



## PURPOSE:

Mill Park Primary School undertakes a range of student assessment and reporting activities to inform and support student learning. The accurate and comprehensive assessment of school and student performance aids in establishing open communication, supports student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and additional challenge.

Assessment at Mill Park Primary School is an integral process linked to planned approaches to teaching and learning. The purpose of assessment is to support student learning by:

- Allowing students to confirm what they have learned and provide evidence of their understanding.
- Supporting students' progress towards achieving expected goals.
- Informing teachers and parents of students' levels and areas where extension or intervention is needed.
- Providing a basis for program evaluation and continuing curriculum improvement.
- Developing a sense of partnership in learning between parents, teachers and students.
- Acquiring whole school and sub-school student achievement levels to direct future curriculum planning and implementation.

This purpose can only be realised when the cycle of teaching, learning and assessment includes reflection on past teaching and learning, and implementation of best practice that shapes future learning.

## GUIDELINES:

Mill Park Primary School values the following set of principles:

- The primary purpose of assessment is to improve student performance and outcomes.
- Assessment should be based on an understanding of how students learn.
- Assessment should be an integral component of curriculum planning and not something to add afterwards.
- Good assessment provides useful information to report credibly to parents on student achievement.
- Good assessment requires clarity of purpose, goals, standards and criteria.
- Good assessment requires a variety of measures.
- Assessment methods used should be valid, reliable and consistent.
- Assessment requires attention to outcomes and processes.
- Assessment works best when it is ongoing rather than episodic.

Assessment for improved performance involves feedback and reflection.

At Mill Park Primary School assessment practices will:

- Involve ongoing gathering and analysing of data and reflecting on evidence to make informed and consistent judgements in order to improve future student learning.
- Focus on the positive aspects of the child's learning.
- Use a variety of assessment types, techniques and instruments together with regular moderation practices.
- Provide students with immediate and constructive feedback about their learning.
- Measure the extent to which a student has achieved learning standards, identifying strengths and needs in relation to the Victorian Curriculum Progression Points and Content Descriptors.
- Provide information during and at the end of a learning sequence which will determine the future direction of planning for the next learning sequence.
- Assist students in developing the capacity to reflect on their learning, develop deeper understanding and higher order thinking skills.
- Provide teachers with information about the effectiveness of their programs and their practices.
- Provide information about students learning which can be communicated to parents.

## IMPLEMENTATION:

Teachers will use assessment procedures that:

- Reflect student achievement in terms of the Victorian Curriculum.
- Encompass:
  - Assessment **FOR** learning which occurs when teachers use inference about student progress to inform their teaching
  - Assessment **AS** learning which occurs when students reflect on and monitor their progress to inform their future learning goals
  - Assessment **OF** learning which occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards
- Provide clear and explicit outlines of the assessment criteria for students.
- Encourage students to reach achievable goals.
- Develop cumulative records for each child.
- Incorporate student self- assessment strategies into curriculum planning and programs.
- Use appropriate teaching and learning tools to assess student learning.

Forms of assessment may include:

- On Demand tests for English and Mathematics
- Fountas and Pinnell Benchmark testing for Reading
- Running Records
- CARS testing for Reading comprehension
- PAT Maths
- Online English and Maths tests
- Collection of work samples
- Analysis of writing samples
- Observation surveys
- Anecdotal records
- Checklists
- Systemic tests/assessment tasks
- Diagnostic tests
- Student self-assessment
- Multi-media presentations
- Teacher moderation about students' performance and learning
- Quality Tools for reflection and/or assessment, such as 'Plus / Delta'
- DATT (*Directed Attention Thinking Tools*)
- Oral presentations
- Rubrics
- Peer assessment
- NAPLAN for students in Years 3 and 5 including:
  - Individual reports
  - Year level cohort reports
  - Growth points from Year 3 to Year 5

Outcomes of student assessments will be:

- Recorded in individual teachers' assessment Markbooks and subsequently transferred onto Compass in content descriptors and progression points
- Collated in student files
- Recorded online via school database.

Teachers will:

- Include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in state-wide standardised testing processes such as NAPLAN and school entry assessment tests.
- Develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Use the data they collect to make judgements about, and report on, student achievement in relation to the Victorian Curriculum levels in an ongoing capacity, and to plan future learning.

The school will:

- Progressively develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others with specific expertise.
- Assess the achievements of students with disabilities in the context of the Victorian Curriculum. Student support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed and reported by the student support group.
- Provide all required performance data to DET and the community by means of the school's Annual Report to the School Community.

**EVALUATION:**

- Evaluation of assessment processes will be monitored at Year Levels, PLT's, LEEP and Leadership Team Meetings.
- Parental feedback on the school's assessment processes will be gauged from DET's annual Parent Opinion Survey.
- This policy will be reviewed as part of the school's three-year review cycle.