



ASSESSMENT & REPORTING POLICY

STATEMENT OF PURPOSE:

Accurate and comprehensive assessment and reporting 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.

AIMS:

- To assess and report school and student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance by implementing the Mandama Assessment Schedule (as attached).

IMPLEMENTATION:

Assessment

- The School is responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.
- Assessments will be used to identify future goals and lessons, 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 may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in standardised testing processes such as NAPLAN, and school assessment tasks such as On Demand Testing, Early Years Numeracy Interview, Probe, Running Records etc.
- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers will use a triangulation of data to make judgements about, and report on, student achievement in relation to the AusVELS Achievement Standards and Progression Points.
- Teachers will use moderation to base judgements on AusVELS.
- Our school will develop individual learning improvement plans for identified students in consultation with students, parents/carers and where appropriate, with leading teachers. All Koorie students will have an ongoing Education Plan developed by their class teachers, in consultation with the students and parents/carers.
- The school will assess the achievements of students with disabilities and impairments in the context of the AusVELS levels where appropriate. Teachers, the PSD Coordinator and Educational Support Staff will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed by the classroom teacher and discussed at SSG meetings.
- Students for whom English is a second language will have their progress in English assessed in relation to the stages of the EAL Companion to the English AusVELS.

Reporting

- The School is responsible for reporting on student achievement to the students themselves, to parents/carers, other teachers and schools, and to the school council through the annual report.
- Each year our school will provide parents/carers with at least two written reports on student achievement, indicating progress against AusVELS levels in all key-learning areas. Where necessary, translations into other languages will be provided.
- Reports will include a summary of the curriculum and assessment program for the student's class, achievement in relation to AusVELS levels in all key learning areas, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies, areas beyond the Curriculum areas (including attitude, participation, extra-curricular activities, social skills), and a student self-assessment..
- Mandama will provide opportunities for parent/carer/teacher interviews throughout the year – a Teacher/Parent/Carer/Student Learning Goals Conference in terms one and three. Parents/Carers may request

an interview with their class teacher at other times throughout the year by making an appointment at a mutually agreed time.

- The school will report the achievements of students with disabilities and impairments through termly SSG Meetings where the student's goals are reviewed and revised.
- Students for whom English is a second language will have their progress in English reported in relation to the stages of the EAL Companion to the English AusVELS.
- The school will provide all required performance data to DEECD.
- An Annual School Accountability statement will be available to the School Community.

EVALUATION:

This policy will be reviewed as part of the school's three year review cycle, or at any time that DEECD policy changes influence reporting practices in schools.

Ratified at School Council Meeting held June 17th, 2013.

ASSESSMENT SCHEDULE

Introduction

At Mandama, assessment is an integral part of our Teaching and Learning Program. Data informs learning and teaching plans which are developed to provide differentiated, focused teaching and open-ended learning challenges for all students.

Best practice in assessment requires the integration of these three stages:

Assessment for learning

It is frequent, formal or informal (eg. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It provides evidence that informs or shapes, short term planning for learning (it is formative assessment)

Assessment as learning

It is regularly occurring, formal or informal (eg. peer feedback, formal self assessment) and helps students take responsibility for their learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals and in developing strategies for working towards achieving them.

Assessment of learning

It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the standards and a formative use, providing evidence to inform long term planning.

Mandama requires all staff to undertake assessment **for**, **of** and **as** learning. This includes:

- Mandatory assessment tasks for each year level, as well as suggested assessment tasks.
- ILIPs for Koorie students, PSD students and those students achieving below and well above AusVELS standards.
- Individual student conferencing which involves feedback and goal setting.
- Moderating work samples.
- AusVELS Excel spreadsheets and Class Data spreadsheets for the purpose of tracking each student's growth.
- Bi-annual reporting to Parents/Carers.

Foundation Assessment Schedule

| | | English | Mathematics |
|--------|--|---|---|
| TERM 1 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Review Transition Information from pre-school provider • Module 1, English Online Interview and analysis • Benchmark Assessment (F&P) • Running records – monthly • Oxford high-frequency words check • Ongoing teacher anecdotal records • Collect writing samples and moderate • Establish ILIPs as required • Weekly Big Writing assessment • Feedback and goal setting with students | <ul style="list-style-type: none"> • Review Transition Information from pre-school provider. • Mathematics Online Interview and analysis –(Detour) • Unit pre and post assessments • Ongoing numeracy assessment documented • Establish ILIPs as required • Feedback and goal setting with students |
| TERM 2 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – monthly • Sound and letter checks. • Oxford high-frequency words check • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students |
| Term 3 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – monthly • Benchmark Assessment (F&P) end Term 3. • Sound and letter checks. • Oxford high-frequency words check • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students |
| TERM 4 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – monthly • Sound and letter checks. • Oxford high-frequency words check • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Mathematics Online Interview and analysis (Number only – Sections A,B,C,D) • Feedback and goal setting with students |

