



Kinross Primary School

Assessment Policy



This Assessment policy has been developed in collaboration with staff at Kinross Primary School. The content is understood and standardised across the school promoting a culture of assessment for improvement. This policy provides assessment direction for teachers and informs the school community of processes and roles.

RATIONALE

Kinross Primary School is committed to providing high-quality educational programs for its students. Assessment, monitoring and reporting are integral to the achievement of high-quality learning outcomes and form part of the teaching and learning process.

The following procedures set out the requirements and responsibilities for students and teachers and the expectations of parents/caregivers necessary to achieve these goals. These procedures must be read in conjunction with the Department of Education and Training **Curriculum, Assessment and Reporting: Policy and Guidelines** document.

DEFINITION OF ASSESSMENT

Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgements about student learning. In the context of an outcomes approach to education, the assessment process involves:

- Providing students with opportunities to demonstrate core learning outcomes in relation to the *Outcomes and Standards Framework*;
- Gathering and recording evidence about students' demonstrations of these core learning outcomes;
- Using this evidence as the basis for making overall judgements about students' demonstrations of core learning outcomes.

PURPOSE

The **purpose of assessment** is to:

- Promote, assist and improve student learning;
- Inform programs of teaching and learning;
- Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

Assessment at Kinross Primary School will –

- Identify students' achievements and the extent of their progress in relation to the *Outcomes and Standards Framework*;
- Assist with identification of students at education risk;
- Improve students' learning;
- Allow students to set goals for their learning;
- Motivate students to learn because their learning is personalised;
- Improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- Allow Kinross Primary School to plan for improvement by determining with the School Council realistic priorities; and
- Broaden home/school links that will enable parents to further assist with their children's learning.

POLICY LINKS/REQUIREMENTS

MEASURING STUDENT ACHIEVEMENT

Assessment tasks will be developed in accordance with the Principles of Teaching Learning and Assessment, the *Outcomes and Standards Framework* and syllabi. Teachers are not expected to grade or level each piece of student work and may use a variety of assessment tools including: *First Steps*, Outcomes & Standards framework, Curriculum Framework, Literacy & Numeracy Net, anecdotal comments, observations or checklists profiles, photographs, etc. Teachers may assess in ways they feel comfortable with to determine a summative grade. All students are provided with sufficient opportunity to demonstrate their achievement of outcomes.

TEACHER RECORDING OF STUDENT ACHIEVEMENT

It is a requirement of teacher accountability that they maintain ongoing classroom based records showing each student's achievement of the outcomes covered and that evidence of their judgements is kept. These records need to document:

1. Attempts at a task and the degree of success of those attempts. (There should be a sufficient number of attempts to indicate that the student has mastery of an outcome)
2. Task details
3. A measure against the *Outcomes and Standards Framework*.

This should be recorded in such a format that it can be used for reporting purposes.

REQUIRED ASSESSMENT

Our Data Collection tools for school improvement as indicated on the Kinross Primary School Strategic Plan.

Teachers are also required to develop common assessment tasks in accordance with Kinross Primary School Schedule A.

MODERATION

To support consistency of teacher judgements, teachers will have opportunities to engage in forms of in school moderation. These forms could be:

- As part of the system endorsed moderation process in relation to Achievement Target's for relevant years and outcomes (this will be a requirement)
- In school moderation of an outcome (without an Achievement Target) at a particular level (this will be expected)
- Moderation of work samples for 'levelling' purposes

Where there is limited opportunity for in school moderation, this process will be extended to include teachers at other schools (this will be likely in The Arts, Technology and Enterprise and LOTE).

BELIEFS ABOUT ASSESSMENT

At Kinross Primary School we believe assessment should:

Our **beliefs** about assessment are based on the assessment principles from the *Curriculum Framework*:

1. Validity: At Kinross Primary School, assessment provides valid information on actual ideas, processes and products expected of students. Teacher judgements are based on

- Information that addresses desired outcomes;
- Explicitly stated learning goals;
- Quality evidence relevant to the learning program.

2. Educative: Assessment at Kinross Primary School makes a positive contribution to student learning. Teachers frequently

- Provide descriptive feedback;
- Allow students to monitor and reflect on their learning progress;
- Encourage goal setting;
- Allow peer, self-assessment, and use assessment activities that foster self directed learning.

3. Explicit: Explicit assessment criteria are developed collaboratively and derived from the *Outcomes and Standards Framework*. They

- Are described in ways that are easily understood by all students.
- Help students to reflect on their own learning and to set future goals.
- Help provide very real and clear evidence of outcome achievement when reporting to the community.

4. Fair: At Kinross Primary School we demonstrate fairness to all students in our assessment practice by considering

- The student’s gender;
- Culture/ethnicity;
- Religious affiliations;
- Socio-economic circumstances;
- Individual personalities;
- Special talents and disabilities.
- Students are provided with opportunities to show their learning in different ways.

5. Comprehensive: Judgements teachers make at Kinross Primary School about student achievement of an outcome at a particular level are

- Developed over time and in a range of situations;
- A result of internal and external moderation strategies that ensure consistency of teacher judgements;
- Validated by comparison with State and national testing.


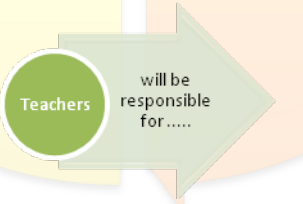

ASSESSMENT PRACTICE

Assessment strategies could include any of the following –

Observation	Teacher journals	Checklists and matrices
Criterion referencing	Self assessment	Peer assessment
Open ended tasks	Student/teacher conferences	Teacher constructed tests
Standardised tests – e.g. MSE, WALNA.	Student journals	Portfolios–Pre-Primary/Kindergarten
Individual Education Programs/Plans	Negotiated evaluation	Individual and group self-reflection

A combination of the above mentioned assessment strategies could be used by the teachers, over time with their students, to determine whether or not tasks have been successfully achieved and whether outcomes against the Outcomes and Standards Framework have also been achieved. By using a range of assessment strategies teachers will be able to make accurate on-balance judgements about their students’ performances.

ROLES AND RESPONSIBILITIES

		
<ul style="list-style-type: none"> • Contributing to discussions about assessment processes; • Assessing their own learning and that of their peers; • Meeting assessment deadlines as agreed upon with the classroom teachers; and • Responding to assessments made by peers, teachers and others. 	<ul style="list-style-type: none"> • Developing skills and an understanding of assessment practices ensure that their assessment practices are valid and reliable; • Designing assessment opportunities that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts; • Ensuring that students know what is being assessed, and when and why; • Providing students with opportunities to develop the necessary skills to participate in self and peer assessments; • Providing feedback to students that highlights what students have demonstrated and what they need to do to improve; • Returning assessed work in a timely fashion to students • Participating in professional collaboration to ensure consistency of judgements between teachers 	<ul style="list-style-type: none"> • Communicating relevant information that may affect their child's learning; • Taking advantage of opportunities to be informed or to learn about assessment procedures; • Providing feedback about assessment practices in relation to their impact on their child; and • Contributing to the development and review of the school development plan.