

Berowra

Public School



Assessment and Reporting Policy

Assessment Policy

“Assessment *for* learning acknowledges that assessment should occur as a regular part of teaching and learning and that the information gained from assessment activities can be used to shape the teaching and learning process.

Assessment *of* learning enables teachers to report on the status of student learning at various points in the teaching and learning program and involves teachers making professional judgements of student achievement, based on evidence collected from both formal and informal measures of each student's performance, over time on a number of assessment *for* learning activities.”

[NSW DET Curriculum Support - Consistent Teacher Judgement]

“Assessment *for* learning occurs as a regular part of normal classroom activities. It is an ongoing form of assessment that is used to inform, monitor and promote learning. Assessment *for* learning helps increase the effectiveness of teaching strategies and improve learning processes, resulting in better learning outcomes for students.

Assessment *of* learning involves teachers making professional judgements of students' achievement based on evidence they have collected ... This evidence can then be used to inform the expert professional judgement of the teacher operating within a standards-referenced framework.”

[NSW BOS PRIMARY MATTERS Vol12 No.1 March 2003]

“**Students should be involved in their own assessment.** Students should always know what they are to achieve. They are then in a position to make judgements about their own achievements. By involving students in the assessment of their own learning, teachers foster independence and assist students to maintain some control of their learning.”

Early Learning Profiles Ideas for Assessing and Reporting (DSE, 1994)

“Assessment focuses on the **achievements of individual learners** rather than on comparisons between learners. Safeguards should be established to ensure the **validity of assessment practices**. **Systematic and comprehensive record keeping** is fundamental to effective assessment.” Assessment and Reporting in English Language and Literacy (Australian Literacy Federation, 1995)

[Berowra Public School's Assessment and Reporting Policy has been written in line with NSW DET Policy and Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12]

Assessment Principles

At Berowra Public School assessment is seen as the process of identifying, gathering, analysing and interpreting information in order to make judgements about students' learning and achievements in relation to syllabus outcomes.

The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

At Berowra Public School the following assessment principles are followed;

1. Assessment should be relevant.

Assessment needs to provide information about students' knowledge, skills and understanding of the learning outcomes specified in the NSW syllabus documents.

2. Assessment should be appropriate.

Assessment needs to provide information about the particular kind of learning in which we are interested. This means that we need to use a variety of assessment methods because not all methods are capable of providing information about all kinds of learning. For example, some kinds of learning are best assessed by observing students; some by having students complete projects or make products and others by having students complete paper and pen tasks. Conclusions about student achievement in an area of learning are valid only when the assessment method we use is appropriate and measures what it is supposed to measure.

3. Assessment should be fair.

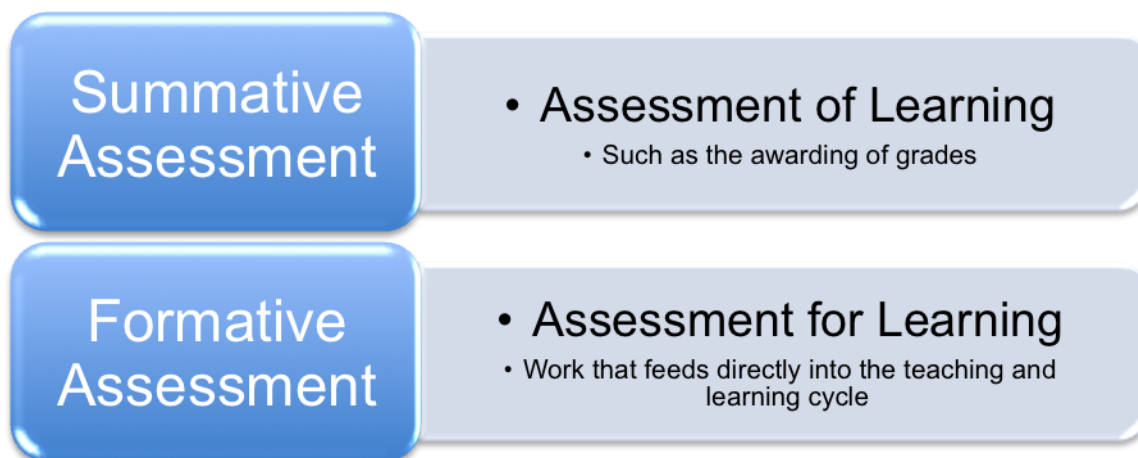
Assessment needs to provide opportunities for every student to demonstrate what they know, understand and can do. Assessment must be based on a belief that all learners are on a path of development and that every learner is capable of making progress. Students bring a diversity of cultural knowledge, experience, language proficiency and background, and ability to the classroom. They should not be advantaged or disadvantaged by life experiences, abilities, or gender differences that are not relevant to the knowledge, skills and understandings that the assessment is intended to address. Students have the right to know what is assessed, how it is assessed and the worth of the assessment. Assessment will be fair or *equitable* only if it is free from bias or favouritism.

