Assessment and Reporting Plan

2012

Curriculum  Assessment  Reporting
Ironbark Ridge PS Assessment and Reporting Policy

1. Purpose of the Policy

The purpose of this Assessment and Reporting Policy is to outline the place of assessment and reporting in the teaching and learning cycle, to specify principles of quality assessment, to outline strategies and tools for assessment to be used by teachers at Ironbark Ridge PS and to identify when, how and to whom student progress will be reported.

2. Principles of Assessment for Learning

The following principles provide the criteria for judging the quality of assessment materials and practices:

2.1 Quality assessment practice emphasises the interactions between learning and manageable assessment strategies that promote achievement.

2.2 Quality assessment practice clearly expresses for the student and teacher the goals of the learning activity.

2.3 Quality assessment practice reflects a view of learning in which assessment helps students better learn, rather than just achieve a better mark.

2.4 Quality assessment practice provides ways for students to use feedback from assessment.

2.5 Quality assessment practices help students take responsibility for their own learning.

2.6 Quality assessment practices are inclusive of all learners.

3. Philosophy underpinning assessment and reporting practices

Assessment for learning at Ironbark Ridge PS will:

- Be an essential and integrated part of teaching and learning;
- Reflect a belief that all students can improve;
- Be reflected into Teaching and Learning programs;
- Help students know and recognise the standards that they are aiming for;
- Involve students in self-assessment and peer assessment;
- Provide feedback that helps students understand the next steps in learning and plan how to achieve them;
- Involves teachers, students and parents reflecting on assessment data.

Reporting practices at Ironbark Ridge PS will:

- Report student achievement against syllabus standards;
- Provide data in such a way that students and parents understand what has been achieved and what is to be achieved;
- Provide a written report to parents twice per year and opportunities for face to face interviews where necessary;
- Provide data to DET as required in a format that does not identify individual student.
4. **Policy Statement**

4.1 Ironbark Ridge PS is committed to ensuring that all students are provided with quality educational programs which include a range of opportunities to achieve expectations at a minimum standard (as specified in school documents);

4.2 All staff will be equipped with the tools required to assess students accurately and make informed judgements based on the standards articulated in the mandatory BOS K-6 syllabus documents. The primary purpose of assessment data is to inform teaching programs;

4.3 Assessment data will be used to report to parents as well as to identify whole-school, stage and/or individual trends, needs and/or programs.

5. **Implementation**

This policy is for immediate implementation.

6. **Responsibilities**

6.1 **Class Teachers:**

**Assessment**
- Reflect on the purposes of assessment and on the assessment strategies they use.
- Ensure that assessment activities allow for demonstration of learning outcomes.
- Utilise data from assessments to inform teaching and learning programs.
- Use assessment to determine what a student can already do.
- Give feedback to students that help them to make further progress.
- Use tasks that assess and therefore encourage, deeper learning.
- Ensure that assessment tasks include strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.
- Assess against the standards providing opportunities for students to achieve their best.
- Ensure that assessment activities are free of bias.
- Understand that assessment is integral to the teaching and learning process rather than being a separate activity.
- Follow the assessment timeline to enable consistent tracking of student progress from K-6.
- Ensure that at the end of each year, that specific information on student progress is recorded and given to the next year’s teacher for each child in the class for English and Mathematics.

**Moderation**
- Ensure consistency of teachers’ judgements of student achievement.
- Develop shared understandings about the nature of assessment tasks.
- Provide valuable professional feedback to teachers regarding their assessment tasks.
- Ensure judgements are equitable in terms of implications for student learning.
- Develop accuracy and reliability in making judgements.
- Inform well-targeted teaching programs.
- Make judgements in relation to student learning and achievement.
Reporting

- Give feedback in a way that motivates the learner and helps learners to understand that mistakes are part of learning and can lead to improvement.
- Provide feedback that is directed to achievement of standards and away from comparisons with peers.
- Provide feedback that is clear and constructive about strengths and areas for further development.
- Provide feedback that is individualised and linked to opportunities for improvement.

