



Student Assessment Policy

Status: 2014 Final Policy

Related Documents

Essential Agreement on Assessment for Holy Trinity- Appendix B
Teaching and Learning Document for Holy Trinity
Australian Curriculum- Achievement Standards
Making the PYP Happen
Teacher's Guide to Assessment- Cross Sectorial Working Party Paper, ACT 2011
Student Developmental Record- Appendix A

Purpose

The purpose of this policy is to describe the Holy Trinity Primary School's philosophy and practices relating to the assessed curriculum.

It is also the purpose of this policy to ensure that student learning outcomes at Holy Trinity Primary are improved by assessment which:

- is consistently integral to the teaching and learning process
- is based on valid and reliable assessments
- encourages students to participate and take responsibility for their learning
- provides useful and timely feedback to students, parents and educators
- complies with the requirements of the student, the school, the Catholic Education Office and local and federal governments.

ASSESSMENT

The Rationale

The primary purposes of assessment are to improve and describe learning, and to provide feedback on the learning process. At Holy Trinity Primary School assessment is the process of collecting information, making professional judgments about student's learning, providing opportunities for feedback and informing future teaching practice.

What is assessment?

'Assessment is the process of gathering and interpreting evidence to make judgements about student learning. It is the crucial link between learning outcomes, content and teaching and learning activities. Assessment is used by learners and their teachers to decide where the learners are at in their learning, where they need to go, and how best to get there. The purpose of assessment is to improve learning, inform teaching, help students achieve the highest standards they can and provide meaningful reports on students' achievement.

*Assessment: from the Latin root *assidere*, to sit beside another.' (Teacher's Guide to Assessment- Cross Sectorial Working Party Paper, ACT 2011)*

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.

The PYP approach to assessment recognises the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both.

The five essential elements of learning:

- **The understanding of concepts** – powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.
- **The acquisition of knowledge** – significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.
- **The mastering of skills** – those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.
- **The development of attitudes** – dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.
- **The decision to take responsible action** – demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements.

(Making the PYP Happen, IBO 2007)

Types of assessment

Assessment can be both a formative and summative process.

Formative assessment – is assessment *for* learning. Formative assessment is used to provide feedback to students and teachers to promote further learning. Diagnostic tools determine what students already know and where there are gaps and misconceptions. Formative assessment also includes assessment *as* learning, where students reflect on and monitor their own progress. The information gained guides teachers' decisions in how to enhance teaching and learning. Formative assessment enables students to learn through the process of feedback and opportunities to practise and improve. As students reflect on and monitor their progress this process effectively becomes assessment as learning and contributes to students planning future learning goals.

Summative assessment – is assessment *of* learning. Summative assessment contributes to the judgement of student learning for reporting and certification purposes. It is used towards and at the end of the instruction period. Teachers document the culmination of students' learning achievements through tasks that invite students to demonstrate their mastery and knowledge of the course content. Summative assessment data provides teachers with information about how effective teaching strategies have been, time needed for instruction and how to improve teaching for future students.

Assessment Strategies and Tools at Holy Trinity Primary

Teachers at Holy Trinity 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 a unit planner that applies 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 for formative and summative assessment of student learning:

- Paper and pencil tests
- Benchmark testing- NAPLAN
- Open-ended tasks
- Performance assessments
- Authentic tasks
- Process-focused assessments
- Observations (formal and informal)
- Oral presentations
- Peer assessment (e.g. group evaluations)
- Self-assessment
- Interviews/conferences (e.g. First Steps reading/writing)
- Learning Logs/journals
- Sharing circles
- Directed and open-ended questioning

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

- Individual portfolios of annotated work samples
- Conferencing
- Reflection and goal setting
- Portfolios
- Running records of oral reading
- Probe reading interview records
- Feedback
- Rubrics
- Documentation of observations
- Anecdotal records
- Checklists
- Inventories (Spelling)
- Graphic Organisers
- Continuums (e.g. First Steps)
- Concept maps
- Benchmark testing programs (SENA, Standardised spelling test, Probe, Burt Word Reading, 100 Sight words, Kindergarten Assessment AEDI, PMI Running Records, Students in Years 3 and 5 participate in the Literacy and Numeracy testing (NAPLAN)).

Students also have the opportunity to participate in alternative programs and assessment tasks: the UNSW competitions for Literacy, Numeracy, Science and computing skills; Tournament of Minds; Maths Olympiad; Rostrum.

