current information which impacts daily practice and weekly planning. Year Level Faces on Data is used in the End of Year Transition process.

HOW DO WE REPORT?

Reporting will be conducted in line with DET 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 Victorian Curriculum 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.

Written Reports

Student grades in written reports 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 for each individual student. Teachers write personal, academic and social comments about each student, also making reference to behavior and effort. The written report may also include comments by the students about their learning and learning goals.

Student Support Group meetings are held once a term. Students who receive classroom assistance through equity funding, in addition to students identified as Out of Home Care, Koori students and PSD (Program for Students with Disabilities) students are required to have SSG meetings.

Individual Learning 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 ILPs are shared and reviewed.

Tracking Individual Learning documents are created for all students. These TIL documents include individual *character strengths*, as well as a Praise and Prompt for Reading, Writing and Number. A *Praise* looks at a student's area of strength in learning. A *Prompt* looks at a student's area of growth in learning. These TIL's are monitored and reviewed.

Three-way Conferences

The student is responsible for leading the conference using different learning situations and work samples. Students reflect upon individual character strengths using work samples, assessment tasks and performances they have chosen with guidance from their teacher. The student also identifies learning strengths (Praise) and areas of growth (Prompt). Parents and teachers (where needed) collaborate with the student in order to determine how they can best support their learning. Parents may request Parent Teacher Interviews at any time.

Prep Health Assessments are conducted in Term 2. These are a follow up to the Literacy and Numeracy Assessments held in Term 1. The district school nurse conducts these health Assessments and checks senses such as vision and hearing.



	Literacy	Mathematics
Term 1 Assessment OF, AS and FOR Learning	Review Transition Learning and Development Statement - TLDS EOI English Online Interview Prep Entry Assessment data <i>Letter identification/Phonological Awareness</i> Team Writing Moderation Teacher Judgement – Vic Curriculum Progression Points Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Learning Walk Goal Setting Develop TIL's Rubrics	Review Transition Learning and Development Statement - TLDS MOI – Mathematics Online Interview - Detour Read, Write, Count and Make Numbers to 10 Annotated Work Samples – Number Unit Pre/Post Assessment Teacher Judgement – Vic Curriculum Progression Points Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Learning Walk Ongoing Observations Goal Setting Develop TIL's Rubrics
Term 2 Assessment OF, AS and FOR Learning	PM Benchmarks/Running Records Oxford Word List - Sight words <i>Letter identification/Phonological Awareness</i> Teacher Judgement – Vic Curriculum Progression Points Whole School Writing Moderation Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Three Way Conferences Review TIL's and ILP's Rubrics School Nurse	Read, Write, Count and Make Numbers to 10 Annotated Work Samples – Number Unit Pre/Post Assessment Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Three Way Conferences Review TIL's Develop ILP's Rubrics School Nurse
Term 3 Assessment OF, AS and FOR Learning	PM Benchmarks/Running Records Oxford Word List - Sight words <i>Letter identification/Phonological Awareness</i> Teacher Judgement – Vic Curriculum Progression Points Whole School Writing Moderation Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Lesson Study Review TIL's Rubrics	Read, Write, Count and Make Numbers to 10 MOI – Mathematics Online Interview - Detour Annotated Work Samples – Number Unit Pre/Post Assessment Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Lesson Study Review TIL's Rubrics
Term 4 Assessment OF, AS and FOR Learning	PM Benchmarks/Running Records Oxford Word List - Sight words <i>Letter identification/Phonological Awareness</i> Teacher Judgement – Vic Curriculum Progression Points Whole School Writing Moderation Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Review TIL's and ILP's Rubrics CVC Spelling Assessment	Read, Write, Count and Make Numbers to 10 Annotated Work Samples – Number Unit Pre/Post Assessment Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Review TIL's and ILP's Rubrics



