Assessment and Reporting

“Teachers support and guide student learning through effective assessment and reporting”

1. **Assessment** is the gathering/gaining of information about a student’s learning in order to find out what students know, think, feel and can do. It enables clear judgements to be made. Gives programming direction and recognises where a student is at a particular point in time.

2. **Evaluation** is making judgements about the information gained, against a set of values and expectations of the whole school community though a range of practices.

3. **Reporting** is sharing/communicating information about children’s learning to a range of audiences.

4. **For Assessment & Reporting** we value:
   - Accuracy
   - Honesty
   - Clarity and understanding
   - Interaction with students and parents
   - Comprehensive practices
   - Integrity
   - Formal/informal opportunities
   - Sensitivity
   - Constructive feedback
   - Catering for diverse needs
   - Validity/authenticity
   - Fairness
   - Student input
   - Individualisation
   - Consistency
   - Inclusivity
   - Manageability
   - A holistic approach

5. **Therefore we believe that:**
   - Learning is enhanced by going from known to unknown – finding out what children know/can do/attitudes.
   - Learning occurs at different rates and in different environments.
   - Learning involves risk taking for students to develop as learners.
   - Learning involves growth.
   - Students should feel positive about their learning.
   - Learning will happen when children are in a safe, supportive, challenging, well resourced and interesting environment.
   - The environment and the relationship between teacher and student is at the heart of successful learning.
   - Teachers need to adapt/adopt various teaching styles to suit students’ varying learning styles and needs.
   - Students need opportunity to make choices and take responsibility for their learning.
   - Learning needs to be child centred and open ended.
   - Students must be actively involved in their learning at their own pace and level.
   - Learning is about gaining skills, knowledge and understandings.
   - Learning should be challenging and achievable, supported in both a structured and flexible environment.
At West Lakes Shore School R-7 we use a range of assessment processes that assist our students in their learning and provide our teachers with evidence of progress.

Staff, parents and students have identified preferred assessment practices which include:

**Formal written assessments developed by teachers and/or students**
- Rubrics
- Checklists
- Written responses
- Self assessments
- Use of specific tools eg de Bono’s hats, PMI
- Graphic organisers/concept maps
- Projects
- Goal setting and review
- Cloze exercises
- Computer based assessments

**Informal**
- Work samples
- Observation
- Written assessments

**Oral assessment**
- Presentations
- Running records
- Interviews
- Videoing
- Discussions: one to one, group, class, parents, other teachers.
- Conferencing
- Quizzes
- Observation

**Student assessment**
- Self
- Peer

**The use of standardised tests/state testing.**

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**What are the characteristics of good assessment and reporting?**

- Easily accessible
- Regular
- Objective
- Growth based
- Student self assessment
- Gives students information to enable goal setting
- Highlights strengths and weaknesses
- Uses recognised tests
- Gives direction
- Informs programming
- Provides information to stakeholders
- Teachers act upon the information gathered
- Inclusive
- Caters for all learning styles
- Innovative and creative
- Relevant to learning

- Honest
- Students involved
- Whole school approach
- Consistency across year levels
- Collaboration across year levels
- Use of quality assessment tasks
- Specific/multi faceted
- Cyclic, consistent
- Provide a snap shot
- Ongoing comprehensive and broad
- Age appropriate
- Holistic – social, emotional, economic, academic and behavioural
- Documented
- Informative to students and parents
- Individual
### Time line

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>Will vary according to intakes</td>
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<tr>
<td>Acquaintance Night Interviews on Request</td>
<td>Written Report Week 8</td>
<td>Interviews on request Open Night – showcase of learning</td>
<td>End of year report to go home Wed Week 9</td>
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<td>Formal interviews</td>
<td>Formal Interviews Week 9 &amp; 10 Year 3-7 (2 or 3 way)</td>
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### Throughout the Year

- Class newsletters throughout the year
- Informal interviews
- Work samples
- Written feedback to students about work, record on students' work.
- Books/work samples/communication envelopes
  - Ongoing throughout the year by all classroom teachers according to methodology.
- Classroom as a showcase of learning
- Use of diaries/communication books
- Class term outline at beginning of term.
- Summary letters at end of term.

**Assessment linked to rubrics**
- Topic linked with explanation of task ‘built in’, so a context is given and makes sense for all involved; as the situation arises throughout the year.