Grade One Assessment Schedule

| | | English | Mathematics |
|---------------|--|---|---|
| TERM 1 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Benchmark Assessment (F&P) • Running records –monthly • Collect writing samples and moderate • Ongoing teacher anecdotal records • Observation survey for level 7 students and below by Reading Recovery staff. • Oxford high-frequency words check • Ongoing sound and letter checks. • Establish ILIPs as required • Weekly Big Writing assessment • Feedback and goal setting with students | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Unit pre and post assessments • Ongoing numeracy assessment documented • Establish ILIPs as required • Feedback and goal setting with students |
| TERM 2 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records –monthly. • Sound and letter checks. • Oxford high-frequency words check • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Mathematics Online Interview and analysis (Number only – Sections A,B,C,D) • Feedback and goal setting with students |
| Term 3 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records –monthly • Benchmark Assessment (F&P) end Term 3. • Sound and letter checks. • Oxford high-frequency words check • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students • EYN Interview (time only) and analysis |
| TERM 4 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records –monthly • Sound and letter checks. • Oxford high-frequency words check • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Mathematics Online Interview and analysis (Number only – Sections A,B,C,D) • Feedback and goal setting with students |

Grade Two Assessment Schedule

| | | English | Mathematics |
|---------------|--|--|--|
| TERM 1 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Benchmark Assessment (F&P) • Running records – monthly • Ongoing teacher anecdotal records • Oxford high-frequency words check • Collect writing samples and moderate • Weekly Big Writing assessment • Establish ILIPs as required • Feedback and goal setting with students | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Unit pre and post assessments • Ongoing numeracy assessment documented • Establish ILIPs as required • Feedback and goal setting with students |
| TERM 2 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – monthly. • Oxford high-frequency words check • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Mathematics Online Interview and analysis (Number only – Sections A,B,C,D) • Feedback and goal setting with students |
| Term 3 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records –monthly • Benchmark Assessment (F&P) end Term 3. • Oxford high-frequency words check • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students • EYN Interview (time only) and analysis |
| TERM 4 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – monthly • Sound and letter checks. • Oxford high-frequency words check • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students • OnDemand /Adaptive – English Standard Literacy R | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Mathematics Online Interview and analysis (Number only – Sections A,B,C,D) • Feedback and goal setting with students • OnDemand / Adaptive – Standard Number & Algebra (optional). |

Grade Three Assessment Schedule

| | | English | Mathematics |
|---------------|--|--|---|
| TERM 1 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Benchmark Assessment (F&P) • Running records – monthly for students below Benchmark M • Ongoing teacher anecdotal records • Collect writing samples and moderate • Weekly Big Writing assessment • Establish ILIPs as required • NAPLAN Preparation • Feedback and goal setting with students • SWST | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Unit pre and post assessments • Ongoing numeracy assessment documented • Establish ILIPs as required • NAPLAN Preparation • Feedback and goal setting with students |
| TERM 2 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – monthly for previously identified students • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • NAPLAN (May) • Feedback and goal setting with students • OnDemand /Adaptive – English Standard Literacy R • SWST | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Mathematics Online Interview and analysis (Number & Time only – Sections A,B,C,D,E) • NAPLAN (May) • Feedback and goal setting with students • OnDemand / Adaptive – Standard Number & Algebra |
| Term 3 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – for students below Benchmark N • Benchmark Assessment (F&P) end Term 3. • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students • SWST | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • EYN Interview (time only) and analysis • Review and revise ILIPs as required • Feedback and goal setting with students |
| TERM 4 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – for previously identified students • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students • OnDemand /Adaptive – English Standard Literacy R • SWST | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students • OnDemand / Adaptive – Standard Number & Algebra |

Grade Four Assessment Schedule

| | | English | Mathematics |
|---------------|--|---|--|
| TERM 1 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Benchmark Assessment (F&P) • Running records – monthly for students below Benchmark P <p>Ongoing teacher anecdotal records</p> <ul style="list-style-type: none"> • Collect writing samples and moderate • Weekly Big Writing assessment • Establish ILIPs as required • Feedback and goal setting with students • SWST | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Unit pre and post assessments • Ongoing numeracy assessment documented • Establish ILIPs as required • Feedback and goal setting with students • Mathematics Online Interview and analysis (Number— Sections A,B,C,D) (Time –Section E – for at risk students) |
| TERM 2 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – for previously identified students. • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students • SWST • OnDemand /Adaptive – English Standard Literacy R | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students • OnDemand / Adaptive – Standard Number & Algebra |
| Term 3 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – for students below • Benchmark Q • Benchmark Assessment (F&P) end Term 3. • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students • SWST | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students |
| TERM 4 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – for previously identified students • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students • SWST • OnDemand /Adaptive – English Standard Literacy R | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students • OnDemand / Adaptive – Standard Number & Algebra |

