



ASSESSMENT AND REPORTING POLICY 2012-2014

ASSESSMENT AND REPORTING OVERVIEW

Term 1

- Information Night - This is held within the first weeks of Term 1.
- Teacher /Parent Interviews. Student's personal learning goals will be negotiated at these interviews.
- PIPS testing for kindergarten students.
- Unit of inquiry books go home at least three times during the year, with an accompanying assessment checklist which describes the child's achievements and identifies any areas of concern.

Term 2

- Parent/teacher interviews. All parents will be requested to attend an interview, preferably with their child if s/he is in upper primary. The unit of inquiry books, teacher checklists, A-E reports (for Years 1-6), portfolios and students' personal learning plans are used as points of discussion. Parents will be given records of the interview.
- A-E Semester 1 written report (for Years 1-6).
- NAPLAN testing for Year 3 and Year 5 students.
- EAL/D moderation assessment tasks for all EAL/D students K-6

Term 3

- Personalised learning plans are continued.
- Student Led Conference – Held during or at the culmination of a unit of inquiry. Students share their learning , during a morning or afternoon session.

Term 4

- The final unit of inquiry book and checklist are sent home with students in Week 10.
- The achievement of goals in personalised learning plans is evaluated.
- Individual NAPLAN reports are sent home to parents/carers.
- Portfolios are sent home with students in week 10 (to stay at home).
- End of year PIPS testing for kindergarten students.
- A-E Semester 2 report (for Years 1-6).
- End of Year written report.
- Optional parent/teacher interviews.

IEC Reporting

Students are enrolled in the Introductory English Centre for approximately two terms. Students with refugee experience are entitled to study at NPIEC for up to eighteen months.

Parent /Teacher Interviews

These are held for all parents each term. They are usually 15 minutes in length but may take much longer. Interpreters are engaged when necessary.

Written Reports

- Progress reports are completed after fifteen weeks of study and graduation reports are completed prior to exit.
- Graduation reports are given to the classroom teacher and to the EAL/D teacher at the orientation visit at the receiving school.
- Copies of all International Private Student (IPS) reports are sent to the Education and Training Directorate.
- Parents receive the student's portfolio, documenting work with stated outcomes.

End of Term Exit Procedures

Term 1

End of term morning tea, exit assembly and classroom visit

Terms 2 and 3

End of term morning tea, exit assembly and learning journey

Term 4

End of year morning tea and exit assembly.

Reporting for children with special needs.

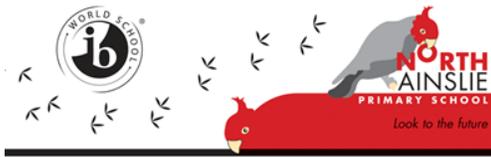
The progress of students, who have been identified as having special needs, is reported on with specific reference to their ILP goals. Other school reporting strategies will be used as appropriate for the student (See Appendix: *Special Needs Reporting Procedures*).

Term 1

In Week 4, an Individual Learning Plan (ILP) meeting will be held for each child. The child's parents and teachers, an integration support teacher, an executive teacher, and relevant consultants or other stakeholders are invited to attend this meeting. Following this meeting, the child's teacher will formalise the goals on the ILP form and distribute copies to all parties. (See *Individual Learning Plans-ACT Guidelines*)

Terms 2, 3 and 4

Student progress is discussed and reviewed collaboratively. The ILP is modified if necessary. Copies of the updated ILP are sent to the parents. For students in Years P, K, 3 and 6 a student appraisal meeting will need to be held. The school counsellor and a departmental representative will also be invited to this meeting. (See *Student Centred Appraisal of Need Information*)



ASSESSMENT AND REPORTING POLICY 2012-14

Context

North Ainslie Primary School is an ACT government school which works within the parameters of the ACTDET policy framework. It is situated in an inner northern suburb of Canberra. North Ainslie is a culturally and linguistically diverse school, which provides education for approximately five hundred students. North Ainslie is particularly unique because it is home, not only to a mainstream primary school (P-6), but also to an introductory English centre for migrant and refugee children (IEC), and to a learning support unit for students with autism (LSU). The main site at North Ainslie operates two fifteen hour preschool sessions. An additional preschool campus is located in the neighbouring suburb of Hackett. The school also provides mainstream integration for a number of children with learning disabilities. Our school community is one which covers a broad socio-economic base.

