



## Assessment Policy

### Rationale

#### Policy Statement

Jolimont Primary is committed to providing high-quality educational programs for its students. Assessment, monitoring and reporting are integral to the achievement of high-quality learning outcomes and form part of the interacting processes of teaching and learning. A goal of this document is to provide useful and timely feedback to students, parents and teachers.

The following procedures set out the requirements and responsibilities for students and teachers and the expectations of parents/caregivers necessary to achieve these goals. These procedures must be read in conjunction with the Department of Education and Training **Curriculum, Assessment and Reporting: Policy and Guidelines** document.

### Definition of Assessment

**Assessment** is the purposeful, systematic and ongoing collection of information as evidence for use in making judgements about student learning. In the context of an outcomes approach to education, the assessment process involves:

- Providing students with opportunities to demonstrate core learning outcomes in relation to the *Outcomes and Standards Framework*;
- Gathering and recording evidence about students' demonstrations of these core learning outcomes;
- Using this evidence as the basis for making overall judgements about students' demonstrations of core learning outcomes.

Assessment is based on clearly-stated standards and criteria appropriate to the age and development for the students. Assessment is also demonstrably fair, valid, reliable and equitable.

## Purpose of Assessment

The **purpose of assessment** is to:

- Promote, assist and improve student learning;
- Inform programs of teaching and learning;
- Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

### **Formative assessment**

Formative Assessment is used to monitor progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify errors in learning. The feedback is the crucial component as it informs students about their progress with the specific purpose of helping them to improve.

### **Summative assessment**

Summative Assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose is to establish levels of achievement, it also provides information for judging the effectiveness of teaching programs.

### **Assessment at Jolimont Primary will:**

- Identify students' achievements and the extent of their progress in relation to the *Outcomes and Standards Framework*;
- Assist with identification of students at education risk;
- Improve students' learning;
- Allow students to set goals for their learning;
- Motivate students to learn because their learning is personalised;
- Improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- Allow SPS to plan for improvement by determining with the School Council realistic priorities; and
- Broaden home/school links that will enable parents to further assist with their children's learning.

**and /or**

Assessment of students work assists teachers and the school in:

- Monitoring the progress of students and diagnosing learning difficulties;
- Providing feedback to students on how they may improve their achievement;
- Adjusting programs to ensure all students have the opportunity to achieve the intended outcomes;
- Developing subsequent learning programs;
- Reporting student achievement to parents;
- Whole school and system planning, reporting and accountability procedures.
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## Links to Policy Documents

### Measuring Student Achievement

Assessment tasks will be developed in accordance with the Principles of Teaching Learning and Assessment, the *Outcomes and Standards Framework* and syllabus materials. Teachers are not expected to grade or level each piece of student work but are expected to provide feedback to students on assessments so that students know how to improve and teachers know what to plan for in their teaching.

Teachers may use a variety of assessment tools including: *First Steps*, ESL Progress Maps, anecdotal comments, observations or checklists profiles, photographs, etc. Teachers may assess in ways they feel comfortable with to determine a summative grade.

All students must be provided with sufficient opportunity to demonstrate their achievement of outcomes.

### Teacher Recording of Student Achievement

It is a requirement of teacher accountability that they maintain ongoing classroom based records showing each student's achievement of the outcomes covered and that evidence of their judgements is kept. These records need to document:

1. Attempts at a task and the degree of success of those attempts. (There should be a sufficient number of attempts to indicate that the student has mastery of an outcome)
2. Task details
3. A measure against the *Outcomes and Standards Framework*.

This should be recorded in such a format that it can be used for reporting purposes. Staff use *SIS Monitor and Evaluate* as part of this accountability process as SIS enables student data to be passed on from teacher to teacher, year to year and school to school.

The school must maintain copies of all documentation by teachers, which are records of student achievement. Teachers must therefore give copies of all information to the Deputy Principal at the end of the year, which they have used to come to a summative grade for reporting purposes.

### Required Assessment

Literacy and Numeracy Net whole of class profiles must also be completed Terms 1(week 8, PP – 7)) and updated Term 4 (week 8, K – 7). From there, identified students will also require individual profiling. Please refer to the Early Childhood, Middle Childhood and Adolescent Plans for other checklists that are required for K to 10. WALNA and MSE9 are also completed annually in Term 3.

### Moderation

To support consistency of teacher judgements, teachers will have opportunities to engage in forms of in school moderation. These forms could be:

- As part of the system endorsed moderation process in relation to Achievement Target's for relevant years and outcomes (this will be a requirement)
- In school moderation of an outcome (without an Achievement Target) at a particular level (this will be expected)
- Moderation of work samples for 'levelling' purposes

Where there is limited opportunity for in school moderation, this process will be extended to include teachers at other schools

The school will engage in opportunities for the across school moderation component of the system endorsed moderation process.

