

Stanhope Primary School Assessment Principles and Schedule

About assessments

Assessment is an **ongoing** process of:

- gathering, analysing and interpreting evidence of student achievement and progress
- reflecting on findings.

Effective teachers use student assessment data to evaluate the impact of their teaching on student learning. They then adapt their practices to meet the needs of all students.

Wherever possible, **assessment should be engaging, purposeful and aligned to the teaching and learning program.**

Examples of effective assessment strategies include:

- strategic questioning – used with individuals, small groups or the whole class. Students answer well-thought-out, higher-order questions such as ‘why’ and ‘how’.
- entry and exit slips – students respond to a question or prompt at the beginning and/or conclusion of learning.
- think-pair-share – the teacher asks a question, and students write down their answers. Students then form pairs to discuss their responses.
- mini whiteboards – students use a small whiteboard or laminated sheet to give an answer or show their working out or ideas.
- quizzes and polls – there are many ways to run quizzes or polls, using online or class-based interactive activities. Students can also develop a quiz on a learning task for their peers.
- photo and videos – taking photos or videos of students practicing a skill or displaying understanding of a topic.
- self and peer assessments – students evaluate their own work and/or a peer’s work against success criteria and/or an assessment rubric. Students write two stars and a wish: two things they or their peer have achieved well and one area to improve or work on next.
- round robin charts – each group of 4 – 5 students begin with a chart and some markers. The group records an answer to an open-ended question. Students have a set time to finish the chart then pass on to the next group. Once every group has worked on every chart, they discuss the responses.

Monitoring and recording

Teachers should remember to record all data and evidence collected in the assessment process, and any feedback provided. Using this evidence with current observations and judgements, teachers can record where each student's learning is placed and set directions for future learning. This also allows for review and adjustments to curriculum plans. Assessment data should be placed in the appropriate folder in the school's Google Drive.

Assessment requirements

Schools must ensure the ongoing assessment of each student's performance, with assessment embedded in the school's curriculum program.

If results are obtained from standardised assessments, they must be supported with other evidence of a student's learning. For example:

- observation
- work samples
- teacher-developed tasks.

(Ref: <https://www.education.vic.gov.au/school/teachers/teachingresources/Pages/assessment-return-classroom.aspx> May, 2020)

The following schedule sets out the summative assessments which will be used at specific times throughout the year.

Assessment tools

- ✚ English Online Interview (EOI) /MOI
- ✚ Abilities Based Learning and Education Support (ABLES)
- ✚ Transition Learning and Development Statement (TLDS)
- ✚ Essential Assessment
- ✚ PAT Maths
- ✚ PM Benchmark
- ✚ Australian Decodable Readers
- ✚ F&P levels & Comp
- ✚ Letter ID
- ✚ SA Spelling
- ✚ I Can Do Maths
- ✚ Phonemic Awareness Screener
- ✚ Naplan

Classroom Operational Expectations All subjects – regular, specific feedback to students - Differentiation & ACfor identified student learning needs			
Literacy	Numeracy	Science	ILPS/KILPS
<ul style="list-style-type: none"> • Running Records • Reading Conferences • Setting Literacy Goals • Phonemic Awareness Screener 	<ul style="list-style-type: none"> • Pre and Post Testing for all units of work, within regular T&L program • PAT maths • Essential Assessments 	<ul style="list-style-type: none"> • Follow theme as per SPS two-year curriculum cycle to ensure all aspects of science are addressed. • FUSE • Click View • Primary Connections 	<ul style="list-style-type: none"> • ILP/ Term One and Term Three • 12 months above and 6 months below. • Goal setting to show growth • Catering for diverse range of students • Students to be involved in the setting of their own goals in Literacy & Numeracy, in response to provided feedback and growth results.
			<ul style="list-style-type: none"> • KILP's - Koorie Students (Where applicable) • Goal setting to show growth • Catering for diverse range of students

Assessment Item		Purpose
EOL Testing		Full range of English skills assessed to drive teaching. Shows development and understanding
Reading Benchmarks		Measure of reading behaviours Determine reading goals Increase in complexity of text for individual needs Establishing 'Just Right' texts
Phonological Awareness		Measuring student awareness of sound Pre-cursor to success in Literacy
NAPLAN		Measures growth and areas for improvement in student learning with a focus on Literacy and Numeracy.
Pre/Post Testing		Evidence of growth Evaluating teacher effectiveness Assists with planning Teach to point of need
Reading Conferences		Review reading goals Feedback for students Reading behaviours (fluency, comprehension)

TERM	1	When	2	3	When	4
	ILP- parent & Student led Interviews		Semester 1 Reports	ILP- parent & Student led Interviews Week 2		Semester 2 Reports
	EA – Pre+post testing as required per unit of work			EA – Pre+post testing as required per unit of work		EA – Pre+post testing as required per unit of work
P-6 Literacy & Numeracy & identified ' At Risk' students & those with learning difficulties	EOI/MOI		Spelling Tests - weekly	F&P/PM Reader levels- once per term, maximum		Spelling Tests - weekly
	PM/F&P Reader levels		F&P/PM Reader levels- once per term, maximum	Spelling Tests - weekly		F&P/PM Reader levels- once per term, maximum
	Letter ID (as required)		Writing Sample	Letter ID (as required)		Writing Sample
	Phonemic Awareness Screener		Letter ID (as required)	Phonemic Awareness Screener		Letter ID (as required)
	Recording sounds (as required)					Hearing & Recording sounds (as required)
	Naplan		Decodable Readers levels 1-3	Decodable Readers levels 1-3		Decodable Readers levels 1-3
			Catch up tests	Catch up tests		Catch up tests