ASSESSMENT AND REPORTING POLICY

Purpose:
Effective Assessment and Reporting practices improve student learning. Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements about a student’s strengths and areas of need. Reporting is the process by which teachers communicate information on student achievement and plans for their future learning to students, parents and other teachers. This incorporates academic, physical, personal and social development.

Aims:
- To improve student learning
- To empower students to reflect on their learning and assist their development as independent, life-long learners
- To enable teachers to reflect on their teaching and improve practice
- To provide parents with information about their child’s development and a plan for future learning based on the child’s strengths and areas of need
- To provide ongoing, constructive feedback to students that focuses on ways their learning can be further developed

Guidelines:
- **Assessment for learning** occurs when teachers use inferences about student progress to inform their future learning goals.
- **Assessment as learning** occurs when students reflect on and monitor their progress to inform their future learning goals.
- **Assessment of learning** occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards

Implementation: (see Appendix for details)

**Assessment**
1. Formal Diagnostic Assessment
2. Informal Assessment
3. Samples of student work
4. Individual Learning Improvement Plans for at risk students in Literacy and Numeracy
5. Student Self Assessment

**Reporting**
Refer to Whole Year Reporting Schedule

Evaluation:
- Teacher and community surveys
- Annual Report to School Council
- Annual evaluation of all Assessment and Reporting Programs
Appendix:

ASSESSMENT

1. Formal Diagnostic Assessment

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<tr>
<th>Level</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<td>Running records</td>
<td>Running records Benchmarking</td>
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<td>Burt word test</td>
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<td>Running records</td>
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<td>Gr 3 AIM</td>
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# Students at Risk

2. Informal Assessment
- Anecdotal records
- Checklists
- Teacher made tests eg spelling, dictation, pre-tests in Mathematics

3. Samples of student work
- Evaluation books
- Student Files
The following items must be passed on at the end of each year:
  - Copies of formal testing
  - Work samples from the current year (and previous years for integration students and students of special concern)
  - Specialist reports or other confidential information
  - Copies of school reports

4. Individual Learning Improvement Plans for at risk students in Literacy and Numeracy

5. Student Self Assessment
- Each student to complete a page to be included with June and December reports
- Classroom self assessment tasks
- Digital portfolios in Grades 3-6 (ICT teacher)
REPORTING

Whole Year Reporting Schedule

Term 1

- Class information evenings
- Pastoral care meetings
  (The main purpose is to meet parents and establish a rapport, access information about students from parents and inform parents of classroom routines.)
  - Parent questionnaire may be sent home to parents to complete and bring to the meeting or completed during the meeting.

Term 2

- Written formal report for all students distributed in the last week of Term 2
  Student self assessment to be included with report.

Term 3

- Parent-teacher meetings
  (The main purpose is to discuss the student's progress in relation to Areas for Improvement/Future Learning as outlined on the June report.)

Term 4

- Digital Portfolio presentations to parents in Grades 3-6 (ICT teacher)
- Written formal report for all students
- Parent teacher meetings are optional and available on request

Note: Parents and teachers may request a meeting at any time during the year.