



**AUBURN  
SOUTH**  
PRIMARY SCHOOL



## ***ASSESSMENT POLICY***



## Perspective on Assessment

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process.

Assessment is integral to all teaching and learning. It is central to the PYP's goal of thoughtfully and effectively guiding students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action.

Everyone concerned with assessment – students, teachers and parents – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

Both students and teachers will be actively engaged in assessing student progress as part of the development of their wider critical thinking and self-evaluation skills. Teachers will also be concerned with evaluating the efficacy of the programme.

The PYP describes the taught curriculum as the written curriculum in action. Using the written curriculum, and in collaboration with colleagues and students, the teacher generates questions which guide structured inquiry and instruction. These questions address the eight key concepts which help lead to productive lines of inquiry.

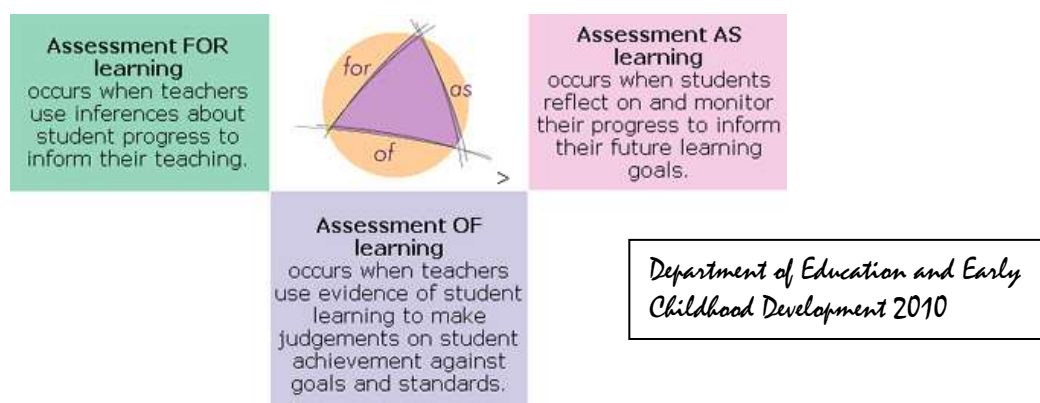
Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. Assessment is, therefore, integral to the taught curriculum. It is the means by which we analyse student learning and the effectiveness of our teaching and acts as the foundation on which to base our future planning and practice. Assessment is essential to our goal of guiding the child, from novice to expert, through the learning process.

## Assessment Definition

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

## Purposes of Assessment

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



## Principles for effective assessment

Substantial research exists on the characteristics of good practice for assessing student learning. This research is summarised in the following set of principles:

- The primary purpose of assessment is to improve student performance

- Assessment should be based on an understanding of how students learn
- Assessment should be an integral component of course design and not something to add afterwards
- Good assessment provides useful information to report credibly to parents on student achievement
- Good assessment requires clarity of purpose, goals, standards and criteria
- Good assessment requires a variety of measures
- Assessment methods used should be valid, reliable and consistent
- Assessment requires attention to outcomes and processes
- Assessment works best when it is ongoing rather than episodic
- Assessment for improved performance involves feedback and reflection

### ***Promotion of Student Learning***

Effective assessment will:

- support student learning by highlighting areas of strength and giving feedback to assist further growth
- provide students with the opportunity to assess their own work and progress
- encourage students to take pride in what they do
- give students a sense of purpose
- make students accountable.

### ***Provision of Information about Student Learning***

Effective assessment will:

- find out what students know and can do
- show how well students can apply what they know
- show whether students can reflect on what they know
- measure students' ability to enquire
- show what students remember, and understand, of what has been taught, done, explored or discussed in class
- reveal areas in which students are experiencing difficulties
- determine the interest level of students
- help the teacher understand how individual students think
- monitor students' performance over a period of time
- provide data to support discussions with parents and colleagues about student progress
- indicate how a student is performing in comparison with others in the group
- help teachers evaluate whether students are keeping pace with age-appropriate cognitive development