6.2 Executive:

- Ensure that the timeline for assessment and reporting is being followed by the teachers in their team.
- Collect and collate data for their stage in order to make judgements about the overall progress of the cohort and to facilitate whole school reporting on student achievement.
- Use stage assessment data to assist them to make plans for professional learning activities to support their team of teachers.
- Ensure that guidelines for state (Best Start) and national (NAPLAN) assessment activities are followed and implemented.
- Ensure that assessment data is utilised to inform teaching and learning programs.

6.3 Students:

- Receive feedback that helps them make further progress.
- Set learning goals that are reasonable and related to the achievement of syllabus standards appropriate to them.

7. Review

This policy will be reviewed in 2011.

8. References

- NSW DET, Best Start (2008)
Attachment 1

Understanding Assessment: Developing quality tasks, criteria and standard descriptors

When developing an assessment task it is important to remember the underlying principles of assessment.

For assessment to be effective, it should:

- focus on students’ demonstrations of knowledge, skills and understandings
- directly reflect the intent of the curriculum
- be comprehensive
- be valid and reliable
- take account of individual learners
- reflect equity principles
- be an integral part of the learning and teaching process
- provide opportunities for students to take responsibility for their own learning and to monitor their own progress.

When you have developed an assessment task, it is important to establish the criteria that will be used to make a fair and equitable decision about the student’s demonstration of knowledge, skills and understandings.

Assessment criteria should:

- Directly reflect curriculum INTENT.
- Clearly articulate the specific DEMANDS of the assessment task.
- Clearly articulate the knowledge, understandings, processes and skills that a student should be able to DEMONSTRATE.
- Relate directly to content knowledge and skills (including higher-order thinking skills) that have been EXPLICITLY TAUGHT.
- Articulate knowledge and processes that are TANGIBLE, ACHIEVEABLE and able to be MEASURED against clearly outlined standards.
- Are based on equitable practices.

The wording that DEScribes each achievement on the new student reports should provide a guide for us when we create standard descriptors across a five point scale:

It is important to note however, that while there is a clearly articulated description of the five levels of achievement, each Achievement Code applies to overall achievement in each learning area. The knowledge, understanding and processing skills will not necessarily be evidenced in every individual assessment task. Students should be given multiple opportunities to demonstrate their knowledge, skills and understandings in a variety of contexts.

Although you have explicitly taught the knowledge and processes as part of your focused teaching we all know that students will achieve at different levels- that’s why we map out the criteria across a number of standards. If you have clearly articulated assessment criteria and thoughtfully developed your standard descriptors, you can easily identify the knowledge, skills and understandings in student work samples and easily justify your decision during moderation and when reporting a student’s achievement to parents.

Valid and reliable evidence
Assessment should provide valid, reliable evidence that relates directly to task specific assessment criteria. It is essential that assessment tasks assess what they are intended to assess and that judgments about students’ demonstrations of knowledge, skills and understandings are based on a broad range of evidence gathered and recorded over time.
## 9. Timeline of school-wide assessment requirements

The following table indicates the minimum assessment requirements for the purposes of K-6 tracking for each stage. Please note that items in italics are optional to be implemented at the discretion of the teacher in consultation with the executive for that stage.

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<th>Stage</th>
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<td>Pre and post assessment relevant to curriculum</td>
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<td>Parent/teacher interviews Term 2 with reports</td>
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<td><strong>S1 Years 1 and 2</strong></td>
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1. Class/stage-based assessment will be on-going and will be determined by the executive in charge of that stage team in consultation with the team. Any assessment determined by the stage will be carried out *in addition* to the schedule outlined above.

2. Data collected will be recorded on STARS

3. A hard copy of Semester 1 and Semester 2 reports will be placed in Student Record Cards. A copy of each report is saved in STARS on Impromation and can be accessed by all teachers.