



# ASSESSMENT AND REPORTING POLICY

## Philosophy

At Mildura West Primary School we believe assessment is the most important process we use, to inform planning and practice, guide instruction and lead to improved student learning. Assessment is the key component that allows us to effectively differentiate the curriculum, personalise learning and deliver the curriculum to a student's zone of proximal development. We believe that the best assessment is ongoing, relevant and authentic and should include all stakeholders. We include the student in all elements of Assessment & Reporting. We believe this to be an essential element. If students understand their learning, their progress, if they are able to reflect, then they will be able to set goals, they will own their learning and this is our goal.

## Rationale

Assessment is integral to all teaching and learning experiences and it is critical that all stakeholders - students, parents and teachers, have as much knowledge as possible about the entire process.

Assessment is designed to improve student learning, monitor effectiveness of programs and provide future directions. There needs to be a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the tools used to make consistent judgements.

This Assessment and Reporting Document takes into account both the mandated requirements of Victorian F-10 Curriculum and the perspective of the Primary Years Program (PYP). The document outlines the purpose, key components, strategies and tools that are central to effective assessment and reporting and continues to reflect best practice.

## Purpose of Assessment - what and why do we assess?

### **What do we assess?**

Mildura West teachers strive to provide opportunities for students to construct meaning through structured inquiry, emphasizing connections between subject specific knowledge and the approaches to learning and transdisciplinary themes. Approaches to learning refer to social, research, communication, thinking and self-management skills. These skills are not only essential for any teaching and learning within the classroom, but also in life outside the school. The transdisciplinary themes provide a focus for inquiry while literacy and numeracy provide the tools. Feedback should be given to students about their progress and performance on both these areas.

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

- Physical, Personal and Social Learning
- Health and physical education
- Interpersonal development
- Personal learning
- Civics and citizenship
- Discipline – based learning
- The Arts (Visual and Performing)
- English
- Mathematics
- Humanities (Economics, Geography and History)

- Science
- Interdisciplinary Learning
- Communication
- Design, Creativity and Technology
- Information and Communications Technology
- Thinking Processes

### **Why do we assess?**

- to improve student learning
- to gain information about student learning
- to ascertain the students ZOPD in order to differentiate the teaching & learning
- to evaluate the effectiveness of programs
- assist teacher judgments for reporting purposes
- build a clear picture of the student and his or her interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the environment on the student's learning
- extend the student's learning.
- communicate progress to the student, parents and DET

The following criteria for effective assessments are applicable to both formative and summative Assessment.

### **Effective assessments allow students to:**

- become metacognitive about themselves as a learner & consequently be able to set goals accordingly.
- be able to articulate their learning with others
- demonstrate a range of knowledge, conceptual understanding and skills
- use different forms of learning to express their understanding
- know and understand, in advance, the criteria for producing a quality product or performance
- participate in reflection, self- and peer-assessment
- base their learning on real-life experiences that can lead to further inquiries
- express different points of view and interpretations

### **Effective assessments allow teachers to:**

- inform every stage of the teaching and learning process
- plan for targeted teaching and learning
- develop criteria for producing a quality product or performance
- gather evidence from which sound conclusions can be drawn
- provide evidence that can be effectively reported and understood by the whole school community
- collaboratively moderate student learning
- take into account various forms of learning and abilities, including different cultural contexts

### **Effective assessments allow parents to:**

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

### **Forms of Assessment**

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

- **Formative:** Formative assessment is part of the daily learning and helps teachers and students find out what they already know in order to plan the next stage of learning. Assessment AS learning - takes place *during* learning to provide information regarding how well the learning objectives of a given learning task or program are being met. Formative assessment occurs when students reflect on and monitor their progress to inform their future learning goals.
- **Diagnostic:** Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching. Diagnostic assessments (also known as pre-assessments) provide information about students' prior knowledge and misconceptions before beginning a learning task, program or unit of work.
- **Summative:** Summative assessment takes place at the end of the teaching and learning cycle and gives students opportunities to demonstrate what has been learned. Assessment OF learning - occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards. It includes the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types.

