At Subiaco Primary School we believe assessment for learning, of learning and as learning is integral to the achievement of high quality learning outcomes.

DEFINITION OF ASSESSMENT

Assessment is the process of gathering, analysing and interpreting quality information about student learning. Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development of the students. Assessment is also demonstrably fair, valid, comprehensive, explicit and educative.

PURPOSE OF ASSESSMENT

The purpose of assessment is to:
- Facilitate student learning;
- Inform the planning process;
- Provide data on the achievements of individual students/groups according to the Curriculum Assessment and Reporting Policy.

Assessment at Subiaco Primary School aims to:
- Identify students’ achievements and the extent of their progress;
- Assist with identification of students at education risk;
- Improve students’ learning;
- Allow students to set goals for their learning;
- Improve the effectiveness of teachers’ planning, teaching, monitoring and reporting to parents;
- Allow planning for improvement by determining with the School Board realistic priorities; and
- Broaden home/school links that will enable parents to further assist with their children’s learning.

Assessment of student’s work assists teachers and the school by:
- Monitoring the progress of students and diagnosing learning difficulties;
- Providing feedback to students on how they may improve their achievement;
- Adjusting programs to ensure students have the opportunity to achieve the intended outcomes;
- Developing subsequent learning programs;
- Reporting student achievement to parents; and
- Whole school and system planning, reporting and accountability procedures.

MEASURING STUDENT ACHIEVEMENT

Assessment will be in accordance with the Principles of Teaching Learning and Assessment, within the Curriculum Framework. Teachers are not expected to grade or level each piece of student work but are expected to provide feedback to students on assessments so that students know how to improve and teachers know what to plan for in their teaching.

Teachers may use a variety of assessment tools including; NAPLAN, WAMSE, First Steps, ESL Progress Maps, anecdotal comments, observations or checklists profiles.

It is a requirement of teacher accountability that they maintain ongoing classroom based records showing each student’s achievement.

NATIONAL AND STATE ASSESSMENT

On Entry Assessment Pre- Primary twice a year
NAPLAN Literacy and Numeracy assessment in Year 3, 5 & 7
WAMSE Society and Environment and Science in Years 5 & 7

COLLABORATIVE ASSESSMENT TASKS

Each semester, teachers plan and implement Collaborative Assessment Tasks with year level colleagues.

MODERATION

To support consistency of teacher judgements, teachers will have opportunities to engage in forms of in school moderation to determine student grades.
BELIEFS ABOUT ASSESSMENT

Assessment is fair, valid, comprehensive, explicit and educative.

At Subiaco Primary School we believe assessment should;

- Facilitate learning;
- Refer to criteria that are explicit;
- Identify strengths and achievements;
- Include a variety of strategies and sources of evidence;
- Be appropriate for each phase of schooling;
- Include self evaluation and reflection;
- Involve teacher judgement;
- Provide opportunities for students to work together; and
- Be sensitive to students with special needs.

ASSESSMENT PRACTICE

- Formative assessments – monitor progress during a learning task
- Summative assessments to establish level of achievement at the end of a unit of study.
- Identify and record extent of progress in relation to the Curriculum Framework and Expected Standards.
- Assist with identification of students at educational risk.
- Encourage students to set goals for their learning.

By using a range of assessment strategies teachers will be able to make accurate on balance judgements about their student performances. These may include;

- Observation
- Criterion referencing
- Open ended tasks
- Standardised tests eg WAMSE, NAPLAN
- Individual Education Plans
- Teacher journals, Student journals
- Self assessments
- Student teacher conferences
- Negotiated evaluation
- Checklists and matrices
- Peer assessment, Individual and group reflection
- Teacher constructed tests

ROLES AND RESPONSIBILITIES

STUDENTS

- Have opportunities to contribute to discussions about assessment criteria at appropriate developmental levels.
- Make constructive and honest assessments of their own and other’s learning.
- Reflect and respond for future improvements.

TEACHERS

- Develop valid and reliable assessment practices that inform future planning.
- Ensure that students understand and are involved in the assessment process.
- Provide valid feedback to enhance future learning.
- Participate in professional collaboration to ensure consistency of judgement.
- Maintain records according to school policy.

PARENTS/ CAREGIVERS

- Communicate relevant information and feedback that may affect their child’s ongoing learning.

YEAR OUTLINE

Term 1  Parent information session with explanation about curriculum priorities, ethos and routines.  Parent/teacher interviews.

Term 2  Semester one report.

Term 3  Open night with emphasis on the child sharing their learning with parents.

Term 4  Semester two report.