



ROSE PARK
PRIMARY SCHOOL
✓ Be Caring ✓ Be Respectful ✓ Be Honest ✓ Be Courageous

ASSESSMENT POLICY

PURPOSE OF ASSESSMENT

At Rose Park Primary School, we believe 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
- the decisions to take action

Rose Park Primary School's approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyse data
- Reporting – how we choose to communicate information

ASSESSING

The assessment of the student's development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching.

Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At Rose Park Primary School, the classroom employs a range of formative and summative assessments which demonstrate student achievements.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

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.

Formative assessment: provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Assessment in the classroom includes:

- using representative samples 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
- students assessing work produced by themselves and by others

- developing clear rubrics
- identifying exemplary student work

RECORDING

Rose Park Primary School teachers use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of tools.

Assessment strategies and tools						
Assessment strategies	Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations		✓		✓	✓	✓
Performance Assessments		✓	✓		✓	✓
Process-focussed Assessments		✓		✓	✓	✓
Selected responses			✓	✓		✓
Open-ended tasks		✓	✓		✓	✓

Teachers use a range of methods to document the evidence of student learning and understanding. This at times includes video, audio, photographs and graphic representations. Teachers also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

REPORTING

Reporting on assessment at Rose Park 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 and teachers occurs through a written report at the end of Term 2 and Term 4. The Term 2 report is formative – it sets goals for the second half of the year and the end of year report is summative. Our reporting process are supported by:

- **Conferences (Parent-Teacher) and (Student Led)**
- **The Exhibition for Year 5 students**
- **The Portfolio**
- **Term Overviews**

Rose Park Primary School's reporting schedule is as follows:

	Term 1	Term 2	Term 3	Term 4
Reception - 7	Interviews	Written Report A-E (Comment for Mathematics, English & General Comment)	Student led conferences – Portfolio	End of year Summary Reports A-E (Comment for Mathematics, English & General Comment)
Year 5	As Above	As Above	Exhibition	As Above

Term 1 – Parent Teacher Interviews

Parent-teacher interviews are a short meeting or conference between the parents and teachers of students to discuss a child's progress at school and find solutions to academic or behavioural problems. All teaching staff will be available for parent-teacher interviews including specialist teachers.

Term 2 – Written Report

The term 2 report highlights a student's development during the year and sets goals for the second half of the year by commenting on students next steps in learning. Teachers write a comment for Mathematics, English and a general comment, which summarises a student's strengths, progress made and growth areas. The report also references units of inquiry and approaches to learning in the IB Primary Years Programme.

Term 3 - Student Led Conferences

Student Led Conferences are formal reporting sessions with parents, led by the students. The teacher's role is to guide and prepare the students for their role. The emphasis is on the discussion between a child and his/her parent.

The focus of the Student Led Conference is student progress – highlighted through the portfolio (see below). Student Led Conferences are designed to give students ownership of their own assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become an active participant in their child's learning and skills, and have an opportunity to help their child set and review learning goals. Students can also reflect up on any action taken as a result of their learning.

Students are taught skills to become confident participants. The development of their training will naturally be progressive as students move through the year levels. Schools have different expectations for students through the years of schooling. Our aim is for a building of skill development beginning in reception and moving through the year levels. Parents will be supported and guided by staff through the conference to get the most information possible from their child.

Portfolio

The Portfolio contributes to the sharing of information with parents of their child's learning progress. It is not a report in itself. It combines with the body of evidence included in school assessment and reporting through the sharing of the learning journey. The Portfolio assists in identifying and articulating starting and finishing points, while valuing children's work & learning. While demonstrating the learning journey and sharing this learning with others, the Portfolio provides the opportunity to inform teaching and learning strategies.

