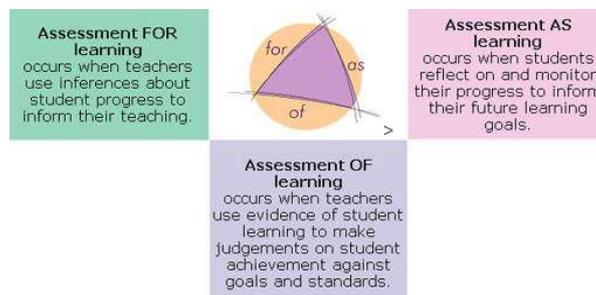


## 1. DEFINITIONS

- 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 Reporting is the formal process of informing what learning has occurred.
- 1.3 The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.
- 1.4 PAT- Progressive Achievement Tests

## 2. PURPOSE

- 2.1 To collect multiple sources of data to validate student progress and achievement.
- 2.2 To provide students with ongoing feedback on their achievements to assist personal goal setting for future learning.
- 2.3 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 and 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 for deep understanding, so that progress is monitored towards the intended achievement 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 programs include a variety of assessments for students to demonstrate what they have learned.
- 3.5 Student self-assessment is integral to the process of authentic assessment.

## 4. IMPLEMENTATION

- 4.1 Teachers follow the Rowville Primary School Assessment Schedule (Foundation to Year 6).
- 4.2 The VCCA Victorian Curriculum F-10 Planning and Reporting Guidelines will be used for effective planning and reporting of student progress and achievement.
- 4.3 Benchmark testing will occur throughout the year to check for proficiency English Online (Foundation), Maths Online (Foundation), Fountas & Pinnell, PAT Reading, PAT Maths, PAT Spelling (3 -6) and Words Their Way.
- 4.4 Whole school moderation across year levels will occur to ensure that consistent judgments and a shared understanding of student progress made related to the Victorian Curriculum.

- 4.5 Professional Learning Teams will meet in an ongoing manner to monitor and track student learning and plan for the required differentiation.
- 4.6 Individual Learning Plans and Individual Education Plans will be developed for students with specific learning needs and will identify personalised learning goals against achievement standards.
- 4.7 Individual Learning Plans will be developed for all International students.
- 4.8 EAL (English as an Additional Language) students will have their English progress reported against the F – 10 Victorian Curriculum EAL achievement standards.
- 4.9 Ongoing feedback will be provided for parents and students via progressive reporting on Compass.
- 4.10 Formal reporting to parents will be provided in the middle and end of the year which reflect student progress aligned with the Victorian Curriculum Achievement Standards.
- 4.11 Parents will have the opportunity to participate in Parent Teacher Conferences twice per year.
- 4.12 Students with specific learning needs will have student support meetings as required.
- 4.13 The school will provide performance data to DET as required.

## 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 28th April 2021 and is due to be reviewed in April 2022.
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