***Effective assessment should:***

- be consistent with the school's philosophy
- serve a worthwhile purpose
- be varied
- cater to different types of intelligence
- help develop our understanding of the whole child, i.e. his or her academic, social and emotional characteristics
- be authentic (based on real, or realistic, problems or situations)
- evaluate knowledge, content and method as well as presentation and correctness
- be based on what the child has studied
- be directly related to learning outcomes
- be built into learning activities
- be a learning experience in itself
- be continuous throughout the learning process
- be student-friendly
- be transparent
- be as simple as its purposes will allow
- be teacher-friendly
- be planned at the start of the unit
- be consistent across the year level
- be consistent throughout the school

***Effective assessment should allow teachers to:***

- understand students' needs and strengths
- adjust lesson plans to meet student needs
- meet the needs of all students
- assess concepts, skills, attitudes *and knowledge*
- assess their own methods of delivery

## **Effective assessment should allow students to:**

- participate actively in the planning and creation of assessments
- be aware of the criteria for assessment and know what is expected
- understand the purpose of an activity
- feel encouraged by their success
- demonstrate what they have learnt and understand
- demonstrate learning, as far as possible, from an area of strength
- demonstrate creativity
- develop critical thinking skills
- recognise what they need to learn next
- reflect on the teacher's teaching strategies

## ***Programme Evaluation***

Effective assessment will:

- determine whether specific skills are being mastered
- identify areas that require further instruction/practice/explanation
- give a focus to future planning and teaching
- allow insight into what is happening in the classroom
- make teachers accountable
- establish and maintain the consistency of what is done across a year level
- identify elements in the programme which should be reviewed
- suggest new areas of focus, new activities and new materials and resources for inclusion in the programme
- help ensure that overall curriculum goals are being met.

## ***Strategies in Effective Assessment***

### ***Observations***

All students are observed often and regularly, with the teacher taking a focus on the whole class, small group, or on an individual.

Observation of:

- individual behaviours
- student interactions
- general class behaviours
- reading skills (individual, both silent and aloud, partnered or group)
- logical thinking skills
- lateral thinking skills (e.g. in brainstorming sessions)
- study skills
- listening skills
- response to instructions
- student application of what has been learnt

### ***Performance Assessments***

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.

Assessment of:

- role-play
- presentation
- demonstration
- problem-solving
- response to challenges

### ***Process-focused Assessments***

The students' approaches to learning and other skills are observed often and regularly.

Assessment of:

- research effectiveness
- project work
- approaches to learning
- typical and non-typical behaviours
- behaviours over time (i.e. multiple observations)
- behaviours in different contexts, with synthesis of evidence

### ***Selected Responses***

Assessment of:

- test performance (written)
- test performance (oral)
- quiz responses

### **Open-ended Tasks**

Assessment of response (writing, talking, diagram, drawing, solution) to a stimulus

## **Learning Intentions and Success Criteria**

### **Learning Intentions**

The learning intention for a lesson or series of lessons states clearly what the teacher wants the students to know, understand or be able to do as a result of the learning and teaching experiences. The learning intention focuses on the skills, knowledge and/or understanding (*what* students are going to learn), rather than the context (*how* students are going to learn).

Framing a learning intention and then sharing that learning intention with students is a very powerful way for teachers to improve learning in their classrooms. The establishment of a learning intention is the basis of everything that follows in the lesson or series of lessons.

At Auburn South Primary School learning intentions will be referred to as **We are learning to... (WALT)**.



Glasson, T. (2009) *Improving Student Achievement: A Practical Guide to Assessment for Learning*.

## **Success Criteria**

Success criteria are the criteria used by students and teachers to decide whether a student has been successful in achieving the learning intention. They are equally important for teachers and learners. Success criteria are also directly linked to the learning intention. They spell out the skills, knowledge and understanding that students are expected to demonstrate in a particular activity or task in order to meet the learning intention.

At Auburn South Primary School success criteria will be referred to as ***What I'm looking for... (WILF)***.

Glasson, T. (2009) *Improving Student Achievement: A Practical Guide to Assessment for Learning*.

## **Reporting**

Reporting is the process by which assessment information is communicated to help students, parents, teachers and the system to make decisions by providing information about what students know and can do, together with recommendations for their future learning. © **State of Victoria (Department of Education and Early Childhood Development), 2007**.