IB PYP PORTFOLIO ESSENTIAL AGREEMENT FOR STAFF

We agree that:

- The portfolio will be shared with families at least once per term. Opportune times would be when sending home student reports, during or before PTI's, and during SLC's
- The portfolio demonstrates the development of the essential elements of the PYP
- Classes will maintain individual flexibility in the format of the portfolio and they will look unique to reflect the interest and wonderings of learners
- Portfolios may be presented either digitally or in a hard copy (or both)
- Portfolios are designed to reflect the learning journey through a unit of inquiry although they are not necessarily restricted to units of inquiry
- Class teachers will continue to provide strong examples of student learning through a range of other strategies such as class workbooks, online platforms, displays and presentations. The portfolios add to this body of evidence pertaining to the learning journey
- Portfolios will include opportunities for student reflections, teacher comments and parent feedback
- It is the joint responsibility of the students, teachers and parents to maintain the portfolios either through reflections or samples of work
- Portfolios will include the IB Mission Statement
- Portfolios will include a copy of the class essential agreements

For each Unit of Inquiry – Portfolios will include:

- An overview for the unit i.e. The Central Idea, Lines of Inquiry, teacher questions and links to Australian Curriculum learning areas
- Samples of work from specialist teachers
- Formative and Summative assessment tasks (as documented on the unit planner)

Students have ownership over their portfolio and can take it home to keep at the end of the school year, as a record of their personal history. We strongly encourage students to preserve their portfolios to share with their next years' teacher and have as a keepsake for years to come, of their learning journey at Rose Park Primary School.

The Exhibition

Students in the final year of the PYP carry out an extended, collaborative inquiry approach – the PYP Exhibition. At Rose Park, this takes place towards the end of Year 5.

One of the purposes of the PYP Exhibition is to provide a forum for student driven reporting. Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education

Term 4 - End of year summative report

On the final day of the school year, students receive an End of Year Summary Report. This includes an A-E grade for each learning area, a comment for Mathematics and English and a teacher summary comment. The report also references units of inquiry and approaches to learning in the IB Primary Years Programme.

STANDARDISED ACHIEVEMENT TESTS

Standardised assessments are used as a part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner.

The types of assessment used in the school are varied when viewed as a package and assist towards making up the whole picture.

Standardised assessments are specifically used for the following reasons:

- Classroom teachers determine those students whose basic skills fall outside the normal range expected for students of that particular age. This information is used alongside other assessment information such as NAPLAN to determine those students who will access support from the Learning Support Department.
- As a part of the process of reporting to parents, information that shows growth over time, and comparison of a peer group, is useful.
- The collection of standardised assessment information (R-2) is provided to all class teachers at the beginning of each year to enable a smooth start to the year. Year 3-7 teachers conduct standardized testing at the commencement of the school year.

Teachers use them to form groups, plan the program and be aware of those with special needs.

SCHOOL DATA COLLECTION

YEAR LEVEL	TERM	ASSESSMENT	Assessed by
	1	Fine & GROSS Motor	Coordination SSO
	1-4	Running Records	Class Teacher
	2	Screening for Phonological Awareness Assessment	Class Teacher
	2	Concepts of Print (COPS)	SSO Library Support
Year 1	2	Middle Infant Screening Test (MIST)	Teacher Librarian
	1-4	Running Records	Class Teacher
Year 2	1-4	Running Records	Class Teacher
Year 3	2	National Assessment Program – Literacy and Numeracy (NAPLAN)	Class Teacher
	3	Progressive Achievement Test (PAT) Maths/Reading/Science	Class Teacher
Year 4	2	NAPLAN	Class Teacher
	3	PAT Maths/Reading/Science	Class Teacher
Year 5	2	NAPLAN	Class Teacher
	3	PAT Maths/Reading/Science	Class Teacher
Year 6	2	NAPLAN	Class Teacher
	3	PAT Maths/Reading/Science	Class Teacher
Year 7	2	NAPLAN	Class Teacher
	3	PAT Maths/Reading/Science	Class Teacher

*Teachers collect other sources of data at their own discretion to inform their teaching and learning.