



# Mullaloo Beach Primary School Assessment Policy

## RATIONALE FOR POLICY

### Policy Statement

Mullaloo Beach Primary School is committed to providing the highest-quality educational programs for its students. Assessment, monitoring and reporting are integral to this and form part of the interacting processes of teaching and learning. This document provides useful and timely feedback to teachers, parents and students.

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

## DEFINITION OF ASSESSMENT

**Assessment** is the process of purposeful gathering, analysis and interpretation of quality information about student achievement to enhance learning. It is based on clearly-stated standards and criteria appropriate to the age and development for the students and is also demonstrably fair, valid, reliable and equitable

## BELIEFS ABOUT ASSESSMENT

At **Mullaloo Beach Primary School** we believe assessment practices have a powerful impact on learning and teaching. The collection and interpretation of assessment data should be addressed and debated widely within the whole school community. Developing a shared understanding of assessment enhances the validity and consistency of judgements about student learning which in turn facilitates improved learning and teaching. Resulting from this, teachers are able to report more credibly to other teachers, parents, students, DoET and the community.

We believe assessment will facilitate learning when it is:

- valid;
- educative;
- fair;
- refers to criteria that are explicit;
- comprehensive;
- identifies strengths and achievements;
- includes a variety of strategies and sources of evidence;
- is appropriate for each phase of schooling;
- includes student self-evaluation and reflection;
- involves teacher judgement;
- provides opportunities for students to work together;
- is sensitive to students with special needs;



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## PURPOSE OF ASSESSMENT

At Mullaloo Beach Primary School the purpose of assessment is to:

- Promote, assist and improve student learning;
- Inform programs of teaching and learning;
- Provide students with opportunities to demonstrate core learning outcomes in relation to the Student Assessment and Performance Exemplars;;
- Gather and record evidence about students' demonstrations of core learning outcomes;
- Use the evidence as the basis for making overall judgements about students' demonstrations of learning outcomes;
- Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

## ASSESSMENT PROCESSES

Whether at the level of the classroom, school or system assessment information should enable judgements to be made about students' progress in a way that is fair and contributes and facilitates continued learning. Thus, assessment processes should be sufficiently varied to enable teachers and students to have a clear understanding of what students know and can do with assistance and without assistance. Assessment should distinguish between work that is original and non routine and work that is reproductive or memorised. The criteria for assessment should be valid and transparent and based on multiple kinds and sources of evidence.

At Mullaloo Beach Primary School we will engage in Formative and Summative Assessment processes. These are defined as:

**Formative assessment:** This is used to monitor progress during a learning sequence and provide continuous feedback to teachers and students enabling them to monitor progress and identify errors in learning. The feedback from this is a crucial component as it informs teachers and students about their progress with the specific purpose of helping them to improve. At Mullaloo Beach PS we will facilitate formative assessment through our Continuous Reporting Policy, Parent Open Nights parent / teacher meetings and case conferences.

**Summative assessment:** This establishes the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Summative assessment also provides information for judging the effectiveness of teaching programs. It is supported at Mullaloo Beach PS through Continuous Reporting and DoET formal semester reports.

**Mullaloo Beach Primary School will** engage assessment tasks that will:

- Identify students' achievements and the extent of their progress in relation to the Student Assessment and Performance Exemplars;
- Assist with identification of students at education risk;
- Improve students' learning;
- Allow students to set goals for their learning;



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- Motivate students to learn because their learning is personalised;
- Improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- Allow the school to plan for improvement by determining realistic priorities and;
- Broaden home/school links that will enable parents to further assist with their children's learning.
- Monitor the progress of students and diagnose learning difficulties;
- Provide feedback to students on how they may improve their achievement;
- Adjust programs to ensure all students have the opportunity to achieve to their optimum;
- Develop subsequent and ongoing learning programs;
- Report student achievement to parents, staff and system;
- Facilitate and support whole school and system planning, reporting and accountability procedures.

### POLICY LINKS/REQUIREMENTS

#### MEASURING STUDENT ACHIEVEMENT

Staff will develop measuring tasks in accordance with the Principles of Teaching Learning and Assessment, the Student Assessment and Performance Exemplars and syllabii. 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, Literacy and Numeracy Net, Progress Maps, anecdotal comments, observations or checklists profiles, audio-visual evidence, etc. Teachers may assess in ways they feel comfortable with to determine a summative grade.

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

#### TEACHER RECORDING OF STUDENT ACHIEVEMENT

It is a requirement of teacher accountability that teachers' 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 be documented to indicate:

1. Attempts at a task and the degree of success of those attempts. (There should be sufficient attempts to indicate that the student has mastery of an outcome);
2. Details of the task/s;
3. A measure against the outcomes being assessed.

This should be recorded in such a format that it can be used for reporting purposes. Staff are encouraged to learn and 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 and facilitate reporting. These documents are required to be kept available for use in reporting and parent interviews.



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## 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;
- In school moderation of an outcome (without an Achievement Target) at a particular level;
- Moderation of work samples;

Opportunities for moderation with other, like schools, will be extended to provide broad comparative assessment.

The school will engage in opportunities for the across school moderation component of the system endorsed moderation process. Teacher Relief will be provided for this.

## ROLES AND RESPONSIBILITIES

### Students will be responsible for:

Contributing to discussions about assessment processes;

- Assessing their own learning and that of their peers;
- Meeting assessment deadlines as agreed upon with the classroom teachers; and
- Responding to assessments made by peers, teachers and others.

### Teachers will be responsible for:

- Developing skills and an understanding of assessment practices ensure that their assessment practices are valid and reliable;
- Designing assessment opportunities that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts;
- Using assessment information to inform their teaching and learning;
- Ensuring that students know what is being assessed, and when and why;
- Providing students with opportunities to develop the necessary skills to participate in self and peer assessments;
- Providing feedback to students that highlights what students have demonstrated and what they need to do to improve;
- Returning assessed work in a **timely fashion** to students (major pieces of work 4 weeks max);
- Participating in professional collaboration to ensure consistency of judgements between teachers;

Ensuring monitoring and evaluation records are placed upon the schools information system (SIS)

### It is expected that parents/carers will be responsible for:

- Communicating relevant information that may affect their child's learning;
- Taking advantage of opportunities to be informed or to learn about assessment procedures;
- Providing feedback about assessment practices in relation to their impact on their child; and
- Contributing to the development and review of the school development plan.