

ASSESSMENT AND REPORTING

BRUNSWICK EAST PRIMARY SCHOOL POLICY

Contents

Assessment and Reporting Policy

SUPPORTING DOCUMENTS

| | | |
|--------------|-----------------------------------|--------|
| Appendix I | Assessment Strategies | Page 4 |
| Appendix II | Assessment Overviews | Page 5 |
| Appendix III | Report Procedures for teachers | Page 6 |
| Appendix IV | Supporting resources for teachers | Page 7 |
| Appendix V | Communication to Families | Page 8 |

This policy was ratified by School Council on the **18th March , 2002**

Assessment and Reporting Policy

Rationale

At Brunswick East Primary School we believe that Assessment and Reporting are integral to planned approaches to teaching and learning. Their purpose is to assist the improvement of student learning by:

- Allowing students to confirm what they have learned and find out where improvement may be needed.
- Informing teachers of areas where additional assistance is needed.
- Providing a basis for program evaluation and continuing curriculum improvement.
- Developing a sense of partnership in learning among parents, teachers and students.

Key Principles

Assessment and Reporting practices at Brunswick East Primary School are informed using the following key principles:

- Curriculum and Standards Framework II (CSF II) documents form an integral part of Assessment and Reporting as well as curriculum planning and delivery
- Judgements made by teachers concerning student achievement are based on a common interpretation of the CSF II and the levels of learning described by different learning outcomes
- Teachers make 'on-balance' judgements of student achievement based on a range of information gathered over time
- Reports of student achievement are based on a variety of assessment strategies (Appendix I)

Aims

Through the implementation of this policy, Brunswick East Primary School aims to:

- Produce a continuous record of students' progress throughout the primary school years.
- Assess attainable goals across all learning areas.
- Focus on students' strengths and encourage them to reach achievable goals in relation to CSF Outcomes and National Benchmarks..
- Provide students with the opportunity to experience success and pursue excellence.
- Strengthen the links between the school and the home.
- Promote positive self-esteem and confidence in all students.
- Empower students through self-evaluation and foster a life long passion for learning.
- Incorporate DEET priorities in the assessment and reporting of student learning, (e.g. ICT, Welfare, Early and Middle Years).
- Support teachers in the planning and implementation of comprehensive and consistent work programs and assessment strategies (e.g. planning days, area meetings, working parties).

Implementation

In implementing this Assessment and Reporting policy teachers will:

- Provide written reports to families twice a year that highlight student achievement in line with the CSF II document (usually in June and December.)
- Encourage learner-centred assessment through the Incorporation of student self-evaluation in the reports and by providing students with the opportunity to evaluate their learning across all areas of their schooling.
- Provide parents/caregivers with the opportunity to attend 3 formal interviews (usually in February, June and December), as well as welcome informal opportunities for parents/caregivers to receive feedback at any stage throughout the year.
- Provide positive, regular and ongoing feedback to students throughout the year.
- Use a variety of assessment strategies and contexts to cater for the full range of students' learning, including intellectual, social, emotional and physical development.
- Ensure that assessment procedures are consistent across the school, reflecting stages of development outlined in all curriculum programs.
- Maintain a learning portfolio on students in their class to be passed on to the students' teachers the following year.
- Report student achievement in English and Maths (Number and Measurement) to the principal each year for inclusion in the school's annual report.
- Distribute the Achievement Improvement Monitor (AIM) reports to parents/caregivers of participating students in years 3 or 5 and offer support in the interpretation of these reports.
- Develop comprehensive and consistent teaching programs that reflect the needs of the students and are representative of the CSF II.
- Develop Individual Learning Improvement plans for students at risk, in consultation with parents and, where appropriate, with others with specific expertise.

The school will:

- Ensure that teaching teams are supported in the planning and implementation of consistent work programs and assessment plans (ie. through planning days; professional development sessions; common APT release sessions for teaching teams; team meetings; etc.)
- Provide ongoing support and professional development for all staff in the area of Digital technology.
- Plan for and provide support for teachers in the implementation of this policy.