Assessment in the classroom may include:

- Using representative examples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Student assessing work produced by themselves and by others
- Developing clear rubrics
- Identifying exemplar student work
- Keeping records of test/task results

(See Appendix A- Student Development Record)

(See Appendix B – Holy Trinity Essential Agreement for Assessment)

Approved by: **Principal : Judy Spence**

Issuing Group: Holy Trinity Primary School

Implementation Date: 2013

Supersedes Policy Dated: 2008

Revision Date: 2014





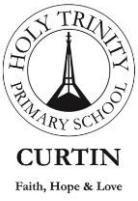
Appendix A STUDENT DEVELOPMENT RECORD

Name: _____ **DOB:** _____

Relevant Medical Information/Comments	
Counsellor	Learning Support

TEST	Foundation		Year One		Year Two	
Kindergarten Asses Phonemic Awareness	T1	T4				
Kindergarten Asses Early Reading Obs.	T1	T4				
Kindergarten Asses Letter Identification	T1	T4				
Kindergarten Asses Canberra Word Test	T1	T4				
Running Record	T1	T2	T1	T2	T1	T2
(1-2 times per term)	T3	T4	T3	T4	T3	T4

100 Sight Words	T1 (1 – 100)	T4	T1 (101-200)	T4	T1 (201 – 307)	T4
Spelling Inventory	T1 LP A	T4 LP B	T1 LP A	T4 LP B	T1 LP A	T4 LP B
Peter’s Spelling in Context					T1	T4
BURT Word Reading			T1	T4	T4	T4
Probe					T1	T4
School Writing Assessment	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
SENA 1 (Record results on Coding Sheet)	T1	T4	T1	T4		
SENA 2 (Record results on Coding Sheet)			T1	T4	T1	T4
4 Minutes Maths Test					T1	T4



STUDENT DEVELOPMENT RECORD

Name: _____ DOB: _____

Relevant Medical Information/Comments	
Counsellor	Learning Support

	Year Three		Year Four		Year Five		Year Six	
Peter's Spelling in Context	T1	T4	T1	T4	T1	T4	T1	T4
Spelling Inventory	T1 MP A	T4 MP B	T1 MP A	T4 MP B	T1 MP A	T4 MP B	T1 UP A	T4 UP B
Running Record (1-2 times per term)	T1	T2						
(If necessary)	T3	T4						
BURT Word Reading (If necessary)	T3	T4	T1	T4				

PROBE Comprehension	T1	T4	T1	T4	T1	T4	T1	T4
School Writing Assessment	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
NAPLAN	T2				T2			
SENA 2 (If necessary)	T1	T4						
Mental Computation	T1	T4	T1	T4	T1	T4	T1	T4
4 minutes Maths test	T1	T4	T1	T4	T1	T4	T1	T4

Essential Agreement on Assessment at Holy Trinity Primary, Curtin

This document has been developed for the school community and stakeholders so that everyone has a common understanding as to why and how we assess students at Holy Trinity.

Our goal as a Candidate PYP school is to implement the **PYP perspective on assessment** and **standard C4** of the IB Programme standards and practices in all of our assessment and reporting practices and initiatives.

'Assessment at the school reflects IB assessment philosophy.'

Programme standards and practices: standard C4

What is assessment?

'Assessment is the process of gathering and interpreting evidence to make judgements about student learning. It is the crucial link between learning outcomes, content and teaching and learning activities. Assessment is used by learners and their teachers to decide where the learners are at in their learning, where they need to go, and how best to get there. The purpose of assessment is to improve learning, inform teaching, help students achieve the highest standards they can and provide meaningful reports on students' achievement.

Assessment: from the Latin root *assidere*, to sit beside another.'

(Teacher's Guide to Assessment- Cross Sectorial Working Party Paper, ACT 2011)

Who is assessment for and why?

For the student

- To identify goals and individual strengths
- To see the progress they have made
- To give clear feedback on their learning
- To provide a motivating force that encourages the personal pursuit of excellence
- So they know what is expected of them
- To develop self- assessment strategies
- To honour prior experience and learning
- To hold the student accountable for their learning

For the teacher

- To see what has been understood and learned
- To see if students can apply their understanding to related contexts
- To ensure there is a record of each student's learning
- To ensure teachers are accountable to students/parents/education system/themselves
- To support and develop reflective teaching practice
- To inform each stage of the planning process
- To ensure the curriculum is balanced
- To ensure the teacher is using 'backward planning' so goals are clearly identified
- To provide information so that learning engagements are differentiated appropriately
- To give clear feedback to students and parents.

