

# Student Assessment Policy

## Rationale

The primary purpose of assessment is to enhance student learning. Assessment practice has a powerful influence on both the quality of teaching and learning. Assessment of students should enable all stakeholders to know what students can do, with or without assistance and what they can do individually or collaboratively.

## Policy

- 1) Assessment should inform the teaching and learning process,
- 2) Assessment practice should be consistent with the Principles of Assessment [outlined](#) by the School Curriculum & Standards Authority,
- 3) Assessment practices should be inclusive of student reflection about where they are going and how they are going, (Hattie - Visible Learning)
- 4) Instructional feedback should form a key part of all assessment practices. (Hattie - Visible Learning)
- 5) **Assessment(s) should:**
  - **Be an integral part of teaching & learning** – Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus. They should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning,
  - **Be educative** – Assessment practices should be educationally sound and contribute to learning. Assessments may do this in a number of ways. Firstly, assessment activities should encourage in-depth and long-term learning. Secondly, assessments should provide feedback that assists students in learning and informs teachers' planning. Thirdly, where appropriate, assessment criteria should be made explicit to students to focus their attention on what they have to achieve and provide students with feedback about their progress,
  - **Lead to informative reporting** – Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers. The information is also valuable for school and system-wide planning. It is important that, in addition to providing an accurate synopsis of student performance, the judgements of student achievement are reliable,
  - **Lead to school-wide evaluation processes** - Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data. Teachers and school leaders need to understand current and past student achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School leaders need to plan for how they will evaluate the effectiveness of school initiatives and programs. Teachers should plan for how they will reflect on and evaluate their teaching practices. This implies that schools and teachers need to be willing to identify and evaluate both the intended and unintended consequences of any initiative or program,
  - **Be fair** – Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status and not discriminate on grounds that are irrelevant to learning,
  - **Be designed to meet their specific purposes** – Information collected to establish where students are in their learning can be used for summative purposes (assessment *of* learning) and for formative purposes (assessment *for* learning) because it is used to inform subsequent teaching.
- 6) Staff will administer and use data from both prescribed NAPLAN and normative assessments.
- 7) Assessment of Individual and Group Assessment Plans should be based on specific learning targets set as part of the planning process that reflect the individual student's educational needs. (See SAER Policy)
- 8) Assessments should be based on explicit criteria and identify specific skills and knowledge students have demonstrated.
- 9) Assessment data should be used to determine the focus and purpose of the School Development Plan and classroom learning programs. These decisions should be demonstrably evidence-based.
- 10) Assessments should inform the Student Reporting Process and occur within the context of the whole school approach to curriculum.

11) The assessment structure for Beaumaris Primary School is: -NB: This data will be used to inform Case Management Groups and Individual Education Plans

Learning Area	K/PP	Yrs 1-2	Yrs 3-4	Yrs 5-6
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>• <a href="#">SOCS</a> Term 1 &amp; 4 (K) – Entered on Spread sheet and Student Literacy Profile</li> </ul>			
<b>Reading</b>	<ul style="list-style-type: none"> <li>• On Entry (PP) Week 3-6 Term 1 – Progression Points – Entered on Student Literacy Profile</li> <li>• <a href="#">Concepts of print</a> (T 1&amp;4)- Entered on Spread sheet and Student Literacy Profile</li> <li>• <a href="#">Rainbow Assessment Tool</a> Term 4- Entered on Spread sheet and Student Literacy Profile</li> <li>• <a href="#">PM Running Records</a> (PP) - Termly Entered on Spread sheet and Student Literacy Profile &amp; data wall updated Guided Reading Groups identified in planning files (Sheet to be provided)</li> <li>• <a href="#">Letters &amp; Sounds</a> - Termly</li> </ul>	<ul style="list-style-type: none"> <li>• On Entry Weeks 3-6 Term 1</li> <li>• <a href="#">Rainbow assessment Tool</a> (SAER) Tem 1 &amp; 4</li> <li>• <a href="#">PM Running Records</a> Termly - Entered on Spread sheet and Student Literacy Profile – priority given to new students, asses sin first 2 weeks. All others reassessed by end of term 1. (Year 2’s to move onto <a href="#">PROBE</a> after reaching PM 30)</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN Y3</li> <li>• <a href="#">PM Running Records</a> (up to L30) Termly, Entered on Spread sheet and Student Literacy Profile – priority given to new students, asses sin first 2 weeks. All others reassessed by end of term 1.</li> <li>• <a href="#">Probe</a> (L30 onwards) Termly</li> <li>• PAT-R Vocabulary Week 3 Term 1, Week 3 Term 4</li> <li>• Lexile Reading Assessment Year 4 Term 1 (Year 3 PM 30+, as reached during the year)</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN Y5</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• <a href="#">Letters &amp; Sounds</a> Phase Assessment (Termly)</li> <li>• L&amp;S + WtW developmental groups identified in planning files (Sheet to be provided)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Words Their Way</a> For students who achieve Phase 5C (Termly) Initial assessment by Week 3 term 1</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Words their Way</a> (Termly) Initial assessment by Week 3 term 1 (Letters and Sounds for SAER students)</li> </ul>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Samples (Moderated Week 5 each term for -transition &amp; tracking)</li> <li>• Term 4 Independent Writing Sample Placed in Student Profiles</li> </ul>		NAPLAN Y3	NAPLAN Y5
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <a href="#">Maths diagnostic assessments</a> (Termly) As per Australian Curriculum Descriptors</li> <li>• On Entry Assessment PP</li> <li>• Maths Tracker entry after post assessment for AC descriptor</li> <li>• Moderated team assessment once per term</li> </ul>	<ul style="list-style-type: none"> <li>• On Entry Assessment Y1, Y2</li> <li>• EMTS Y2 (Wk 8, Term 3)</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN Y3</li> <li>• EMTS Y4 (Wk 8, Term 3)</li> <li>• <a href="#">Westwood</a> One Minute Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN Y5</li> <li>• EMTS Y6 (Wk 8, Term 3)</li> </ul>
<b>Languages</b>				<ul style="list-style-type: none"> <li>• ACER ALC (Assessment of Language Competence) Certificate 1/ 2</li> </ul>