ASSESSMENT STRATEGIES

Below are ways that teachers at Brunswick East Primary School can assess students. This information is then used in determining future learning goals and to inform parents of student achievements.

| | |
|--|---|
| Work Samples | Journals |
| Samples annotated to learning outcomes, photographs of 3D models, written recording of designs, diagrams of events, computer print outs. | Student and teacher reflections on tasks and learning, strengths and weaknesses, areas of concern, areas where confidence is felt, comments on outcomes. |
| Anecdotal | Work Samples |
| Observations noted about student action, assignments relating to understandings, statements made in groups, oral presentations of investigations. | Samples of work (student and teacher-selected) annotated with teacher's comments on outcomes demonstrated, self-assessment records, showing progress over time. |
| Diagnostic Work Samples | Tests |
| Tasks targeted at specific learning outcomes designed to show students' knowledge and skills, strengths and weaknesses. | Teacher-designed tests to assist in identifying future learning needs. |
| Checklists | Annotated Class Lists |
| Checklists efficiently store observations or comments, use assessment criteria for a task, record evidence of outcomes demonstrated (pages 5 and 6). | Record observations of significant events (atypical behaviour, demonstration of new understanding or lack of understanding). |
| Self Assessment | Photographs |
| Students reflecting on learning, listing what they know, listing concerns, recording feelings | Photographs of group work where an outcome is evident, with added annotations, projects (displays, charts) retained in folios. |
| Surveys | Video/Taped Records |
| Surveys of students' likes and dislikes, use of equipment, preferred working styles, attitudes to aspects of program, feedback on teaching. | Discussing a task, group work, practical tasks, construction or model building, oral presentations. |
| Case Studies | Summaries |
| Studies of outcomes from action research, one student tracked in detail through an aspect of the program. | Summary of evidence of outcomes in a strand in relation to one student, collation of observations and data collected on student working through a process. |

Information taken from Assessment and Reporting Support materials on Sofweb
www.sofweb.edu.au/assess/maths/mathsa.htm

Appendix II

ASSESSMENT OVERVIEWS

CONSISTENT ASSESSMENT TASKS PREP – GRADE 6

| Core Learning Areas | Level 1 | Level 2 | Level 3 | Level 4 |
|---------------------|--|---|--|--|
| ENGLISH | PEAP CAP SEA Running records | CAP Running records Annotated Writing sample | DART TORCH AIM Running Records | DART TORCH AIM |
| MATHEMATICS | Common Assessment tasks using class checklist booklet SEA | Common Assessment tasks using class checklist booklet Number testing | Common Assessment tasks using class checklist booklet Number testing AIM | Common Assessment tasks using class checklist booklet Number testing AIM |

Appendix III

Report Processes and Timelines

| Semester 1 | What | Approx. Dates |
|------------|--|---------------|
| | Information night | February |
| | Parent/ Teacher meeting - Primarily information sharing about | Early March |

| | | |
|------------|--|---|
| | individual students | |
| | Collated Reports due to Daryl | 7 th June |
| | Reports sent home | 14 th June |
| | Parent/ Teacher interviews | 19 th June to 8pm 20 th June to 5:30pm |
| Semester 2 | Collated Reports to Daryl | 2nd November |
| | Reports sent home | 9th December |
| | Parent/Teacher meeting (needs basis only) | 12 th December |

Notes for printing reports

- All teachers print their own reports
- Use the laser printer to print reports
- Specialist to give class teachers 2 copies of reports in roll order
- Print 2 copies of each report.

Collating Reports

Order of pages:

- English/ESL
- Mathematics
- Integrated Studies
- PE (for Level 3&4 –Levels 1&2 are included in Integrated Studies)
- L.O.T.E
- Library
- Visual / Performing Arts
- Music Specialists
- Personal Qualities
- Student Self-Assessment

Stapling

- Staple original report together with the front and back covers.
- Three or four staples down the left-hand will give the report a neat finish.

What to put in the Report Envelope

- The covering letter
- Request form for Parent/teacher interviews
- The student's report

Filing reports

2nd print out of report is to go in each student's profile folder in room.

Appendix IV

SUPPORTING RESOURCES FOR TEACHERS

Staff Common Folder

All school based supporting documents can be found in the Assessment Folder inside the Staff Common Folder on the Network Drive.

Teacher Document Boxes

Making Consistent Judgements guidelines for English and Mathematics

Report Folder

- Copy of reports for each curriculum area
- Consistent Assessment tasks for Mathematics

Signpost Mathematics Books

Literacy and Numeracy Benchmarks (Level 3 and 4 document boxes)

CSF II Books

Teacher Reference Collection

Assessment Resources can be found at 510.76 in the Teacher Reference Section

For a list of resources go to

<http://10.78.47.19/metamarc/library.htm>

Other Supporting Resources

DEET

<http://www.sofweb.vic.edu.au/assess/index.htm>

Victorian Curriculum and Assessment Authority

<http://www.vcaa.vic.edu.au>

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.