For the parent/carer

- To highlight the progress being made
- To make their child's learning explicit
- To ascertain what their child struggles with and excels in
- To provide a window into learning and what is happening in school
- To give ways a parent can support their child
- To help parents understand the range of assessments undertaken by students
- To show the parent the process of learning and its complexity
- To highlight the student's central role in the assessment process
- To make clear to parents the goals teachers have for each student.

For the school community

- To support and shape the development of the mission in our school
- To provide accountability to outside agencies e.g. Catholic Education Office, Territory and Federal Government
- To ensure academic rigour
- To inform decisions about student placement
- To document how the school is helping prepare students for the future
- To help the school identify strengths and targets
- To lead to further development of the school.

Basic principles of Assessment at Holy Trinity

Our basic principles of assessment:

- Broad ranging across the curriculum
- Developmental in approach
- Differentiated
- Offers opportunities to show understanding in a variety ways
- Appropriate to age of the student
- Continuous assessment is seen an integral part of the teaching and learning process
- Includes diagnostic, formative assessment, summative assessment and self-reflection
- Includes the whole child
- Reflective and ongoing
- Uses a variety of strategies and tools
- Is realistic and manageable
- Is recorded
- Students are clearly aware of criteria for assessment and be part of the assessment process
- Gives some quantifiable data
- Asks probing and thought provoking questions
- It is relevant, purposeful and authentic
- It is information for learning
- Needs to be consistent and moderated
- School wide understanding
- It is transparent to all
- Positive
- Requires evaluation when reviewing a unit of work

What are our main understandings of the Type of Assessment?

Diagnostic	Formative	Summative
<ul style="list-style-type: none"> • A tool to tell you where to start • Diagnose where the student is at on a continuum or against a set criteria • It is regular, especially at beginning of each new concept • To see gaps in learning • To be able to plan for future experiences • Overview of class needs to differentiate • Create statistics • Capture a moment in time of learning • Confirmation of your observations 	<ul style="list-style-type: none"> • Should occur regularly • Provides feedback to students • Helps teachers adjust practises • Informs teachers of the competencies of the student as any given stage • Provides information to track progress • Informs engagement of interest • Informs the pace of delivery of learning experiences • Guides programming • Provides an opportunity for teachers to assess a child's understanding during the teaching process 	<ul style="list-style-type: none"> • Assessment against a criteria- what has been learnt? • Summative- growth between start and finish of that portion of the learning journey • Skill attainment/ technique • Reflective • Final result- seeing the difference • Beginning of the next step • Interest • Clear goals for all

Assessment Strategies and Tools include: (but does not exclude additions to the below):

Diagnostic	Formative	Summative
Observations	Observations	Project
Checklists	Graphic organisers	Written product
Anecdotal	Checklists	Quiz
Photos	Work samples	Oral presentation
Wonderwall	Learning stories	Reflection- self and teacher
Carousel	Discussions- listening	Discussions
Running records	Student self -assessment	Work samples
Spelling inventory	Floor book	Testing
Human graphing	Individual /group activities and discussions	Checklists
Brainstorming	Problem Solving Observation	Rubrics
Questioning/conferencing		Student self-assessment
Continuums- First Steps		Multiple intelligence
Specific diagnostic testing- Sena 1 and 2, Probe		activities- Matrix with Blooms
		Performance
		Peer/self
		Use of technology

How do we use assessment to help the students and inform our teaching?

Diagnostic	Formative	Summative
<ul style="list-style-type: none"> • Running record- informs reading levels • SENA- identifies strengths and weaknesses in development of learning • Probe- comprehension levels- strengths and weakness in different areas of comprehension • Gives direction for program • Graphing- progress reporting • Collection of data • Informs planning and student goals • Groupings • To differentiate 	<ul style="list-style-type: none"> • Observation • Tracking student performance through data collection • To provide feedback • To determine the next step • Inform the student • Assists in children evaluating their own goals • Change structure of groups • Check the pace /direct/choice of method- pedagogical decisions 	<ul style="list-style-type: none"> • Parent interview • Reporting • Planning direction • Set new goals with students • Self -reflection on learning • Guides program evaluation • Allows moderation • Provides opportunity to grade-bench mark/ moderation • Provides an opportunity for feedback on growth