4. Assessment should be accurate.

Assessment needs to provide evidence that accurately reflects an individual student's knowledge, skills and understandings. That is, assessments need to be *reliable* or dependable in that they consistently measure a student's knowledge, skills and understandings. (This means that we need to use a variety of assessment strategies to give students multiple opportunities to demonstrate their learning in a range of contexts and to make sure that the inferences we draw about a student's level of attainment are not influenced by the choice of a specific assessment task). Assessment also needs to be *objective* so that if a second person assesses a student's work, they will come to a similar conclusion as the first person. Assessment will be fair to all students if it is based on reliable, accurate and defensible measures.

5. Assessment should provide useful information.

The focus of assessment is to establish where students are on their learning continuum. This information can be used for a variety of purposes, but broken down into two basic elements;



Assessment information that is useful for formative purposes needs to focus in part on the depth of a student's understanding, not just on the accumulation of knowledge. That is, it needs to focus on a student's conceptual understandings. Assessment tasks which focus on Intellectual Quality, including deep knowledge and understanding and higher order thinking, and which provide elements of Quality Learning Environment such as explicit criteria and high expectations, assist in informing ongoing teaching and learning. Assessment of this kind identifies strengths and weaknesses, and provides detailed diagnostic information about how students are thinking. The collection of evidence of this kind may require opportunities for students to explain in their own words or pictures their understandings of the material they are learning.

6. Assessment should be integrated into the teaching and learning cycle.

Assessment needs to be an ongoing, integral part of the teaching and learning cycle. It must allow teachers and students themselves to monitor learning. From the teacher perspective, it provides the evidence to guide the planning of the next steps in teaching and learning. From the student perspective, it provides the opportunity to reflect on and review progress, and can provide the motivation and direction for further learning.

7. Assessment should draw on a wide range of evidence.

Assessment needs to draw on a wide range of evidence. A complete picture of student achievement in an area of learning depends on evidence that is sampled from the full range of knowledge, skills and understanding that make up the area of learning. An assessment program that consistently addresses only some outcomes will provide incomplete feedback to the teacher and student, and can potentially distort the teaching and learning program.

8. Assessment should be manageable.

Assessment needs to be efficient, manageable and convenient. It needs to be incorporated easily into usual classroom activities and it needs to be capable of providing information that justifies the time spent. To ensure assessment is manageable teachers must use a range of informal and formal assessment strategies.

Assessment in Action

Teachers are responsible for:

- compiling the ongoing assessment program for the students in their care;
- selecting a wide range of assessment strategies which focus on syllabus outcomes and contribute to the learning and teaching process;
- involving students as active participants in reflecting on their learning
- using assessment information to inform the classroom program;
- maintaining assessment records for further reference; and
- encouraging students to choose work samples, when appropriate.

Assessment Folders

Each teacher is responsible for organising and collecting data in their assessment folder. At the beginning of each year teachers will use class lists to make appropriate assessment lists for each KLA, including specific ones for literacy and numeracy. Once inserted this then becomes a resource for collecting data throughout the year.

