

RATIONALE

Assessment is integral to teaching and learning at Balwyn North Primary School. Accurate and comprehensive assessment and reporting of school and student performance supports open communication, improves student learning and assists in establishing future learning goals. Assessment is integral to the International Baccalaureate (IB) Primary Years Program (PYP) goal of thoughtfully and effectively guiding students through the 5 essential elements of learning; the acquisition of knowledge, understanding of concepts, mastering of skills, development of attitudes and decisions to take action.

AIMS

- To provide feedback about the learning process and performance to all stakeholders, including students and parents in a timely manner
- To assess school and student performance accurately and comprehensively in an on-going productive learning environment which supports teaching and assessing as interconnected process
- To improve student learning by accurately determining students' current knowledge and experiences using a range of assessment strategies and tools prior to planning areas of future need
- To ensure a range of formative and summative assessment practices are consistently planned for, implemented and analysed by both students and teachers to inform teaching and learning
- To ensure students are provided with regular opportunities to reflect on their learning in order to support them in understanding and transferring their knowledge
- To ensure students are involved in self, peer and teacher assessment and gain prompt feedback to inform and improve their learning
- To ensure that collected assessments are analysed to inform the evaluation and subsequent modification of teaching and learning strategies for individual students
- To provide parents/carers with meaningful reports about their child's progress and goals for future learning through student reports, student led conferences and portfolios.

IMPLEMENTATION

To promote effective assessment teachers will:

- Facilitate an inclusive environment that is conducive to the giving and receiving of feedback
- Use and make explicit Learning Intentions and Success Criteria within every day classroom teaching and learning programs
- Make judgments of achievement on evidence

- Collaboratively plan for assessment as part of the teaching and learning program including formative and summative assessment
- Make use of collaborative professional learning team meetings to discuss evidence of what students are ready to learn
- Clearly define students' needs and adapt or substitute learning experiences where necessary
- Use student and teacher questions and wonderings to inform planning and assessment
- Plan a variety of assessment and evaluation strategies to allow students to demonstrate the full range of their learning
- Use reflection as a tool for students to evaluate their own learning achievements and the feelings about their learning
- Assist students to meet required learning standards by providing ongoing, constructive and explicit feedback on achievement
- Provide students with opportunities, examples and models of self-evaluation and assist students to set goals for achievement
- Provide criteria and/or tools to facilitate meaningful peer assessment
- Provide assessment strategies that can be accessed by all students (including those with individual learning plans and students who are learning English as a second language)
- Reflect on Units of Inquiry and student achievement to inform future student inquiries
- Collaboratively moderate assessment evidence in professional learning teams and in cross age groups
- Provide evidence that can be reported and understood by students, parents, teachers and used by the school to evaluate programs

Effective assessment will allow students to:

- Use prior knowledge to build on and to guide the inquiry process
- Demonstrate and share their learning – knowledge, conceptual understanding, attitudes, skills and actions
- Employ a variety of learning styles to express their learning
- Analyse their own learning and understand areas for improvement
- Set challenging, but attainable goals
- Apply their learning, not merely recall facts
- Express their points of view and understanding
- Know and understand ahead of time the criteria for achievement
- Critically and actively participate in self and peer reflection

Effective assessment will allow parents to:

- See evidence of student learning and development
- Develop an understanding of the student's progress

- Provide opportunities to support and celebrate student learning and progress

What is assessed?

Knowledge, understandings and skills in line with Departmental policy and International Baccalaureate requirements including the following areas;

- Language (English and LOTE- Mandarin)
- Mathematics
- Science, Humanities, Health – specifically through units of inquiry
- Visual Arts
- Music
- Physical Education
- Transdisciplinary Skills
- Learner Profile Attributes/Attitudes

How we will assess?

Teachers will use the following six core assessment strategies

Strategy	Description	Tools
Observations	Focus in a variety of situations	Rubrics, checklists, anecdotal records
Performance assessments	Assessment against a specifically developed criteria or standard/outcome	Rubrics, exemplars, anecdotal notes, student reflections, art pieces, performances, continuums
Process-focused	Observation of skills (Transdisciplinary)	Checklists, anecdotal notes, rubrics
Selected responses	Single occasion – one dimensional exercises	Tests, quiz, short answer response, multiple choice, true/false
Open Ended tasks	Students presented with an issue or problem to communicate an original response	Samples of work, rubrics, anecdotal records, drawings, diagrams
Questioning	Conferences	Anecdotal notes, checklists, continuums

- All assessment will follow the annual BNPS Assessment Schedule.
- Teachers will be responsible for collecting evidence and storing this in line with the annual BNPS Data Schedule.

- Evidence of student learning will also be demonstrated through the use of Student Portfolios. These portfolios will provide a picture of student achievement and growth over a period of time. These will be created by a collaboration between teachers and students.

Communication of Assessment – Reporting

Reporting will be conducted in line with Departmental policy and IB Requirements.

Written Reports –

Determination of grading levels for formal reporting purposes will reflect student achievement on various assessments within the teaching and learning program. Students' grades will reflect the most consistent level of achievement at the time of reporting. Teachers work collaboratively to determine achievement levels.

Teacher-Student –

Frequent, timely feedback from teacher to student enables reflection and further refinement of skills and understanding, supporting student learning and teaching and learning planning.

Teacher-Parent – These conferences formally occur at the start of the year. These meetings are an opportunity to discuss learning, as well as the needs of the 'whole child'. Throughout the year further meetings can be arranged as necessary to discuss student progress.

Student Led Conference –

The student is responsible for leading the conference with parents and teacher, using different learning achievements through the use of a portfolio of work samples. Students identify areas of achievement and future learning with parents and teacher as part of this process.

Exhibition-

Following authorisation as an IB World School, students in the final year of the PYP will participate in a culminating project as part of a PYP exhibition. The exhibition showcases students' self directed Unit of Inquiry and is presented to the school and the wider community.

Glossary

Learning Intentions

The Learning Intention emphasises what the students will learn, rather than what they will do. A carefully framed Learning Intention will direct students' attention to the learning.

Success Criteria

The term Success Criteria focuses on students' ability to succeed. It is a clearly defined statement or list which clearly articulates the underlying learning of the task at hand.

Rubric

Rubrics provide students with the success criteria, as well as descriptions of a number of different levels of performance in relation to those criteria. Rubrics may be prepared by teachers, students, or a combination of both. Rubrics can be used by students (self evaluation/ peer evaluation) and teachers to identify achievement.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Date Ratified: 15th June, 2016