The Purpose

At North Ainslie we believe that assessment tasks must provide all learners with the capacity to demonstrate what they know, understand, value and can do. We also believe that appropriate assessment and reporting communicate positive expectations, genuinely acknowledge and celebrate success, and inspire confidence.

It is the purpose of this policy to therefore ensure that student learning outcomes at North Ainslie are improved by assessment and reporting practices which:

- are consistently integral to the teaching and learning process
- are based on valid, reliable and fair assessments
- are varied, informed and frequent
- are inclusive
- are precise
- are authentic
- encourage students to participate and take responsibility for their learning
- provide constructive and timely feedback to students, parents and educators
- comply with the requirements of the student, the school, the Education and Training Directorate (ETD) , local and federal governments, and the International Baccalaureate Primary Years Program.

ASSESSMENT

The Rationale

The primary purposes of assessment are to describe and enhance learning, inform teaching and provide feedback on the learning process. At North Ainslie Primary School assessment is the process of collecting information, making professional judgments about student learning, and informing future teaching practice to meet student needs.

What Makes Effective Assessment?

Assessment to learn (diagnostic)

All learners “come to formal education with a range of prior knowledge, skills, beliefs, and concepts that significantly influence” their learning (*Teachers: the Key to Student Success*, DET, 2004). Quality teachers therefore use assessment to determine what their students already know, understand and can do, so that they can build on these to connect existing and new learning. They use assessment to diagnose areas for challenge and intervention.

Assessment for learning (formative)

Quality teachers also use frequent formative assessment to map the progress of their students and to continue building the learning. Formative assessment enables students to learn through the process of feedback and opportunities to practice and improve, empowering them to reflect on and monitor their own progress.

Assessment of learning (summative)

Summative assessment is used towards and at the end of instruction. Quality teachers use assessment tools and strategies, which search for deep understanding and not simply for superficial recall of information. They restrict their use of summative assessment and foster effective learning opportunities through increased use of assessment for learning. They use assessment to evaluate the effectiveness of their programs and improve teaching for future students.

Assessment Strategies

Assessment must respect and recognise difference, be inclusive of this difference and seek equitable outcomes for all learners. Therefore assessment strategies and tools must be consistently varied to accommodate all students’ learning styles, needs and cultural backgrounds, and include formal and informal tasks.

Metacognition

We believe that the most effective learning takes place when students can understand and explain their own learning. Excellent teachers therefore include **self and peer assessment** tasks, and allow students to negotiate assessment criteria. Excellent teachers encourage learners to develop their capacity to monitor and reflect on their own learning, and to use peer and self-assessment to direct their future learning.

Learning and Social relationships

Learners are part of a community and learning is influenced by social relationships within and outside of the school community. Hence valid and authentic assessment will include evidence of group work, and will incorporate judgement from all members of the learner’s community (teacher, self, peers, parents, carers, others), which will in turn create stronger learning partnerships.

Assessment as a meaningful experience

Learning is most effective when it is embedded in meaningful and purposeful experiences. As such assessment should be central to the learning and learners should be very clear about what is being learnt, why it is being learnt and what is being assessed. The learning intentions and the criteria for success in any task should be explicit.

Assessment in the PYP

It is important that the process of inquiry is assessed as well as the product of inquiry. Teachers should be looking for an increase in the substance and depth of student inquiry over time.

Assessment Strategies and Tools at North Ainslie Primary

Teachers at North Ainslie will make assessment and learning expectations clear to students and parents, and treat assessment as being integral to the planning, teaching and learning process, by:

- using the PYP planner and the “backwards design” approach (McTighe) when possible
- clarifying the learning intentions and criteria for success in all learning tasks
- selecting authentic, relevant assessment tasks.