The following assessment strategies may be used to make judgements on students;

- | | | |
|-----------------------------|--------------------------|-------------------------|
| ▪ observation | ▪ interaction with peers | ▪ performances |
| ▪ anecdotal records | ▪ running records | ▪ physical tasks |
| ▪ listing and questioning | ▪ assessment tasks | ▪ role play |
| ▪ demonstrations | ▪ work samples | ▪ debates |
| ▪ self assessment | ▪ peer assessment | ▪ public speaking |
| ▪ pen and paper tests | ▪ practical tests | ▪ expert panel sessions |
| ▪ group reports | ▪ conferences | ▪ standardised tests |
| ▪ student constructed tests | ▪ learning journals | |
| | ▪ checklist | |

Anecdotal and intuitive information obtained by teacher observations is recognised and valued as an important contribution to an assessment profile.

Reporting Principles

The purpose of reporting to parents is to communicate formally, information about student achievement and progress gained during the assessment process and to make recommendations regarding future directions. The report should foster cooperation and encourage communication between the student, the teacher and parents concerning the student's learning.

The following reporting principles are followed at Berowra Public School;

1. Student reports should meet specified requirements.

Reports should meet specified Department guidelines; including A-E reporting, learning area reporting, reporting against state wide syllabus standards, written comments and requirements for ESL students and students for whom accommodations and or learning adjustments have been made.

2. Student reports should be easy to understand.

Reports should be written in plain English. Teachers, like other professionals, have a specialised language for communicating among themselves about what children are learning and about the difficulties children are experiencing. Reports to parents need to use plain, everyday language.

3. Student reports should show what a student is now able to do.

Reports need to summarise where a student is up to in his or her learning—the skills and understandings that are demonstrated at this point in time. Some schools may use marks, grades or numerical levels, but these are not sufficient. Reports need to contain objective information about what has been taught and about students' current levels of knowledge, skills and understandings, including areas for further development. Written comments may be particularly useful for this purpose.

4. Student reports should show students' progress.

Reports should reflect that at any given year level, children are at very different stages in their learning. Reports need to give an accurate picture of where each student is up to in his or her learning in a way that allows parents to monitor learning.

5. Student reports should show what is expected of students.

Reports need to indicate the achievements expected of students at a particular year level. For example, a report for a Year 3 student could indicate how the student is performing in relation to stage based outcomes at this point in time.

6. Student reports should include social as well as academic information.

Reports need to provide information about how students are progressing socially as well as academically. Schools not only develop children's understandings of subject matter; they also develop personal skills such as working independently, dealing with frustration, and completing tasks with concentration. Schools teach children to respect the contributions of others, to learn from others, to cooperate in joint activities, and to live and work together, sometimes putting the needs of other children ahead of their own. Reports need to provide information about all aspects of development, not just academic development.

7. Student reports should be constructive.

Reports need to provide information in a constructive manner with reference to actions likely to support further learning. Reports will not only show parents what their child is able to do and what progress they are making over time, but will also suggest practical ways in which parents might support their child's further learning. Ideally, reports will form the basis for discussion between teachers, students and parents.

8. Student reports should be time efficient and manageable to prepare.

Reports need to draw on the formal and informal evidence that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice.

Reporting in action

Using these principles, teachers are responsible for compiling reports which:

- use a variety of assessment procedures;
- indicate which outcomes have been achieved by a student;
- state the strengths and needs of the student, including recommendations for future learning directions;
- use constructive language and avoid statements about the students which could be used to his or her detriment;
- use language which is clear, specific and appropriate;
- are compiled within the time frame developed each year.

Teachers may benefit from shared assessment samples which have been developed in the resources folders on the server for future reference.

Reporting Strategies

Reporting will include:

1. "Meet the Teacher Night" in early term one.
2. A **Parent Interview** conducted at the end of Term One and at other times if necessary.
3. A **written student report** which will be sent home towards the end of Semester One and Semester Two. It will consist of outcomes, comments and grades for English and mathematics and grades and efforts for other Key Learning Areas. Kindergarten will report on students' ability in all KLAs.