#### Student learning is promoted through:

- assessing prior knowledge and experience
- providing timely, specific and relevant feedback to students
- both formative and summative assessments
- peer and self-reflection
- peer feedback
- articulating clear criteria for students - through Learning Intentions & Success Criteria ●
- timely intervention
- differentiating instruction to meet individual needs
- assessment of all areas of learning

#### Information about student learning should:

- include work samples, rubrics, test scores
- Include observations and anecdotal notes
- be ongoing, meaningful and open ended
- be linked to teaching and learning
- cater for different learning styles
- provide clear information about skills , knowledge attitudes and concepts
- highlight strengths as well as an understanding of what needs to be improved.
  - be in a form (appropriate language) that is understood by all stakeholders, include the student & the parent/carer

#### Program evaluations:

- identify areas for revision or refining

- guide future planning and identify trends
- assess students' performance in relation to national and regional benchmarks and to expectations of the program
- should include feedback from all stake holders, including the teacher, students, parents/carers ●  
inform all relevant stakeholders.

### **Recording: – How we collect and analyse data**

#### **When and how do we assess?**

Continuous assessment is an integral part of teaching and learning. The purpose and tools of the assessment should always be clearly explained to the students.

Our Assessment Schedule can be found on Compass.

Assessment strategies and tools form the basis of a comprehensive approach to assessment. The strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teachers record this information using a variety of tools, which are the instruments used to collect data.

When choosing appropriate strategies, it is important to take into consideration which tools are most applicable and relevant to that strategy. This helps to ensure that an effective assessment of the learning experience takes place. A variety of strategies and tools should be used.

#### **Strategies**

- observations
- performance assessments
- process-focused assessments
- open-ended tasks
- standardized tests

#### **Tools**

- rubrics
- exemplars annotated
- checklists
- anecdotal records
- continuums
- work samples
- standardized test
- running Records
- teacher created tests

### **Student Data - Collection**

- There is a great deal of data collected. This data is stored carefully, with easy access, online and in hard copy.
- Reading - the expectations the assessment/evaluation of reading is stated in detail within the MWPS

Reading Guidelines.

Reading Data is online - google docs, updated every 5 weeks.

Ongoing maths data - pre/post tests is also recorded & stored on Google docs

- SPA (Student Performance Analyser)

Data is systematically stored for ongoing analysis of student outcomes at all levels (Individual Classrooms to Whole School)

The specific data sets uploaded to SPA is highlighted in our school's Assessment

Schedule. **Reporting:**

## How we choose to communicate information

### Purpose of Reporting

Reporting is a means of giving feedback from assessment for the purpose of informing parents of their child's strengths, areas for improvement and future learnings. The report is also for the student. It provides information to help the student make sense of how they are progressing through the year and suggests ways for improving their skills and knowledge both at school and home.

Effective reporting should:

- involve parents, students and teachers as partners in the process
- be on going
- reflect what the school community values
- be comprehensive, honest, fair and credible
- be clear and understandable to all stakeholders
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice
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## How does this look?

**We have a comprehensive approach to Reporting. This includes the following:**

### 1. "Getting to know you" Conference

The "Getting To Know You" Conference is week 3 Term 1. This conference is predominantly for the teacher to gain important information from the parents about their children. It also provides teachers with an opportunity to let parents know how their child has settled into the new class environment, discuss their successes and raise any issues. At this conference Teachers/students/parents look at the Goals set at the end of the previous year. Communication of student's progress both socially and academically, is open and ongoing and both parents and teachers can request a meeting at any time through the year.

### 2. Ongoing Student Goal Setting & Reflection

- Students are explicitly taught the cycle of reflecting and setting goals.
- Teachers & Students negotiate the goal set - according to the development of the child. ● They do this regularly, informally & formally.
- Parents/Carers are regularly informed about the goals set.

- There is a formal meeting 3 times and other times the Goals are put on Compass for parents to access.

