



RATIONALE

East Narrogin Primary School is committed to providing high-quality educational programs to meet the needs of our students. Quality assessment practices are important in the achievement of high-quality learning outcomes and form part of the teaching and learning process. This assessment policy has been developed by the school staff and outlines the individual, classroom and whole school assessment practices. It also sets out the requirements and responsibilities for students and teachers and the expectations of parents/caregivers necessary to achieve these goals.

DEFINITIONS

Assessment is the ongoing process of collecting evidence about student learning to make judgements and then take action to develop the knowledge, skills and values of students.

- ⚙ **Diagnostic** assessment identifies starting points for student learning;
- ⚙ **Formative** assessment monitors progress and informs adjustments needed to improve learning;
- ⚙ **Summative** assessment is used to show what has been achieved.

PURPOSE OF ASSESSMENT

The purposes of assessment include:

- ⚙ To find out what students already know and can do; and also what they don't know and can't do;
- ⚙ To inform planning and direct teaching and learning programs;
- ⚙ To help students to self-assess and identify their next steps in learning;
- ⚙ To assist teachers to make measured judgements about student progress and identify problems along the way;
- ⚙ To guide the choice of appropriate teaching and learning strategies;
- ⚙ To inform parents about their children's progress and achievement through informal and formal reporting processes;
- ⚙ To inform the development of whole school programs;
- ⚙ To report achievement of standards to the whole community and school system.

BELIEFS ABOUT ASSESSMENT

At East Narrogin Primary School we believe that:

1. Assessment should provide **valid** information on actual ideas, processes and products expected of students:
 - ⚙ Teacher judgements are based on quality information that addresses all parts of the focus outcomes;
 - ⚙ Assessment should include situations that authentically represent the ways in which the outcome will need to be used in the future.
2. Assessment should be **educative** so that students and teachers can learn from the assessment process:
 - ⚙ It should inform teacher planning and be easily measured;
 - ⚙ It should provide feedback for students so that they can improve;
 - ⚙ It is an ongoing process and is part of the teaching/learning/assessment cycle.
3. Assessment should be **explicit** so that students know what they need to do to complete tasks:
 - ⚙ Criteria should be described in ways that are easily understood by all students;
 - ⚙ It should help students to reflect on their own learning and to set future goals;
 - ⚙ It should help provide very real and clear evidence of outcome achievement when reporting to the community.
4. Assessment should be **fair** and used appropriately to provide useful information on student learning:
 - ⚙ A variety of assessment types should be used to cater for student differences;
 - ⚙ Assessments that are open-ended and connected to meaningful contexts are more likely to provide opportunities for all students to be accurately assessed.
5. Assessment is **comprehensive** when judgements are based on multiple kinds and sources of evidence:
 - ⚙ Assessment should be based on the 'Gradual Release' model to provide a reliable indication of whether students can do the things described in the outcomes consistently and autonomously over a range of circumstances;
 - ⚙ Assessment should be collected repeatedly over time and based on a variety of tasks.

ASSESSMENT PRACTICE

Assessment practices are reviewed annually to ensure best practice, build staff expertise and comply with departmental priorities. At East Narrogin we employ the following assessment types and forms:

Diagnostic	Formative	Summative
Phonemic Awareness Standardised Test <i>(P/1/2 teachers)</i> Kindy screening – vision/hearing <i>(School Nurse)</i> Numeracy Diagnostic Task Map <i>(GiRN)</i> NAPLAN (yr 3, 5, 7) <i>(teachers)</i> Graded Reading Tests <i>(teachers)</i> THRASS Tests <i>(teachers)</i> Running Records/Alpha Assess <i>(EA/teachers)</i> Word Differentiation/Alpha Assess <i>(EA/teachers)</i> Print Concepts/Alpha Assess <i>(EA/teachers)</i> Reading Around Writing Around <i>(GiRL)</i> Stay in Step (<i>Fundamental Movement Skills</i>) <i>(teachers)</i> Examples taken from Assessment Plan	Work samples Anecdotal records Checklists Rubrics Observations Photographs Surveys Questioning Discussion Student responses Reflections Graphic organisers (eg. KWLs, Y charts)	Research projects (Rubrics) Writing journals Graphic organisers Retesting – (from diagnostic) Performance/Products (Rubrics) Portfolios Learning Journeys Interviews/Conferences

Student progress is referenced to a range of developmental maps such as *First Steps* Developmental Maps, Literacy and Numeracy Nets and Maths Monitoring Tools (GiRN). An on-balance judgement is made by comparing student achievement against the Department of Education's Statements of Expected Standards (C Grade Descriptors) and the A-E Exemplars.

ROLES AND RESPONSIBILITIES

Quality and timely assessment that makes a positive contribution to student learning relies on all stakeholders working together and taking responsibility for their roles. These responsibilities are as follows:

Students	Teachers	Administration	Parents/Caregivers
<ul style="list-style-type: none"> • Self assess, reflect and goal set; • Take responsibility for their own learning; • Work hard to achieve their personal best. 	<ul style="list-style-type: none"> • Develop and use a repertoire of effective assessment practices to purposely inform the teaching and learning cycle and to report to parents and the school system; • Involve students in the assessment process by helping them to self assess, reflect and goal set; • Make criteria explicit for students; • Provide feedback for students; • Use standard / system assessments and participate in moderation tasks to validate professional judgements of student progress and achievement. • Encourage and maintain two-way communication with parents. 	<ul style="list-style-type: none"> • Develop and review an assessment policy in collaboration with staff; • Communicate policy to school community; • Support, organise and promote two-way communication opportunities; • Analyse and use assessment data to inform planning and to guide teacher development; • Support the opportunity for teachers to participate in moderation activities and readiness for administering and analysing NAPLAN. 	<ul style="list-style-type: none"> • Encourage students to try their best; • Maintain two-way communication; • Support students by attending events to find out about their learning such as learning journeys, case conferences and interviews; • Celebrate student learning by attending special days/events; • Support student by giving feedback and sharing thoughts and ideas; • Follow up with school recommendations and referrals.