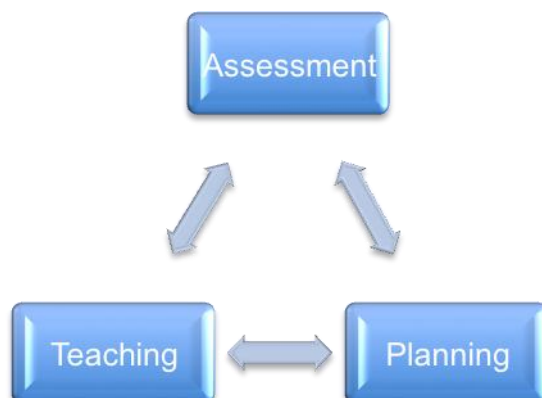
Whenever information about student learning is to be written, correct grammar usage should be used. (See examples of How to Write a Report Comment)

At the beginning of the following year the new classroom teacher may utilise the report from the previous academic year. This is obtained through staff share or from their individual tracking sheet .

4. **Interviews** requested by both teachers or parents at any time throughout the year.
5. Opportunities during **Education Week** and **Open Days** for family, friends and community members to visit classrooms and participate in a variety of student performances and activities.

Tracking Students' Learning

Assessment is the foundation of good teaching practice. Through assessment teachers gain knowledge about students' skills and what they know and understand. This knowledge forms the basis of planning, in the form of a teaching and learning program that meets the learning needs of students.



Throughout the year assessment is a vital part of the teaching and learning cycle.

Consistent Teacher Judgement

In assessing students and making judgements about what has been learned and what still needs to be learned, teachers are actively engaged in comparing students to the learning outcomes documented in syllabus documents. It is important that there is consistency in the judgements that teachers make in order to effectively group students.

At Berowra Public School the principles outlined in the *DET Consistency of Teacher Judgement Program* are used to ensure that stage assessment is as consistent as possible. The use of this process engages teachers in designing assessment tasks that are consistent with the syllabus outcomes and then analysing, discussing and comparing student responses.

Berowra Public School Assessment Schedule

The following schedule outlines the common stage based assessment items for the school year. These are the basic items of assessment. Class teachers will be involved in other class based assessment such as observations, regular individual running records, weekly testing etc.

			English			Maths	
Year			Semester 1	Semester 2		Semester 1	Semester 2
K	From K-6 criterion based judgement will be used for HSE / Science & Technology / PD / H / PE, and CAPA.	From K-6 criterion based judgement will be used for Reading, text type writing and Talking and Listening activities.	Best Start Phonemic Awareness Sight word Running Records Standardised Reading	Best Start Phonemic Awareness Sight words Running Records Standardised Reading	Assessment of student achievement is both formal and informal and includes ongoing teacher judgement, anecdotal evidence and collegial dialogue.	Best Start SENA Topic assessments	Best Start SENA Topic assessments
Yr 1			Best Start Phonemic Awareness Sight word Running Records Standardised Reading	Best Start Phonemic Awareness Sight word Running Records Standardised Reading Standardised Spelling		SENA Topic assessments	SENA Topic assessments
Yr 2			Phonemic Awareness Sight word Running Records Standardised Reading	Phonemic Awareness Sight word Running Records Standardised Reading Standardised Spelling		SENA Topic assessments	SENA Topic assessments
Yr 3			Oral Reading Fluency Running Records Standardised Reading NAPLAN	Running Records Standardised Reading Standardised Spelling		Diagnostic / Standardised Maths Test NAPLAN Topic assessments	Diagnostic / Standardised Maths Test Topic assessments
Yr 4				Running Records (as req) Standardised Reading Standardised Spelling		Diagnostic / Standardised Maths Test Topic assessments	Diagnostic / Standardised Maths Test Topic assessments
Yr 5				Running Records (as req) Standardised Reading Standardised Spelling		Diagnostic / Standardised Maths Test NAPLAN Topic assessments	Diagnostic / Standardised Maths Test Topic assessments
Yr 6				Running Records (as req) Standardised Reading Standardised Spelling		Diagnostic / Standardised Maths Test Topic assessments	Diagnostic / Standardised Maths Test Topic assessments

School Reporting Schedule

The following schedule should be followed to allow sufficient time for all key personnel to complete the reporting process. The time frame will be ratified with the executive staff at the beginning of the year. The time frame will clearly indicate date when student reports will be given to Assistant Principals, the Principal and when they will be sent home.

