

Rowville Primary School

Assessment & Reporting Policy

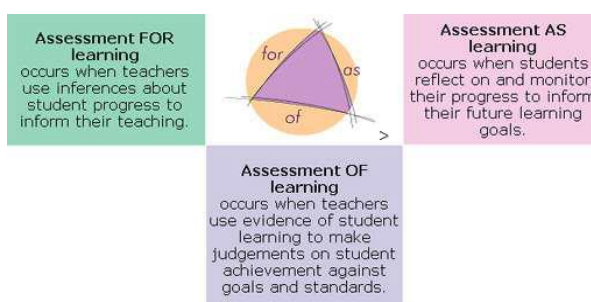


1. DEFINITIONS

- 1.1 Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning.
- 1.2 Victorian Curriculum –VIC Learning Standards.
- 1.3 NAPLAN – National Assessment Program Literacy and Numeracy.
- 1.4 Reporting is the formal process of informing what learning has occurred.

2. PURPOSE

- 2.1 We collect multiple sources of data to validate student achievement.
- 2.2 Assessment for improved student learning and deep understanding requires a triangulation of data that comes from three different sources:
 - Assessment *FOR* learning data is collected in an ongoing way (conferences, running records, pre/post-test, work samples, quizzes, photos, common assessment tasks), moderated work samples) to inform future teaching.
 - Assessment *AS* learning data is collected when students reflect on their progress and co-construct their future learning goals with their teacher.
 - Assessment *OF* learning data is collected when teachers use formal assessments to make judgments on student achievement against goals and standards.



3. GUIDELINES

- 3.1 Assessment is an integral component of the teaching process.
- 3.2 Assessment involves a series of linked activities undertaken over time, so that progress is monitored towards the intended achievement of relevant standards.
- 3.3 Assessment allows students to receive feedback on their learning and performance so assessment serves as a developmental activity aimed at improving student learning.
- 3.4 The teaching and learning of each program includes the sorts of assessment students will undertake to demonstrate what they have learned.
- 3.5 Student self-assessment is integral to the process of authentic assessment.
- 3.6 Assessment processes include “moderation” between teachers, to enhance objectivity and contribute to a shared understanding of the judgments that are made.
- 3.7 Reports reflect student progress aligned with the Victorian Curriculum.

4. IMPLEMENTATION

- 4.1 Teachers follow the whole school Assessment & Reporting Schedule (Foundation to Year 6):

English

Type of Assessment	Scheduled Time
Moderated Writing (also use for error analysis)	April & November
Victorian Curriculum	June & December
On demand Reading and Writing (Victorian Curriculum 2.0+)	May & November
Fountas and Pinnell Assessment	May & November

Mathematics

Type of Assessment	Scheduled Time
Essential Assessment	Ongoing as required for units of work
Victorian Curriculum	June & December
Maths Online Interview (below Victorian Curriculum 2.0)	November Foundation before May & November

- 4.2 NAPLAN (Year 3 and Year 5 students) is conducted annually in May.
- 4.3 Reports for NAPLAN are distributed to parents in September.
- 4.4 Reporting is done on an ongoing basis via Learning Tasks on Compass.

5. EVALUATION

This Policy will be reviewed annually as part of the school’s regular review cycle.

This Policy was ratified by School Council on 26th April 2017 and is due to be reviewed in April 2018