

# MFPS Assessment and Reporting Policy 2023

## Our belief

Assessment is integral to all teaching and learning. The prime purpose of assessment is to promote learning. Assessment provides evidence of how learners are progressing according to defined standards throughout a period of learning and involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can demonstrate, and feel at different stages in their learning. Students are actively engaged in assessing their progress to develop their wider critical-thinking and self-reflection skills. The International Baccalaureate's Primary Years Program (PYP) approach to assessment recognises the importance of assessing the process and the product of inquiry.

Assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied, and purposeful. It is a collaborative and informative process that involves students, families, teachers, and community. Classroom practice and curriculum planning is driven by our assessments.

At Miles Franklin we believe in strengthening the communication between home and school. Reporting forms an integral component of this communication. In addition, we promote an open door policy within our classrooms and parents are welcome to speak with class teachers before and after school. Parents are also encouraged to contact the front office to make appointments with school staff as required.

## Rationale

Assessment of student progress and learning is an essential component of curriculum planning to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea and prompts students towards action.

- **Diagnostic/pre-assessment:** diagnostic assessment prior to teaching, helps identify students' current knowledge, their skill sets and capabilities. It also clarifies misconceptions before teaching takes place. Teachers are able to better plan and teach when they have an understanding of a student's strengths and weaknesses.

- **Formative assessment:** Formative assessment provides feedback and information during the instructional process, while learning takes place, providing information to plan the next stage in learning. This process helps learners improve knowledge and understanding, foster self-motivation and enthusiasm for learning, engage in thoughtful reflection, develop the capacity for self-assessment and recognise the criteria for success.
- **Summative assessment:** is assessment that is used to signify competence or contributes to a student's grade. Summative assessment is the culmination of the teaching and learning process and gives students opportunities to demonstrate what has been learned.

### **Assessment of the Essential Elements of the PYP**

The five essential elements of the PYP are assessed through the Units of Inquiry and are recorded on the curriculum planner for each unit.

- **Knowledge:** assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
- **Skills, concepts and attitudes:** Each unit provides opportunities for different skills, concepts and attitudes to be developed. Reflection on growth in these areas is recorded on the planners and self-assessments are completed by students.
- **Action:** Student actions that are initiated beyond the scope of the unit are recorded on the planner.

### **The Year Six Exhibition**

Year Six students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes and action). This is an opportunity for students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

### **ACT and National Assessments**

- The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual nationwide standardised assessment for students in Years 3, 5, 7 and 9. NAPLAN assesses the domains of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.
- BASE is an on-entry assessment students engage to gain base-line data in literacy, numeracy and phonological awareness in kindergarten. It indicates students who are meeting and exceeding growth expectations and those that might benefit from early intervention strategies.

## Procedures

### Practice (Strategies for recording and reporting)

- **Observation:** Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
- **Performance assessment:** Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.
- **Process-focused assessment:** Teachers observe students for a particular skill, noting students who are meeting, exceeding or struggling to meet the expectations.
- **Open-ended tasks:** Students are asked to complete or communicate an original response. This can be a drawing, written response, diagram or a solution.
- **Test/quiz:** These assessments provide a snapshot of students' subject-specific knowledge.
- **Student reflections:** Students are asked to reflect on what they are learning, their level of understanding and ways to improve this.
- **Peer assessment:** Students are given opportunities to give feedback to each other within literacy, numeracy and unit of inquiry

## School-wide Assessment Tools

**Work Samples:** samples of moderated students' work that serve as a standard against the Australian Curriculum.

**Checklists:** lists of information, data, attributes or elements that should be present in students' work or performance.

**Rubrics:** an established set of criteria for rating students in all areas. The descriptors tell the teacher what characteristics, skills or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers.

**Anecdotal records:** brief, written notes based on observations of students.

**Continuums:** visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

**Formal Assessments:** occur routinely and as needed to assess specific components in reading, writing, spelling and mathematics. For example PAT testing from years 2-6, PM BenchMarking and Probe Reading Assessments from K-6

## **Reporting**

Reporting on assessment at Miles Franklin includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. Reporting to parents, students occurs through the following ways:

### **Parent Information Evening**

Parents gain information about the school from classroom teachers regarding the curriculum and classroom routines at the beginning of Term 1.

### **Parent/Teacher/Student Conferences**

- Term 1: Goal setting. This is a relationship-building conference with the parent, student and teacher. The purpose is to discuss and identify social, emotional and academic strengths or areas for improvement. Goals will be written to determine how everyone involved can support the students' progress.
- Term 2: This is a conference between the parent, student and teacher that reviews the progress of the goals that were set in Term 1, in addition to sharing academic information and work samples.

### **The Written Report**

Teachers prepare written student reports at the end of each Semester. The reports contain information outlining student progress against the learning areas covered throughout the preceding two terms.

\* Preschool reports are connected to the EYLF framework.

\* Kindergarten students are provided with reports at the end of each semester without A to E.

• A to E reports are provided for each student at the end of each semester from Year One to Year Six.

The Approaches to Learning (ATLs) are embedded in written report comments and reporting against the subskills of ATLs occurs K-6.

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