

POLICY: ASSESSMENT AND REPORTING



PURPOSE:

Accurate and comprehensive assessment of student performance aids in establishing open communication, helps to improve student learning and assists in establishing future direction. Assessment contributes to planning at a number of levels. Monitoring of student learning is continuous and encompasses a variety of aspects of understanding and practice. Assessment criteria are explicit and feedback is designed to support students' further learning and encourage them to monitor and take responsibility for their own learning.

AIMS:

- To assess student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.
- To inform parents on student performance and future needs by including them in the learning process.

IMPLEMENTATION:

- Assessment practices reflect the full range of learning program objectives:
 - Using a variety of methods to assess student understandings at various points in a unit, including open ended questioning, checklists, project work, problems, practical reports, role plays and the B.P.P.S Benchmarking Assessment Schedule. Also involvement in state wide standardized testing processes, such as NAPLAN.
 - Assessing a range of types of understanding and practice, including knowledge of processes, conceptual ideas, the way the learning is used and practised and different aspects of practice, such as fluency, accuracy and capacity to innovate.
 - Ensuring assessment incorporates a range of levels of thinking (comprehension, analysis)
 - Monitoring student perceptions and attitudes as well as knowledge and skills.
- Frequent constructive feedback that supports further learning:
 - Providing feedback on tasks that challenges students to review, reflect on and refine their understandings at various points in a learning sequence.
 - Giving timely feedback, acknowledging competent skills and suggesting areas for improvement.
 - Structuring feedback to support further learning and organising for feedback from a variety of audiences.
- Assessment criteria is made explicit:
 - Providing an explicit list of learning outcomes at the outset of a unit of work
 - Providing the criteria for assessing each outcome prior to students undertaking each assessment task.
 - Leading discussions with students in which the criteria appropriate for different levels of performance on tasks are generated and clarified
 - Providing feedback to students concerning their performance in relation to explicit criteria. (e.g. rubric)

- Assessment practices encourage reflection and self –assessment:
 - Providing assessment instruments for self and peer monitoring.
 - Discussing the learning process explicitly with students.
 - Providing tools that enable students to explicitly convey their understandings.
 - Providing opportunities to review prior ideas and compare them with current understandings.
- The teacher uses evidence from assessment to inform planning and teaching:
 - Strategically monitoring student understandings by circulating during practical or project work and holding discussions with individuals.
 - Probing student understandings and perspectives early in a learning sequence to help plan subsequent teaching sessions.
 - Reviewing understandings from previous teaching sessions before proceeding with work.
 - Monitoring constantly and strategically to determine how best to respond to the class.
- Brentwood Park Primary School will progressively develop and assess in accordance with individual learning improvement plans in consultation with parents and, where appropriate, with others with specific expertise.
- Brentwood Park Primary School will assess the achievements of students with disabilities and impairments. Student Support Groups will help develop an individual learning improvement plan containing learning goals for each student. Progress towards learning goals will be assessed and reported by the student support group.
- Written reports detailing individual student’s progress will be provided to parents at the end of terms two and four. Parent /teacher interviews will be provided at the end of terms one and three.
- The school will provide all required performance data to DET and the community by means of an annual report.

EVALUATION:

This policy will be reviewed as necessary.