Teachers will use a balanced range of strategies and tools for formative and summative assessment of student learning:

Paper and pencil tests	Interviews/conferences (e.g. First Steps reading/writing)
Benchmark assessment (e.g. SENA, running records of oral reading)	Peer/teacher conversations
Open-ended tasks	Learning logs/journals
Performance assessments	Individual portfolios of annotated work samples
Authentic, rich tasks	Rubrics
Process-focused assessments	Capacity matrices
Observations (formal and informal)	Anecdotal records of observations
Oral presentations	Checklists
Peer assessment (e.g. partner group testing for spelling journals)	Inventories (BEE Spelling)
Self assessment	Exemplars
Directed and open-ended questioning	Continuums (e.g. First Steps, Time to Talk)
	Concept maps

The following system assessment tools will also be used annually:

- Literacy and Numeracy testing (NAPLAN) for years 3 and 5
- Performance Indicators in Primary Schools (PIPS) for Kindergarten
- EAL/D moderation assessment tasks to determine language proficiency ratings for EAL/D students P-6

Students also have the opportunity to participate in alternative programs and assessment tasks: the UNSW competitions for writing, English, mathematics, science and computing skills; Tournament of Minds; Maths Challenge; Rostrum.

All year 6 students will participate in a final project: the PYP Exhibition.

In the final year of the PYP, students engage in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.

The exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile that have been developing throughout their engagement with the PYP.

REPORTING

The Rationale

Reporting is the communication to all stakeholders about the assessment and monitoring of learning outcomes. **The primary purpose of reporting is to improve and support learning.** It provides students, parents/carers and educators with the means to participate in decisions about a child's education within a mutually respectful partnership.

The Requirements of Effective Reporting

At North Ainslie we believe that reporting should not signal the end of learning but instead should indicate the stage on a developmental continuum. We also believe that reporting should foster partnerships between students, parents and teachers to support a student's learning and progress in the areas of intellectual, social and personal development.

Therefore reporting will:

- be regular and meaningful/relevant
- provide a comprehensive, informed statement of what the student has learnt and still needs to learn, in both the academic and non-academic curriculum
- utilise varied and inclusive strategies, to suit the needs of all children
- be easily understood by the intended audience
- promote positive dialogue amongst all stake holders

Reporting Strategies at North Ainslie Primary School

“Getting to Know You” Interviews

Teacher /Parent Interviews are conducted early in the first term, to initiate an effective learning partnership between student, teacher and parents/carers. At these interviews, **personalised learning plans** are negotiated for each student, based on the teacher’s professional recommendations, the parent’s knowledge of their child and the student’s individual aspirations.

Student Led Conferences

At North Ainslie the student led conference is a unique approach which enables students to share learning experiences with their parents/carers. Learning Journeys provide an overview of the child’s classroom experiences. They also teach students to reflect on and articulate their own learning.

The Requirements of Effective Student Led Conferences

- The teacher and students negotiate the content e.g. displays, charts, poems, big books, equipment.
- The class evaluates activities and what was learnt during them.
- The teacher and students plan, develop and rehearse the Learning Journey in a carefully scaffolded manner.
- At the appropriate time students present their family with evidence of and reflection on their learning.
- The student’s family is invited to give positive and constructive feedback.

The student led conference focuses on the processes and work completed by students in their portfolio and in their units of inquiry and should include:

- Literacy and numeracy activities
- Unit of inquiry investigations

- Developmental play based activities
- Achievement of student goals
- Presentations using learning technologies and/or the arts e.g. Power Point, Reader's Theatre
- Parent/child conferences

Student Portfolios

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners (Making the PYP Happen, p.50, IBO, 2007).

At North Ainslie we believe that a portfolio has a variety of purposes, being to:

- share the student's perception and understanding of learning
- communicate intended learning objectives
- display a range of the child's achievements across the curriculum
 - dated, and annotated with the description and purpose of the task, and the expected learning outcomes;
 - some first drafts to show children's editing attempts, alongside final published copies
- address the student's personalised learning plan and his/her reflection of progress towards goals
- provide a valuable educational record for the family for a particular period of time.

Unit of Inquiry Books

These contain work directly related to children's learning in their transdisciplinary unit/s of inquiry during a term. The books also include:

- an assessment checklist, describing the student's achievements and identifying any areas of concern;
- the personalised goals of a student, and his/her reflection of progress.

Interviews

At the end of semester 2 a parent/ teacher interview will be held. Students are also encouraged to attend the interview to discuss their learning and understanding. This is particularly the case for students in upper primary. The student, parent/carer and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all parties determining how they can support the achievement of the goals. The teacher is an integral part of the process and makes a record of the interview, which is sent home to parent/s afterwards.

