

Assessment Policy

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Rationale

Accurate and comprehensive assessment of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance. It is central to the PYP goal of thoughtfully and effectively guiding students through the 5 essential elements of learning: the acquisition of knowledge, understanding of concepts, mastering of skills, development of attitudes and decisions to take action.

Purpose for Assessment

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress. Student learning is promoted through planning and refining the learning and teaching process to meet individual or group needs. Assessing the students' prior knowledge and experience as well as monitoring their achievement during the teaching period will enable teachers to plan and refine their teaching accordingly. Assessment tools encompass assessment *for*, assessment *as*, and assessment *of* learning.

1. Formative Assessment (Assessment *for* learning)

- Enables teachers to utilise students' knowledge, understanding and skills to inform future instruction.
- Provides students with feedback on their learning and provides future goals and direction on how to advance their learning further.

2. Formative Assessment (Assessment *as* learning)

- Allows students to be actively involved in the learning process to enable them to monitor their own progress, ask questions and practise and develop skills.
- Provides opportunities for students to use self and peer assessment tools, including teacher feedback, to allow students to reflect on their learning, cement current understandings and set and work towards goals.

3. Summative Assessment (Assessment *of* learning)

- Provides students and teachers with a clear picture of student understandings against certain learning goals and standards. It is a culmination of the teaching and learning process and allows students to demonstrate their knowledge gained throughout the learning process. It measures understanding of the Central Idea and Lines of Inquiry and steers students towards thinking about taking action.

What is assessed?

Knowledge, understandings and skills in line with the Department of Education and Training and International Baccalaureate requirements including the following areas:

Learning Areas

- The Arts
 - Dance
 - Drama
 - Media Arts
 - Music
 - Visual Arts
- English
- Health and Physical Education
- The Humanities
 - Civics and Citizenship
 - Economics and Business
 - Geography
 - History
- Languages
 - Chinese Mandarin
- Science
- Technologies
 - Design Technologies
 - Digital Technologies

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

PYP

- Approaches to Learning
 - Communication
 - Research
 - Self-management
 - Social
 - Thinking
- Learner Profile Attributes
- Attitudes

Principles of Assessment

To promote effective assessment teachers:

- Facilitate an inclusive environment conducive to giving and receiving feedback in each learning space
- Follow essential agreements displayed about how the learning space will feel, look and sound
- Explicitly communicate Learning Intentions and Success Criteria to encourage daily reflective practice by students and teachers
- Assess evidence (what the students can do, say, make or write)
- Collaboratively plan for assessment as part of the teaching and learning program
- Dialogue in Team Planning and Unit Meetings focusing on evidence to identify what students are ready to learn (not what students cannot do)
- Clearly define students' needs and adapt learning experiences accordingly
- Plan in response to student and teacher inquiries
- Assess the Learner Profile Attributes, Attitudes and Approaches to Learning (skills) using a range of assessment strategies and tools
- The purpose of the assessment piece and the criteria for success will be made explicit and known to the students in advance
- Plan a variety of assessment and evaluation strategies and tools to allow students to demonstrate the full range of their learning
- Collect qualitative and quantitative data
- Assist students to meet the required standards through regular descriptive feedback
- Provide students with opportunities, examples and models to set goals for improvement and achieve excellence
- Provide criteria or tools to facilitate meaningful peer assessment
- Provide assessment strategies that accommodate the needs of all students (including those with Individual Education Plans - IEPs) and the needs of students who are learning English as an Additional Language (EAL)
- Reflect on Units Of Inquiry to prepare for future inquiries
- Collaboratively moderate assessment evidence in Sub-school Teams, Unit Meetings and Team Planning Meetings
- Produce evidence that can be reported and understood by the student, parent, teacher and used by the school to evaluate programs

Effective assessment allows students to:

- Base their learning on real life experiences that can lead to further inquiries
- Use their prior knowledge to build on and guide the inquiry process
- Demonstrate and share their learning – knowledge, concepts, attitudes, skills and actions
- Employ a variety of learning styles to express their learning
- Analyse their learning and understand what needs to improve
- Set challenging but reasonable and attainable goals
- Apply their learning, not merely recall facts
- Express their points of view and understanding
- Know and understand in advance the criteria for producing a quality product or performance
- Critically and actively promote self and peer reflection
- Utilise student voice and agency to actively participate in the planning and assessment process

Effective assessment allows parents to:

- See evidence of student learning and development
- Develop an understanding of the student's progress
- Provide opportunities to support and celebrate student learning

Assessment Practice

Assessing

- Schools are responsible for accurately assessing student achievement as well as whole school performance in a variety of areas
- Assessments will be used to identify future lessons and directions, rather than simply a prelude to reporting achievement
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These can include, but are not limited to: tests, assignments, open-ended tasks, performance observations, discussions, graphic organisers, work samples, rubrics, peer reviews, reflections, self-assessments and involvement in state wide standardised testing such as NAPLAN, English Online Interview, Essential Assessment and school readiness assessments
- Students with additional needs will be assessed against their Individual Education Plan (IEP) which will be developed by teachers and where appropriate, external professionals
- Students for whom English is an Additional Language (EAL) will have their progress in English assessed in relation to appropriate curriculum standards as outlined in Victorian Curriculum. If required, further assessments can be obtained through the Noble Park Language Centre

Recording

- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning, including that of students with additional needs
- Teachers are responsible for following the whole-school assessment schedule and maintaining appropriate records of data including the use of formalised tracking systems such as, Student Performance Analyser
- All teachers are responsible for maintaining and finalising each Student File Assessment Grid on a term-by-term basis
- Student files are passed on each year to the relevant teacher
- Student Portfolios provide a picture of each student's growth and development over a period of time both as individual and as group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth, as well as areas for improvement and then to set individual goals and establish teaching and learning plans.

Reporting

- Reporting is conducted in line with the Departmental Policy and IB requirements
- The purpose of **conferences** is to share information between teachers, students and parents. Conferences will involve discussing and reflecting upon student work samples, identifying strengths and areas for improvement. Conferences may take a formal or informal structure and may also include goal setting. Conferences can include, but are not limited to: Teacher-Student, Teacher-Parent, Three-way, Student Support Groups (SSG)
- Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to Victorian Curriculum standards on a biannual basis in the form of **written student reports**. Teachers will design an Individual Education Plan (IEP) for students with additional needs and this will be communicated to parents and students as part of a structured conference
- Individual Education Plans (IEPs) can be formulated in collaboration with parents/guardians and/or students along with the school. IEPs can include, but are not limited to, information regarding academic, social, emotional and behavioural progress. Language and Numeracy academic progress of any student determined to be 12 months below or above the expected level will also be monitored with an IEP. These plans are monitored closely and parents, students and teachers are expected to meet regularly and review dates are determined as needed.

Evaluation

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