### **Reports at Auburn South Primary School**

Parents and students receive reports of progress in a variety of ways. Formal written reports against the Victorian Essential Learning Standards (VELS) transitioning to the Australian curriculum in Victoria (AusVELS) with ratings of progress, are issued in June and December. A format shows progress over the previous twelve month period for each student.

Additionally these reports provide feedback to parents on students' approaches to learning espoused in the IB PYP.

## **ILIPS**

Individual Learning Improvement Plans (ILIPs) are designed for students with Literacy, Numeracy and Social/developmental needs. They have a specific focus and are a set of strategies designed to help students achieve short and long term learning goals. Parents are notified and are asked to be supportive of the goals at home. ILIPs are signed off when the goals have been achieved.

### **Teacher/Student/Parent Meetings**

Teachers are available to meet with parents at any time throughout the year with times being arranged either by phone or email. Students with special learning needs have individual learning improvement plans and frequent contact with teachers is encouraged.

Parents are provided with two formal interview times, initially in February and again in June, when a three way conference opens up the discussion between students, teachers and parents reflecting on the first semester and setting goals for the second.

*Prep assessments & discussions.* These are individual sessions involving the Prep teacher, the student and his/her parents. They are scheduled on Wednesdays during February.

*Please Tell Me About Your Child* (February) This is an opportunity for parents to discuss their child's particular learning needs and strengths with their child's classroom teacher in order to enhance the homes/school partnership and best support the child's learning.

*Three way conferences* (June) These are discussions about the students' first semester progress and setting goals for the remainder of the year. In 2014 these meetings will continue to be structured as 3 way conferences eventually moving to student-led conferences for children from Year 1 to 6.



## ***Student-Led Conferences***

### ***Rationale***

Our move towards student-led conferences is a response to the belief that when students are involved with reflecting on and talking about their learning they will be led to a deeper understanding. This increases pride and improved performance. Their involvement in the process will lead to greater ownership of their work, accountability for their performance, provide a positive learning experience and build a platform for ongoing and constructive dialogue between themselves, parents and teachers.

Listening to students talk about their learning and their life at school will give parents an insight into the thinking and decision making of their child and the processes they move through when involved in learning engagements and experiences. We believe this will provide a more authentic view of their child as a learner.

Allowing students to choose the work they share with their parents will enable teachers to understand what the students value in their learning. Listening to how students talk about specific concepts and their thinking when completing tasks will provide information about their understanding of the areas covered. We also believe that by observing the interaction between child and parent we will be able to develop a more holistic view of each student.

### ***Purpose***

The student-led conference is a celebration of learning for all students. It encourages the student to reflect on his/her learning and his/her thinking and how best to communicate this to their parents. The student led-conference provides opportunities for the student, parent and teacher to share in the learning of the child through his or her perspective, as well as gaining adult input. Whilst the primary responsibility for the conference lies with the student, the parents and teachers also stimulate discussion. The developmental stage of the student is taken into consideration when guiding him/her in conference skills.

### ***Auburn South Process***

In 2014 and 2015 staff members will undertake 3 way conferences for all classes from Prep to Year 6. This has been discussed with the staff and there is a general consensus that this transition from teacher/parent meetings towards student led conferences is a positive and effective process for our families. A review will take place after the 3 way conferences and recommendations will be made about student led conferences in 2016.

### ***Parent Education***

It is important that parents are kept informed about educational philosophies and initiatives. Parent forums will be organised to inform parents about the rationale, purpose and structure of 3 way conferences and student-led conferences. A parent information session based on assessment will be held in semester one each year. The session will also focus on the role of the parent in 3 way conferences and student led conferences.

## **Portfolios**

### **Rationale**

The portfolio's primary goal is to celebrate student learning. Portfolios are an authentic assessment tool that enable both the teacher and the student to share with parents samples of work that reflect the thinking and learning processes of the student. Portfolios provide evidence of achievement and growth throughout the years through the inclusion of comparable work samples. An information rich tool for reporting, portfolios inform all involved of the learning progress and reflective thinking skills of the student. Constructive feedback and reflection, both by the student and the teacher, ensure that the portfolio is a valuable document that reflects an active mind at work and can promote conversations about learning between parents and their children.