Grade Five Assessment Schedule

| | | English | Mathematics |
|---------------|--|--|--|
| TERM 1 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Benchmark Assessment (F&P) • Running records for students below Benchmark Q • Ongoing teacher anecdotal records • Collect writing samples and moderate • Weekly Big Writing assessment • Establish ILIPs as required • NAPLAN Preparation • Feedback and goal setting with students • SWST | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Mathematics Online Interview and analysis (Number & Time) at risk students only • Unit pre and post assessments • Ongoing numeracy assessment documented • Establish ILIPs as required • NAPLAN Preparation • Feedback and goal setting with students |
| TERM 2 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records for students below Benchmark Q • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • NAPLAN (May) • Feedback and goal setting with students • SWST • OnDemand /Adaptive – English Standard Literacy R | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • OnDemand / Adaptive – Standard Number & Algebra • NAPLAN (May) • Feedback and goal setting with students |
| Term 3 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Review and revise ILIPs as required • Running records for students below Benchmark Q • Benchmark Assessment (F&P) end Term 3. • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students • SWST | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students |
| TERM 4 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Review and revise ILIPs as required • Running records for students below Benchmark Q • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students • SWST • OnDemand /Adaptive – English Standard Literacy R | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students • OnDemand / Adaptive – Standard Number & Algebra |

Grade Six Assessment Schedule

| | | English | Mathematics |
|---------------|--|---|--|
| TERM 1 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Benchmark Assessment (F&P) • Running records – for students below Benchmark Q • Ongoing teacher anecdotal records • Collect writing samples and moderate • Weekly Big Writing assessment • Establish ILIPs as required • Feedback and goal setting with students • SWST | <ul style="list-style-type: none"> • Review Transition Information from previous grade. • Mathematics Online Interview and analysis (Number & Time only) for at risk students • Unit pre and post assessments • Ongoing numeracy assessment documented • Establish ILIPs as required • Feedback and goal setting with students |
| TERM 2 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – for students below Benchmark Q • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students • SWST • On Demand /Adaptive – English Standard Literacy R | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students • OnDemand / Adaptive – Standard Number & Algebra |
| Term 3 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – for students below Benchmark Q • Benchmark Assessment (F&P) end Term 3. • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Feedback and goal setting with students • SWST | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students |
| TERM 4 | Assessment FOR, OF, AS Learning | <ul style="list-style-type: none"> • Ongoing teacher anecdotal records • Running records – for students below Benchmark Q • Review and revise ILIPs as required • Collect writing samples and moderate • Weekly Big Writing assessment • Complete transition documents for secondary providers as required. • Feedback and goal setting with students • SWST • On Demand /Adaptive – English Standard Literacy R | <ul style="list-style-type: none"> • Ongoing numeracy assessment documented • Unit pre and post assessments • Review and revise ILIPs as required • Feedback and goal setting with students • OnDemand / Adaptive – Standard Number & Algebra |

MANDAMA PRIMARY SCHOOL

Optional Assessment Tasks

The following list of activities is recognised as providing staff with valuable assessment information.
Staff can utilise these activities to support their teacher judgements.

| English | | | | | | |
|--|--|---|--|---|--|---|
| Prep | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
| Ob. survey PAT R | Full Ob. Survey SA spelling test PAT R SWST | SA spelling test PAT R On Demand/ Adaptive – English Standard Literacy R On Demand/ Adaptive – English Standard Language S SWST | Oxford H.F. words SA spelling test PROBE CARS TORCH PAT R On Demand/ Adaptive – English Standard Language S | Oxford H.F. words S A spelling test PROBE CARS TORCH PAT R On Demand/ Adaptive – English Standard Language S | Oxford H.F. words S A spelling test PROBE CARS TORCH PAT R On Demand/ Adaptive – English Standard Language S | Oxford H.F. words SA spelling test PROBE CARS TORCH PAT R On Demand/ Adaptive – English Standard Language S |
| Mathematics | | | | | | |
| Prep | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
| I can do Maths Mathematics Online Interview - Time | Maths Diagnostic I can do Maths Mathematics Online Interview - Time | Maths Diagnostic PAT Maths On Demand/ Adaptive- Maths Standard Measurement and Geometry On Demand/Adaptive - Maths Standard General. Mathematics Online Interview - Time | Maths Diagnostic Times table Challenge PAT Maths On Demand/ Adaptive- Maths Standard Measurement and Geometry On Demand/Adaptive - Maths Standard General. | Maths Diagnostic Times table Challenge PAT Maths On Demand/ Adaptive- Maths Standard Measurement and Geometry On Demand/Adaptive - Maths Standard General. | Maths Diagnostic Times table Challenge PAT Maths On Demand/ Adaptive- Maths Standard Measurement and Geometry On Demand/Adaptive - Maths Standard General. | Maths Diagnostic Times table Challenge. PAT Maths On Demand /Adaptive- Maths Standard Measurement and Geometry On Demand/Adaptive - Maths Standard General. |