

PRINCIPLES OF ASSESSMENT

Assessment tasks are judged by teachers using the following principles:

Assessments should be an integral part of Teaching and Learning

Assessments should arise naturally out of teaching and the intended learning of the curriculum. They are carefully constructed to enable judgments to be made about student progress in ways that contribute to ongoing learning.

Assessment should be educative

Assessment practices should be educationally sound and contribute to learning. They should: encourage in-depth and long term learning; provide feedback to the student and teacher; and assessment criteria should be made explicit

Assessments should be designed to meet their specific purpose

Assessments can provide information for summative purposes (assessment **of** learning) and for formative purposes (assessment **for** learning)

Assessment should be fair

Assessment needs to take account of the diverse needs of students to be equitable and not discriminate on grounds irrelevant to learning.

Assessment should lead to informative reporting

Reporting provides an accurate summary of the formative and summative information collected for each student for the purpose of providing feedback.

Assessment should make a positive contribution to student learning.

ASSESSMENT IN CONTEXT

Student progress and achievement will be reported on for all learning areas outlined in the Australian Curriculum. Golden Bay Primary School has a focus on the learning continuum across the primary school years.

Achievement is measured against what is typically expected within standards set in the *Australian Curriculum* in Western Australia for any given year.

Learning areas include: English; Mathematics; Science; The Arts; Humanities and Social Sciences; Technology and Enterprise; Health and Physical Education.

Attitude, Behaviour and Effort will also be reported on and general comments made by each classroom teacher.

Judgments are made by teachers after considering a range of work samples and assessments, across time and in the context of the learning area. These also reflect what is typically expected of a child at any given age.

Golden Bay Primary School

www.goldenbayps.wa.edu.au



Assessment & Reporting Policy

*An Overview for Parents
and Community*

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RATIONALE

Assessment

The school's assessment procedures provide opportunities for students to demonstrate their knowledge, skills, competencies and values as they progress through their schooling. Assessment processes are consistent with the assessment principles noted in this policy and provide both individual and whole school information on student achievement.

Assessment of students and reporting to parents is in accordance with the requirements of the Department of Education *Curriculum Assessment and Reporting Policy*.

Reporting

School reporting procedures focus on two key aspects: reporting individual student achievement and attendance to parents and reporting whole school achievement to the school community. Regular reporting helps teachers and the school to continually review, analyse, and plan for student and whole school improvement.

Teacher judgments and moderation

Teachers continuously and expertly monitor and assess teaching and learning for improvement of individual student achievement.

Moderation processes across the school provide teachers with the opportunity to make *on-balance* and consistent judgments against expected standards typical for each year level using a comprehensive collection of information and student work samples.

ASSESSMENT

Assessment should make a positive contribution to student learning.

Assessment is an integral part of teaching and learning and is both formative (ongoing by the teacher) and summative (E.g. semester reports for you the parent).

Importantly, assessment of teaching and learning enables staff to know:

- where the child is currently performing
- where they need to teach next and
- how best to take each child to that next step.

Examples of Assessment include:

- observation
- teacher journal
- peer assessment
- self assessment
- student discussions
- performance tasks
- student/teacher conferences
- student journal
- oral presentations
- assignments
- rubrics
- checklists
- open ended tasks
- teacher tests
- negotiated criteria

Inclusion

Strategies are inclusive of student self-evaluation and reflection and accommodate students with different needs (talented; gifted; Aboriginal students; and students with disabilities or other identified learning needs).

REPORTING

Key Reporting Dates

End of Term 1

Parent Information Meeting

Teachers will provide essential information to parents regarding typically expected progress in English and Mathematics .

End of Term 2

Student Achievement Report

Parents will be provided with the Department of Education *Semester 1 Student Achievement Report* that includes information on academic achievement across learning areas, values development and work habits. A general comment by classroom teachers is included.

End of Term 3

Parent Open Day/Evening

Student work samples will be displayed showcasing your child's progress across the terms.

End of Term 4

Student Achievement Report

Parents will be provided with the Department of Education *Semester 2 Student Achievement Report* that includes information on academic achievement across all learning areas, values development and work habits. A general comment by classroom teachers is included.

Other

NAPLAN reports for students in years 3 and 5 will be provided to parents.

Student workbooks will be sent home at the end of the school year.

Additional parent/teacher meetings will be scheduled as required. Some students will be placed on Individual Education Plans .