Kindergarten to Year 6 Terms 2 and 4

(Based on a ten week term)

Week 1	Principal to: <ul style="list-style-type: none">• Prepare reports to be placed on the curriculum drive• Inform staff that reports are on the curriculum drive and ready for input
Week 7	Class Teachers: <ul style="list-style-type: none">• Reports to Supervisors for online proofing
Week 8	Principal : <ul style="list-style-type: none">• Reports to Principal for online proofreading
Week 9	Principal to: <ul style="list-style-type: none">• Check reports online and print two copies• One copy to be distributed to parents and one copy kept on pupil record cards• Hand reports to students
Week 10	Class Teachers: <ul style="list-style-type: none">• Conduct parent interviews (Term 2)• File report copies into pupil tracking sheets• Complete absences / relevant comments on pupil record cards

Note: This is for a ten week term, shorter or longer terms to be adjusted.

How to Write Report Comments

Semester One

1. Start with a positive, personal comment about the student.

Jemma is a cheerful, co-operative student who is working well in all subjects so far this year.

Jon is a friendly, reliable student who generally remains on task and concentrates well.

Lisa is a popular class member who has settled into Year 6 and is working well.

2. Comment on their work in English.

She reads a variety of texts fluently and her comprehension skills are sound. Spelling is mostly accurate however Jemma needs to carefully edit her writing to check that all punctuation is in place.

His reading is progressing steadily but regular home reading would improve his results in this subject. He writes well but needs to concentrate on text structure, paragraphing and punctuation.

She enjoys reading and is a keen home reader, borrowing regularly from the library. Her writing reflects her enjoyment of reading and is well organised and punctuated, showing a mature use of language.

3. Comment on their work in Mathematics.

Jemma works hard to improve her results in mathematics and is learning a variety of counting and number strategies to assist with this process.

Jon possesses strong numerical skills and applies his mathematical knowledge to problem solving activities.

Lisa has been working with the support teacher this year to assist her in the development of counting strategies. A consistent home revision program would also assist her progress in mathematics.

4. Comment on social interactions.

She is a responsible, helpful student who can be relied upon in any situation.

At times Jon lets his issues in the playground spill over into the classroom, affecting his ability to concentrate on the task at hand.

Lisa always observes school rules and her behaviour is a positive example for others to follow.

5. Finish with a concluding comment.

Jemma should continue her pleasing rate of progress over the next six months if she can maintain her current work rate.

If Jon can ignore the distractions around him, his work rate and results should improve greatly over the next six months.

I am proud of Lisa's commitment to her learning so far this year and encourage her to maintain her pleasing attitude for the remainder of the school year.

6. Putting it all together.

Jemma is a cheerful, co-operative student who is working well in all subjects so far this year. She reads a variety of texts fluently and her comprehension skills are sound. Spelling is mostly accurate however Jemma needs to carefully edit her writing to check that all punctuation is in place. Jemma works hard to improve her results in Mathematics and is learning a variety of counting and number strategies to assist with this process. She is a responsible, helpful student who can be relied upon in any situation. Jemma should continue her pleasing rate of progress over the next six months if she can maintain her current work rate.

Jon is a friendly, reliable student who generally remains on task and concentrates well. His reading is progressing steadily but regular home reading would improve his results in this subject. He writes well but needs to concentrate on text structure, paragraphing and punctuation. Jon possesses strong numerical skills and applies his mathematical knowledge to problem solving activities. At times Jon lets his issues in the playground spill over into the classroom, affecting his ability to concentrate on the task at hand. If Jon can ignore the distractions around him, his work rate and results should improve greatly over the next six months.

