

STUDENT ASSESSMENT AND REPORTING

INITIAL COPY

14/9/94

RATIFIED

29/04/20

PURPOSE:

To accurately evaluate student achievement through use of comprehensive formal and informal assessment strategies, to facilitate student self assessment and accurate teacher judgement about student achievement and to inform program planning and reporting.

GUIDELINES:

- Assessment as, of and for learning must be implemented to enhance teaching and to maximise student learning;
- Assessment and reporting will be consistent with DET policy and guidelines, the Victorian Curriculum and our Strategic Plan;
- Assessment should promote positive attitudes toward learning and self esteem in students;
- Assessment and evaluation should assist in diagnosis of students' learning needs and achievements;
- Assessment and evaluation should guide teachers in setting achievable goals for each student;
- Assessment information should provide insight into the effectiveness of learning and teaching strategies to improve student learning outcomes;
- Reporting should use constructive language and strive to achieve a high degree of objectivity;
- Reporting should accurately inform about student progress and achievement;
- Reporting should provide clear direction and advice for future progress in students' learning;
- Reporting should develop a sense of partnership in learning among parents, teachers and students;
- Reporting may provide information to assist with student learning at home;
- Reporting should provide opportunities for parents and students to obtain ongoing communication about student progress;
- Written reports should provide parents with a clear picture of their child's rate of progress and their achievement in relation to the expected Victorian Curriculum levels;
- Written reports are to be provided to the parents of all students;
- Reporting should communicate an overview of the content of the program to parents and students; and
- Written reports should be consistent with DET Assessment and Reporting Guidelines.

IMPLEMENTATION:

- The Chalcot Lodge Primary School Assessment Schedule will be implemented from Years Prep to 6 and revised at least annually;
- Assessment will be a cumulative record of student learning in all areas of the curriculum;
- Assessment will involve collection, recording, analysis and interpretation of student learning data from a variety of techniques, including anecdotal records, work samples, student self assessment, common assessment tasks, formal tests, diagnostic tests, achievement tests, the NAPLAN for Years 3 and 5 and school learning continuums;
- Regular and timely moderation sessions will be built into the agenda of the Professional Learning Teams to facilitate teachers making consistent judgements about student achievement;
- Assessment will be recorded using the GradeXpert program;
- Assessment data will be used to inform collaborative planning and teaching Prep to 6;
- Assessment will involve liaison with non-school based professionals as required;
- Reporting to parents will be on a formal and an informal basis;
- Parents with children who are receiving additional assistance and are on an Educational Learning Plan will receive a copy of the Goals & Strategies;
- Students will be assessed against the EAL Stages as necessary, and this will be reflected in the written reports to their parents;

- During Term 1, parents will be given a written summary of year level class information;
- During Term 2, a parent/teacher interview will be organised to give parents a verbal progress report on their child's learning and areas for further growth;
- Term 2 Mid-year written reports will be provided to parents and interviews arranged as requested by parents or teachers;
- Term 3 student led conferences will be held to give parents a verbal progress report from their child on their learning and areas for further growth;
- End of year written reports will be provided to parents and interviews arranged as requested by parents or teachers;
- Teachers or parents may arrange interviews at any mutually agreeable time as necessary;
- The Assessment & Reporting Coordinator will be responsible for seeking and responding to feedback from parents, teachers and students about the effectiveness of reporting formats; and
- The Assessment & Reporting Coordinator, in liaison with the Professional Development Coordinator, will be responsible for the professional development of staff in relation to assessment and reporting.

EVALUATION:

The Student Assessment and Reporting Policy will be reviewed by the Assessment & Reporting Coordinator in consultation with the Education Policy Committee every three years or sooner if required.