## Beliefs about Assessment

At Jolimont Primary we believe assessment should be:

<p><b>Comprehensive</b> Judgements made about student achievement of an outcome will be</p> <ul style="list-style-type: none"> <li>Developed over time and in a range of situations;</li> <li>A result of moderation strategies that ensure consistency of teacher judgements;</li> <li>Validated by comparison with MSE testing outcomes.</li> </ul> <p>Tasks</p> <ul style="list-style-type: none"> <li>Open/closed</li> <li>Short/extended</li> <li>Written/oral</li> <li>Models/displays</li> <li>Performances</li> <li>Teacher interviews</li> </ul> <p>Sources of information</p> <ul style="list-style-type: none"> <li>Teacher anecdotal records</li> <li>Work samples</li> <li>Portfolios</li> <li>Student self evaluation</li> <li>Written or visual journals</li> <li>Peer assessments</li> <li>Teacher/ standard tests</li> <li>Audio/video/photo</li> <li>Interviews/testimonials</li> </ul>	<p><b>Explicit</b> Explicit assessment criteria will be developed collaboratively and derived from the <i>Outcomes and Standards Framework</i>. They will:</p> <ul style="list-style-type: none"> <li>Be described in ways that are easily understood by all students.</li> <li>Help students to reflect on their own learning and to set future goals.</li> <li>Help provide very real and clear evidence of outcome achievement when reporting to the community.</li> </ul> <p>Clear guidelines will be given i.e. no grey areas.</p> <ul style="list-style-type: none"> <li>Tasks broken down into points or criteria</li> <li>Progress maps that students can follow</li> <li>Criteria clear and public</li> <li>Marking key known before students commence tasks</li> <li>Consistent from teacher to teacher, situation to situation.</li> <li>Clear evidence provided to community about outcomes for schooling.</li> <li>Clear concise age appropriate language used.</li> <li>Models, examples of tasks, completed work to clearly demonstrate the finished project.</li> <li>Students involved in assessment-reflective sheets/discussed.</li> <li>In group tasks students could comment/evaluate their input</li> <li>Feedback is related to progress-constructive</li> </ul>	<p><b>Educative</b> Teachers will:</p> <ul style="list-style-type: none"> <li>Provide descriptive feedback;</li> <li>Allow students to monitor and reflect on their learning progress;</li> <li>Encourage goal setting;</li> <li>Allow peer, self-assessment, and use assessment activities to foster self directed learning.</li> </ul> <p>The assessment will be:</p> <p><i>Educationally valuable</i></p> <ul style="list-style-type: none"> <li>Ongoing not just a test at the end</li> <li>Assessments inform your planning</li> <li>Plotting learning through levels to demonstrate progress</li> </ul> <p><i>Student understands and values assessment</i></p> <ul style="list-style-type: none"> <li>Takes responsibility for own learning</li> <li>Can self and peer assess</li> </ul> <p><i>Feedback</i></p> <ul style="list-style-type: none"> <li>Students should be able to recognise flaws and achievements.</li> <li>Students should be able to gain information to assist own learning.</li> <li>Constructive</li> <li>Positive and deserved</li> </ul> <p><i>Positive Experience</i></p> <ul style="list-style-type: none"> <li>The environment and comments should encourage and must not inhibit learning</li> <li>The emphasis should be on improvement.</li> <li>Encourage life long learning</li> </ul>
<p><b>Fair</b> At Jolimont we will demonstrate fairness to all students in our assessment practice by:</p> <ul style="list-style-type: none"> <li>Considering the student's gender, language attainment, culture/ethnicity, religious affiliations, socio-economic circumstances, individual personalities, special talents and disabilities.</li> <li>Providing students with opportunities to show their learning in different ways.</li> <li>Using different forms of assessment:</li> </ul>	<p><b>Valid</b> At Jolimont, assessment will provide valid information on actual ideas, processes and products expected of students. Teacher judgements will be based on:</p> <ul style="list-style-type: none"> <li>Information that addresses desired outcomes;</li> <li>Explicitly stated learning goals;</li> <li>Quality evidence relevant to the learning program.</li> </ul>	