Lisa is a popular class member who has settled into Year 6 and is working well. She enjoys reading and is a keen home reader, borrowing regularly from the library. Her writing reflects her enjoyment of reading and is well organised and punctuated, showing a mature use of language. Lisa has been working with the support teacher this year to assist her in the development of counting strategies. A consistent home revision program would also assist her progress in mathematics. Lisa always observes school rules and her behaviour is a positive example for others to follow. I am proud of Lisa's commitment to her learning so far this year and encourage her to maintain her pleasing attitude for the remainder of the school year.

Semester Two

English

- 1. Always begin with an opening statement commenting on overall progress. Use adjectives such as pleasing, good, steady, outstanding, etc to describe progress)***

Freda enjoys working in this subject and has made excellent progress in English throughout the year.

Billy's progress in English this year has been steady.

Brandy has worked hard in English this year and made pleasing progress.

- 2. Comment on Reading (Use your comment starters).....link two ideas together with a conjunction. Conjunctions are words such as 'and, but, although, however, as, because, if, or' etc.***

Remember!

- Try to avoid using the same conjunction over and over again. It is much better to 'mix and match'.***
- The conjunction you use can change the meaning of the sentence. You can't use every conjunction everywhere - so choose wisely!***

She reads fluently with expression and uses a combination of knowledge and skills to read a wide range of books and other materials.

He is beginning to read fluently, with expression and a consistent home reading program would further assist in this area.

She attempts several strategies when reading difficult texts but now needs to concentrate on reading for meaning.

- 3. Comment on Writing and Handwriting.....longer sentences linked by a conjunction sound better.***

Freda is able to use correct sentence structure, grammar and punctuation when writing and is able to spell most words correctly. Her handwriting is neat and legible and her bookwork is most pleasing.

Billy contributes well to group writing activities but finds it difficult to write his ideas independently. His handwriting is developing and he is beginning to form his letters correctly.

Brandy can identify spelling mistakes in her writing and is able to write well constructed sentences independently. Her handwriting exhibits correct letter formation and joins.

4. *Comment on Talking and Listening.....join two ideas together using conjunctions.*

She engages in discussions and debates on topical issues and interacts with a range of audiences.

He speaks clearly but needs to improve his listening skills in the classroom.

She communicates confidently and effectively in a range of situations but needs to become more attentive when others are speaking.

5. *Finish with a concluding comment.*

Freda's enthusiasm in English will ensure that she continues to progress in Year 6.

Billy needs to step up his work rate and concentrate more in English in 2008.

Brandy should continue to improve in English next year if her current work rate can be maintained.

6. *Putting it all together.*

Freda enjoys working in this subject and has made excellent progress in English throughout the year. She reads fluently with expression and uses a combination of knowledge and skills to read a wide range of books and other materials. Freda is able to use correct sentence structure, grammar and punctuation when writing and is able to spell most words correctly. Her handwriting is neat and legible and her bookwork is most pleasing. She engages in discussions and debates on topical issues and interacts with a range of audiences. Freda's enthusiasm in English will ensure that she continues to progress in Year 6.

Mathematics

1. *Begin with an opening statement. (Comment on overall progress / improvement)*

Freda has been receiving extra assistance in numeracy this semester and her skills are improving steadily.

Billy is a steady worker in mathematics and his understanding of concepts is developing slowly.

Brandy has an excellent work ethic in mathematics and her progress has been outstanding.

2. *Comment on Number linking two ideas together with a conjunction.*

She can count, order, read and write numbers up to 1000 and is developing sound strategies in addition, subtraction, multiplication and division.

He can mentally add and subtract number facts to 20 however revision is needed for instant recall in times tables.

She works accurately with numbers of any size and can select and apply mental, written and calculator strategies to solve problems in all four number operations.

3. *Comment on Measurement and Data linking two ideas together with a conjunction.*

Freda is able to compare length, area and mass using informal units and has a good understanding of interpreting picture graphs and column graphs.