### **Purpose**

#### **Students:**

The portfolio encourages reflection not only on the quality of his/her work, but the learning and thinking that has taken place in the completion of that work. The portfolio represents development over a period of time and is a document that is owned by the student. Portfolios should stimulate ongoing discussions about learning, strengths, future learning areas, successes and goals between the student, his/her teacher and parents as well as communicate the school's values to parents.

#### **Parents:**

For the parents, the portfolio is a visual representation of the process of learning being undertaken by their child. It will help build a picture of their child's learning and progress over a period of time. Through the reflections, it shows how well the child understands how they learn and the thinking that is taking place. The portfolio should help to create ongoing communication about learning between the parents and their child.

#### **Teacher:**

For the teacher, the portfolio demonstrates the student's depth of understanding across all areas of learning. It allows teachers and students to reflect together to celebrate strengths and identify further learning needs and opportunities.

#### **Portfolios are:**

- important in showing a student's developing ability to reflect on and evaluate his/her work, understandings, strategies and challenges associated with the chosen pieces of work
- evidence of the student's ability to reflect on performance and understandings and set appropriate and achievable goals for ongoing success/learning
- a collection of students' work over the period of one year that is selected by the students and teachers to demonstrate growth and development
- a combination of drafts, work from various stages in the process, published work, photos, work samples, pictures and reflections.

Portfolios should capture evidence of the IB Learner Profile as well as the five essential elements of the PYP: concepts, skills, attitudes, action and knowledge. These should be reflected in the portfolio across the year.

## **Format and Procedure**

- Portfolios will be kept at school in each classroom where the students can easily access them.
- At the beginning of each school year teachers at each level will determine how they are presented with regard to front cover and title and common tasks. Teachers must decide as a year level team what things will be common across the year level. The cover must have the school logo, year level, name, year and a photo or self-portrait.
- At the beginning of the portfolio there should also be a letter from the school to the parents outlining the purpose of the portfolio and how it is structured. This letter should also give guidance to the parents for sharing the portfolio with their children and for their reflections.
- The portfolio will be structured around the six units of inquiry. There will be a title page for each unit of inquiry that includes the transdisciplinary theme, central idea, concepts and lines of inquiry.
- For every unit of inquiry students will include work because they recognise, respect and appreciate their knowledge and learning and want to keep it in a special place. If students are selecting pieces they are to write a reflection outlining what new knowledge or skills were demonstrated and why the piece was chosen.
- Each year the student will begin a new portfolio.

## **Choosing Pieces**

Pieces chosen by students and teachers should demonstrate the development and progress of the student. They should be pieces that reflect the five essential elements of the PYP: concepts, skills, attitudes, action and knowledge.

- Where possible all work should be original
- Whilst the portfolio is not a show piece, teachers do need to encourage students to take pride in their work
- A variety of media can be used
  - e.g. Photos, tape recordings, videos, CDs and DVDs
- If a final copy is included, teachers should be including initial drafts as they indicate to parents the process children have moved through and how students have responded to feedback.

## **What accompanies chosen pieces?**

- Pieces selected by the teacher will have a description of purpose, written by the teacher (WALT and WILF and/or self-reflection). Students should be able to explain this in their own words.
- Pieces will have specific learning feedback from the teacher regarding development and progress of the student (including strategies for improvement).
- Pieces that are selected by the student will have a student reflection. (There should be a balance of written teacher feedback and use of other forms - rubrics, continuums, etc).
- The reflections should give insight into the thinking that went into the completion of the work and the learning that occurred through the process.
- Students should also think about what attributes of the learner profile, skills, attitudes, concepts and knowledge they were using or learnt as part of the process.

### ***When is it used?***

- The portfolio will be used for reporting purposes at 3 way conferences/student-led conferences and when writing mid-year and end of year reports.
- Portfolios will be sent home at the end of each semester for sharing with parents.
- At these times parents will be expected to write a reflection to the child.