	Literacy	Mathematics
Term 1 Assessment OF, AS and FOR Learning	Review Transition Information from previous grade PM Benchmarks/Running Records Team Writing Moderation Teacher Judgement – Vic Curriculum Progression Points Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Learning Walk Goal Setting Develop TIL's	Review Transition Information from previous grade Unit Pre/Post Assessment Teacher Judgement – Vic Curriculum Progression Points Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Goal Setting Learning Walk Develop TIL's MOI – Mathematics Online Interview (Grade 2)
Term 2 Assessment OF, AS and FOR Learning	PM Benchmarks/Running Records Oxford Word List – Reading Waddington Reading Waddington Spelling Teacher Judgement – Vic Curriculum Progression Points Whole School Writing Moderation Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Three Way Conferences Review TIL's and ILP's Rubrics	Unit Pre/Post Assessment I Can Do Maths Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Three Way Conferences Review TIL's Develop ILP's Rubrics
Term 3 Assessment OF, AS and FOR Learning	PM Benchmarks/Running Records Oxford Word List – Reading Teacher Judgement – Vic Curriculum Progression Points Whole School Writing Moderation Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Lesson Study Review TIL's Rubrics PAT Testing - Reading	MOI – Mathematics Online Interview (Grade 1) Unit Pre/Post Assessment Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Review TIL's Lesson Study Rubrics PAT Testing – Number
Term 4 Assessment OF, AS and FOR Learning	PM Benchmarks/Running Records Oxford Word List – Reading Waddington Reading Waddington Spelling Teacher Judgement – Vic Curriculum Progression Points Whole School Writing Moderation Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Review TIL's and ILP's Rubrics On Demand Reading– High Gr 2 only	Unit Pre/Post Assessment Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Review TIL's and ILP's Rubrics On Demand Number – High Gr 2 only



	Literacy	Mathematics
Term 1 Assessment OF, AS and FOR Learning	Review Transition Information from previous grade Running Records Teacher Judgement – Vic Curriculum Progression Points Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Goal Setting Develop TIL's Learning Walk Australian Spelling Test (Gr 3-4) Oxford Spelling (Gr 3-4 below)	Review Transition Information from previous grade Unit Pre/Post Assessment Teacher Judgement – Vic Curriculum Progression Points Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Learning Walk Ongoing Observations Goal Setting Develop TIL's
Term 2 Assessment OF, AS and FOR Learning	On Demand Reading Running Records Teacher Judgement – Vic Curriculum Progression Points Whole School Writing Moderation Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Three Way Conferences Review TIL's Develop ILP's Rubrics	On Demand Number Unit Pre/Post Assessment Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Three Way Conferences Review TIL's Develop ILP's Rubrics
Term 3 Assessment OF, AS and FOR Learning	PAT Testing - Reading PAT Testing – Spelling (Gr 5-6) Running Records Teacher Judgement – Vic Curriculum Progression Points Whole School Writing Moderation Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Lesson Study Review TIL's Rubrics	PAT Testing – Number Unit Pre/Post Assessment Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Lesson Study Review TIL's Rubrics
Term 4 Assessment OF, AS and FOR Learning	On Demand Reading Running Records Teacher Judgement – Vic Curriculum Progression Points Whole School Writing Moderation Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Review TIL's and ILP's Rubrics	On Demand Number Unit Pre/Post Assessment Checklist/Anecdotal Records Coaching – Learning Intention and Success Criteria Ongoing Observations Review TIL's and ILP's Rubrics

FURTHER INFORMATION AND RESOURCES

Please refer to additional policies such as the Student Well Being and Engagement Policy for more Information.

DET Resources –

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/reports.aspx>

https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/formative_assessment.aspx

REVIEW PERIOD

CUSTODIAN: PRINCIPAL CLASS

AMENDMENTS MADE BY CUSTODIANS ONLY.

ALL AMENDMENTS TO BE PASSED BY SCHOOL COUNCIL.

ALL STAFF TO BE ADVISED OF POLICY AMENDMENTS.

REVISION	REVIEW DATE	REVIEWER (TITLE)	AMENDMENTS YES/NO	PASSED BY SCHOOL COUNCIL YES/NO	COMMENTS
A	11.10.2019	ASSISTANT PRINCIPAL	NO	YES	NEW POLICY ADAPTED FROM DET EXEMPLAR POLICY
B	3.2.2020	ASSISTANT PRINCIPAL	YES	YES	ADJUSTMENTS TO SCHEDULE