Billy is able to tell time accurately but is experiencing difficulty in using formal units when measuring area and mass.

Brandy is able to draw picture and column graphs using a scale and is able to estimate, measure and calculate all forms of measurement using the appropriate metric units.

4. *Comment on Patterns & Algebra linking two ideas together with a conjunction.*

She uses the pattern of facts up to 20 when adding and subtracting numbers and is attempting to solve problems based on number patterns.

He recognises patterns in numbers but needs to apply his knowledge when attempting to solve problems based on number patterns.

She successfully completes number patterns and is able to apply a rule to describe a pattern and find missing elements.

5. *Comment on Working Mathematically linking two ideas together with a conjunction.*

Freda is able to use everyday mathematical language to describe shapes and is able to explain how she is solving problems through the use of diagrams.

Billy needs to ask appropriate questions and use mathematical language to explain the processes he is using.

She thinks mathematically and is able to ask questions and justify solutions to tasks using mathematical language.

6. *Finish with a concluding statement.*

Her pleasing attitude will ensure progress will continue in Year 2.

He has been receiving some assistance from support teachers this year and this will need to continue in 2008.

She has achieved pleasing results in class assessment tasks and is more than ready to take on the challenge of High School Mathematics.

7. *Putting it all together.*

Billy is a steady worker in mathematics and his understanding of concepts is developing slowly. He can mentally add and subtract number facts to 20 however revision is needed for instant recall in times tables. Billy is able to tell time accurately but is experiencing difficulty in using formal units when measuring area and mass. He recognises patterns in numbers but needs to apply his knowledge when attempting to solve problems based on number patterns. Billy needs to ask appropriate questions and use mathematical language to explain the processes he is using. He has been receiving some assistance from support teachers this year and this will need to continue next year.

General Comment

1. *Start with a positive, personal comment about the student.*

Freda is a cheerful, co-operative student who does her best always.

Billy is a friendly, reliable student who is willing to help out in any situation.

Brandy is a popular class member who has a great sense of humour.

2. *Comment on their work habits. (Longer sentences sound better)*

She is a diligent worker who always completes set tasks to the best of her ability.

He enjoys working at school but can sometimes be distracted by those around him, causing much work to be incomplete.

She works quietly and consistently and is able to ignore distractions from others in the classroom.

3. Comment on social interactions. (Longer sentences sound better. Use conjunctions to link your ideas together)

Freda is always friendly and observes the school rules at all times both in the playground and in the classroom.

At times Billy acts without thinking but always accepts consequences for his actions.

Brandy treats others with consideration and respect and always acts in a responsible manner.

4. (Optional) Comment on any special talents, something that stands out about that student.

She has a special talent in the performing arts, showing natural rhythm and beat when dancing.

In HSIE, he completed an excellent project on his favourite leisure activity, making an exceptional model of a skateboard.

She produces outstanding pieces of artwork and has a natural flair in this subject.

5. Finish with a concluding comment.

I wish her every success in Year 6 for next year.

Billy has been a great class member but will need to concentrate more in class next year to ensure greater success.

Brandy has had an outstanding year academically and should continue to make excellent progress throughout her secondary education.

6. Putting it all together.

Brandy is a popular class member who has a great sense of humour. She works quietly and consistently and is able to ignore distractions from others in the classroom. Brandy treats others with consideration and respect and always acts in a responsible manner. She produces outstanding pieces of artwork and has a natural flair in this subject. Brandy has had an outstanding year academically and should continue to make excellent progress throughout her secondary education.

LANGUAGE CONVENTIONS

- Capital letters for English
- number groups – no capital
- Any number must be written in words unless used with another word e.g. Term 2
- In Semester One use a capital but e.g. ...this semester...use a small letter
- No inverted commas for *split strategy*, *counting on* or *counting backwards*
- Analog not analogue
- Algorithms not algorisms
- Try to write about the child do not include a 'list' of what they can do and what they can't do...generalise it!