RATIONALE

Assessment and reporting allows teachers and schools to evaluate the effectiveness of teaching programs and to plan to meet the individual learning needs of all students within the context of those programs. Balanced, comprehensive and varied assessment is an integral part of the teaching and learning cycle.

Assessment is the process of identifying, gathering and interpreting information about students’ learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

Reporting is the process of communicating about student achievement and progress gained from the assessment process.

Student achievement and progress can be reported by comparing:
- the student’s work against a standards framework of syllabus outcomes
- the student’s prior and current learning achievements
- the student’s achievements with those of other students.

Reporting can involve a combination of these methods.

ASSESSMENT AND REPORTING PRINCIPLES

Effective and informative assessment and reporting practice:
- has clear, direct links with outcomes
- is integral to teaching and learning
- is balanced, comprehensive and varied
- is valid
- is fair
- engages the learner
- values teacher judgement
- is time efficient and manageable
- recognises individual achievement and progress
- involves a whole school approach
- actively involves parents
- conveys meaningful and useful information

STRATEGIES

Each class teacher should establish regular evaluation practices as part of their teaching strategy. This should encompass the evaluation of:
• The extent of children’s learning in relation to the programs taught and the objectives set;
• The appropriateness of learning programs;
• The success of teaching strategies;
• The suitability of resources used.

The majority of this evaluation should be recorded in the Program and Lesson register or in an evaluation folder. The information should provide the basis for decisions about planning of subsequent learning programs. In its documentation, it may take the form of:
• Check lists of work completed (e.g. readers completed);
• Lists of marks from revision tests (e.g. Maths/Spelling);
• Records of individual achievement of unit outcomes and various skills;
• Pupil profiles identifying strengths and weaknesses;
• Tabulation of questionnaire/survey results;
• Anecdotal comments about student progress, the success of programs and teaching strategies, the suitability of resources and statements of intent for future programs.

IMPLEMENTATION

Assessment:
Some assessment strategies are more suitable for assessing particular syllabus outcomes than others. Teachers need to select strategies appropriate to the outcomes they are teaching.

Strategies may include:
FORMAL
• Classroom anecdotal records, mark and check lists
• Work samples and portfolios;
• Peer and self assessment including surveys;
• Year 5 and 3 Basic Skills Testing:
• Counsellor assessment (when necessary);
• External competitions, e.g. University of NSW English, Mathematics, Science and Computing competitions;
• Screening for selection in OC and selective High School programs;
• Annual testing of all children for reading and spelling ages.
INFORMAL
• Talking, and listening to, other staff members, children and parents;
• Observing children in the classroom, playground, at play etc.

REPORTING

FORMAL
• A brief social/work habits report to parents in Term 1;
• Reporting to parents in Term 1 and Term 4, via written reports and interviews, as requested by either teacher or parent;
• Basic Skills Test reports to parents of Year 3 and Year 5 students as provided by Department of Education and Training;
- Analysis of results from the NAPLAN and ICAS Competitions by staff and district consultants for inclusion in the Annual School Report and to plan ongoing classroom/individual programs;
- Student Record Card comments twice yearly.

INFORMAL
- “Open door” policy for ongoing teacher/parent consultation.
- Likewise, teachers should be proactive in promptly reporting to parents any issues of concern.

TIMETABLE FOR EVALUATION

(E)  External
(I)  Internal

<table>
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<tr>
<th>TERM</th>
<th>ASSESSMENT/REPORTING ACTIVITIES</th>
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</table>
| TERM 1     | BESTSTART Kindergarten (E)  
             Term 1 Written social report K-6 (I)                                                     |
| TERM 2     | NAPLAN Years 3&5 (E)  
             ICAS Years 3-6 (E)  
             Testing of all students for spelling/reading ages (I)  
             Record cards completed by staff K-6 (I)  
             Collation of portfolios/work samples K-6 (I)  
             Semester 1 -Written reports to parents K-6 (I)                                             |
| TERM 3     | OC testing/ selective High Schools testing (E)  
             Analysis of ICAS results (I/E)  
             Parent/Student survey (I)                                                                  |
| TERM 4     | Testing of all students for spelling/reading ages (I)  
             Analysis of NAPLAN results both individual and whole grade 3&5 (I/E)  
             Collation of portfolios/work samples K-6 (I)  
             Semester 2 -Written reports to parents K-6 (I)  
             Record cards completed by staff K-6 (I)                                                   |

Drafted by  
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Approved  
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Review  
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