### 3. Three Way & Student Led Conferences

- Three Way Conference - Grades Prep/One/Two/Three
- Student Led Conference - Grade Four/Five/Six

These conferences are conducted at the end of term two after the students have received their mid-year reports. Both forms of conference involve:

- students sharing and discussing their learning with their parents, using samples/evidence from their learning.
- students reflecting on themselves as learners and share the responsibility of informing parents ● sharing of “negotiated” future Goals.
- parent/carer input
- teacher input
- open discussion between all stake holders

### 4. Common Assessment Tasks (CATs)

The CAT schedule is published on the MWPS Assessment Schedule. This ensures parents/carers receive formal reporting on their child’s achievement throughout the year. The CAT’s are online (Compass platform- <https://mildurawestps-vic.compass.education>) for parents to access.

These Common Assessment Tasks are created by the teachers, across a range of subject areas. They are designed to assess student abilities against the Victorian Curriculum continuum and the PYP elements. *Please refer to the MWPS CAT Guidelines.*

### 5. Written Reports

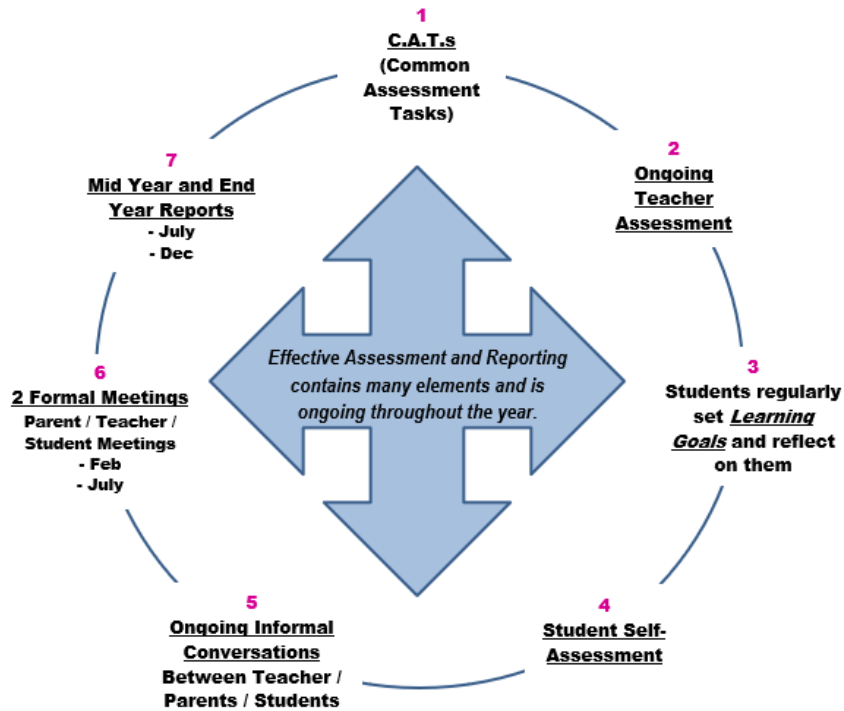
The DET mandated *Student Report Cards* are sent home twice a year –at the end of term two and the end of term four. The report cards give parents a clear picture of their child’s progress against expected state wide standards using an A-E rating. Main features include:

- A-E Scale
- Clear information about strengths and weaknesses
- An indication of progress over the previous 12 months
- Student Reflection

Indicators of progress are points on the learning continuum that highlight critical understandings required by students in order to progress towards the Victorian Curriculum Standards. Approaches to learning, attributes of the Learner Profile and Attitudes are reflected in the teachers’ comments as well as the students’ self-reflection.

# **M.W.P.S. Assessment and Reporting**

At Mildura West Primary, school assessment and reporting includes the following elements.  
Please see opposite page for explanation of these elements



## **Policy Review and Approval:**

Created by:	Anne Robinson
Policy last reviewed:	9/5/23
Approved by:	Anne Robinson
Next scheduled review date (annual):	Jan 2025