### ***What is Included?***

#### ***Prep to Year 6***

The following pieces of work must be included:

- Unit of Inquiry – summative assessment piece/s (this may be photos, etc.), end of unit student reflection (what they have learnt, what they found they challenging, what they enjoyed and what changes it might promote in their behaviour) and at least one other learning engagement/experience chosen by the teacher and/or student.
- Reading response/Literacy
- Writing – incorporating spelling, grammar, punctuation, handwriting skills, etc.
- Maths Number
- Maths (other strand)
- General goal setting (work samples above may be in line with achievement or progress of goal setting)
- Free choice selections

#### ***Each semester***

- Visual Arts
- Physical Education
- Performing Arts
- Languages – Mandarin
- Self-reflection on the learner profile

#### ***Year 6 Specific – Exhibition - Term 3***

All Exhibition work including the process and final product is displayed and shared with members of the community. This includes work, photos, reflections, assessments, goal setting and learning journals.

## Appendix 1

### Assessment Schedule

#### Auburn South Primary School Assessment Schedule 2017

	BEGINNING	MID YEAR	END OF YEAR
<b>Prep</b>	<p><b><u>English</u></b> Oral language - previous yr English online</p> <p><b><u>Maths</u></b> Maths interview (number) ACM</p>	<p><b><u>English</u></b> Running records Writing Moderation</p> <p><b><u>Maths</u></b> ACM</p>	<p><b><u>English</u></b> Running records Spelling: 30 word CVC test (Intervention) WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> ACM</p>
<b>Year 1</b>	<p><b><u>English</u></b> Running records Spelling: WTW Inventory Oral language</p> <p><b><u>Maths</u></b> ACM</p>	<p><b><u>English</u></b> Running records Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> ACM</p>	<p><b><u>English</u></b> ACM Running records PAT Comprehension Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> PAT maths ACM</p>
<b>Year 2</b>	<p><b><u>English</u></b> Running records Spelling: WTW Inventory</p> <p><b><u>Maths</u></b> ACM</p>	<p><b><u>English</u></b> Running records Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> ACM</p>	<p><b><u>English</u></b> Running records PAT Comprehension Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> PAT maths ACM</p>

<b>Year 3</b>	<p><b><u>English</u></b> Running records On Demand Reading Spelling: WTW Inventory</p> <p><b><u>Maths</u></b> On Demand: General Maths ACM</p>	<p><b><u>English</u></b> Running records On Demand Reading Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> On Demand: General Maths ACM</p>	<p><b><u>English</u></b> Running records On Demand Reading PAT Comprehension Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> On Demand: General Maths ACM PAT Maths</p>
<b>Year 4</b>	<p><b><u>English</u></b> Running records (for low students) On Demand Reading Spelling: WTW Inventory</p> <p><b><u>Maths</u></b> ACM (for low students) On Demand: General Maths</p>	<p><b><u>English</u></b> On Demand Reading Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> On Demand: General Maths ACM (for low students)</p>	<p><b><u>English</u></b> PAT Comprehension On Demand Reading Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> On Demand: General Maths ACM (for low students) PAT Maths</p>
<b>Year 5</b>	<p><b><u>English</u></b> Running records (for low students) On Demand Reading Spelling: WTW Inventory</p> <p><b><u>Maths</u></b> ACM (for low students) On Demand: General Maths</p>	<p><b><u>English</u></b> On Demand Reading Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> ACM (for low students) On Demand: General Maths</p>	<p><b><u>English</u></b> On Demand Reading PAT Comprehension Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> On Demand: General Maths ACM (for low students) PAT Maths</p>
<b>Year 6</b>	<p><b><u>English</u></b> Running records (for low students) On Demand Reading Spelling: WTW Inventory</p> <p><b><u>Maths</u></b> ACM (for low students) On Demand: General Maths</p>	<p><b><u>English</u></b> On Demand Reading Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> ACM (for low students) On Demand: General Maths</p>	<p><b><u>English</u></b> On Demand Reading PAT Comprehension Spelling: WTW Inventory Writing Moderation</p> <p><b><u>Maths</u></b> On Demand: General Maths ACM (for low students) PAT Maths</p>

\*\*\* Any new student (Years 1 – 6) is to complete PAT Maths and Comprehension at the beginning of the year.