## Assessment Practice

Assessment Type	Links to Beliefs	What does it look like?	Examples	How information is recorded	How information is shared
Focused Observation	1,2,3,4,5	Formal	<input checked="" type="checkbox"/> Pairs of teachers working together <input checked="" type="checkbox"/> Moderation making consistent judgments about student learning	SIS Curriculum Manager Rubrics Written/oral anecdotal notes Photography Video/ Audio Progress Maps Annotations Cross curriculum grids Checklists IEP's/Literacy Net Communication books Scrap books Files AT Evidence Sheets (for moderation purposes only)	Portfolios/e-folios Learning Journeys 3 Way conferences  Formal Reports  Interviews  Information sessions  Conferences
	2,3,4	Informal	Role plays Student talk		
Conversations	1,2,3,4,5	Conferences	<input checked="" type="checkbox"/> One-one <input checked="" type="checkbox"/> email <input checked="" type="checkbox"/> Small group <input checked="" type="checkbox"/> Peers <input checked="" type="checkbox"/> Three way <input checked="" type="checkbox"/> discussion		
		Interviews	<input checked="" type="checkbox"/> One-one question and answer.		
Products	1,2,4	Self/peer assessment	<input checked="" type="checkbox"/> Student Learning Logs; <input checked="" type="checkbox"/> Journals: reading response, dialogue, reflective, metacognitive, summative journals. <input checked="" type="checkbox"/> Goal setting frameworks: eg 2 stars and a wish. <input checked="" type="checkbox"/> Rating scales		
	1,2,3,	Think- alouds	<input checked="" type="checkbox"/> Before, during, after thoughts.		
	1,2,3,4,5	Work samples	<input checked="" type="checkbox"/> Comprehension, writing samples, models, pictures and diagrams, oral presentations, PowerPoint, research projects, cross-curriculum tasks, open-ended tasks, simulation.		
	1,2,3	Retells	<input checked="" type="checkbox"/> Oral, visual, written- organising of key information to compare and share with others. <input checked="" type="checkbox"/> Cause/Effect charts <input checked="" type="checkbox"/> Stem completion <input checked="" type="checkbox"/> Graphic Outlines <input checked="" type="checkbox"/> Concept maps		
	2,3,4	Surveys	<input checked="" type="checkbox"/> Values, interests, emotions, attitudes, confidence, processes, products.		
	1,2,3,4,5	Tests	<input checked="" type="checkbox"/> Criterion referenced- skill mastery (developed with students), norm referenced- comparison of achievement: cloze, multiple choice, Marie Clay, MSE, WALNA		

### Assessment strategies could include any of the following:

<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Teacher journals	<input checked="" type="checkbox"/> Checklists and matrices	<input checked="" type="checkbox"/> Individual and group self-reflection
<input checked="" type="checkbox"/> Criterion referencing	<input checked="" type="checkbox"/> Self assessment	<input checked="" type="checkbox"/> Peer assessment	<input checked="" type="checkbox"/> Negotiated evaluation
<input checked="" type="checkbox"/> Open ended tasks	<input checked="" type="checkbox"/> Student/teacher conferences	<input checked="" type="checkbox"/> Teacher constructed tests	<input checked="" type="checkbox"/> Individual Education Programs
<input checked="" type="checkbox"/> Standardised tests – e.g. MSE, WALNA.	<input checked="" type="checkbox"/> Student journals	<input checked="" type="checkbox"/> Portfolios – Pre-Primary/Kindergarten	<input checked="" type="checkbox"/>

A combination of the above mentioned assessment strategies could be used by the teachers, overtime with their students, to determine whether or not tasks have been successfully achieved and whether outcomes against the Outcomes and Standards Framework have also been achieved. By using a range of assessment strategies teachers will be able to make accurate on-balance judgements about their students' performances.

## Roles and Responsibilities

Students will be responsible for:	Teachers will be responsible for:	It is expected that parents/carers will be responsible for:
<ul style="list-style-type: none"> <li>• Contributing to discussions about assessment processes;</li> <li>• Assessing their own learning and that of their peers;</li> <li>• Meeting assessment deadlines as agreed upon with the classroom teachers; and</li> <li>• Responding to assessments made by peers, teachers and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing skills and an understanding of assessment practices ensure that their assessment practices are valid and reliable;</li> <li>• Designing assessment opportunities that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts;</li> <li>• Using assessment information to inform their teaching and learning;</li> <li>• Ensuring that students know what is being assessed, and when and why;</li> <li>• Providing students with opportunities to develop the necessary skills to participate in self and peer assessments;</li> <li>• Providing feedback to students that highlights what students have demonstrated and what they need to do to improve;</li> <li>• Returning assessed work in a <b>timely fashion</b> to students (major pieces of work 4 weeks max);</li> <li>• Participating in professional collaboration to ensure consistency of judgements between teachers;</li> <li>• Ensuring monitoring and evaluation records are placed upon the schools information system (SIS)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating relevant information that may affect their child's learning;</li> <li>• Taking advantage of opportunities to be informed or to learn about assessment procedures;</li> <li>• Providing feedback about assessment practices in relation to their impact on their child; and</li> <li>• Contributing to the development and review of the school development plan.</li> </ul>