Written Reports

All students will receive a written report at the end of the school year, which addresses:

- attitudes to learning and community
- work habits
- student reflection on the IB Learner Profile and personal learning goals
- participation in additional school programs
- strengths and areas for development in literacy and numeracy, units of inquiry and other learning areas
- any additional concerns e.g. Is the student happy and settled at school? Is s/he performing at an appropriate academic level?
- What the school can do to support the student
- What parents and carers can do to support the student

For students with special needs who have an Individual Learning Plan, the report will describe progress against the agreed goals stated in the plan.

In accordance with the new Australian Government requirements, parent/s of students in Years 1-10 will also receive two additional written reports at the end of each semester. Student achievement will be reported for each learning area or unit studied, using A-E grades:

A- demonstrated **outstanding** achievement of the knowledge, skills and understandings expected

B- demonstrated **high** achievement of the knowledge, skills and understandings expected

C- demonstrated **sound** achievement of the knowledge, skills and understandings expected

D- demonstrated **limited** achievement of the knowledge, skills and understandings expected

E- demonstrated **very limited** achievement of the knowledge, skills and understandings expected

In addition to an A-E grade, the number of students in each year group (in each learning area/unit studied) attaining each of the A-E grades will be reported. Parents can withdraw their child from A-E reporting by requesting so in writing. (Students who satisfy the EAL/D or intellectual disability criteria may be exempt from A-E reporting.)

Glossary

Professional Judgments are judgments made by educators to determine:

- The progress a student has made over a relevant period of time e.g. a term, semester, year
- How well a student is progressing in relation to what is expected at that year level, in terms of national and school benchmarks
- How well a student is progressing in relation to peers
- What the student, teacher, and parents need to do to improve the student's learning.

These judgments are based on professional experience, national benchmarks, the ACT Curriculum Framework *Every Chance to Learn*, the Australian Curriculum for English, Mathematics, Science and History, *the Early Years Learning Framework* and *IB PYP scope and sequence documents* and professional reading. They inform reporting processes.

A Portfolio is a systematic, annotated collection of work reflecting the learning of a student over a period of time. Portfolios are used as both a means of reporting to parents, and for students to evaluate their own learning.

Special Needs includes the needs of students with intellectual or physical disabilities, of students who are identified as gifted or talented in a particular area, and of students from linguistically and culturally different backgrounds.

Appendices:

North Ainslie Assessment Schedule

North Ainslie Assessment and Reporting Timeline

North Ainslie North Ainslie Essential Agreement: Assessment and Reporting

North Ainslie Essential Agreement: Portfolios

Special Needs Reporting Procedures

References:

Australian Curriculum (English, Mathematics, Science, History) (ACARA 2011)

Early Years Learning Framework

Every Chance to Learn, DET, 2007 (Essential Learning Achievements)

Learning, Teaching and Assessment Principles, Tasmanian Department of Education, 2002

Making the PYP Happen, IBO, 2007

North Ainslie Assessment and Reporting Policy, 2011

Quality Teaching in ACT Schools (ACT DET & NSW Dept. Of Education, 2006)

Reporting On Student Achievement and Progress to Students and Parents, DET, 2006

Teachers: the Key to Student Success, DET, 2004

Teacher' Guide to Assessment , QTM, 2012

Understanding by Design (Expanded Second Edition), Grant Wiggins and Jay McTighe, 2005

Victorian Essential Learning Standards, VCAA, 2005

www.IBO.org

APPENDIX: SPECIAL NEEDS REPORTING PROCEDURES

	LSU	LSU Intellectual delay	LSU High level integration mainstream class	Mainstream Identified special needs	Mainstream Intellectual delay	Mainstream Identified as gifted and talented
ILP	✓	✓	✓	✓	✓	✓
ILP progress report	✓	✓	✓	✓	✓	✓
Personal learning plan	✓	✓	✓	✓	✓	✓
A-E report	✓	No	✓	✓	No	✓
Mid year conference record	Optional Adapted	Optional Adapted	✓	✓	Optional Adapted	✓
End of year report	Adapted	Adapted	✓	✓	Adapted	✓
Learning journey	✓	✓	✓	✓	✓	✓
Portfolio	✓	✓	✓	✓	✓	✓
Unit of inquiry book	Optional	Optional	✓	✓	✓	✓
NAPLAN	✓	No	✓	✓	No	✓
PIPS	✓	No	✓	✓	No	✓

Note: Parents may elect to withdraw their child from A-E or NAPLAN assessment and/or reporting procedures.