ECHUNGA PRIMARY SCHOOL - Assessment and Reporting Framework

At Echunga Primary School teachers and parents within our school community have identified aspects of Assessment and Reporting that they most value.
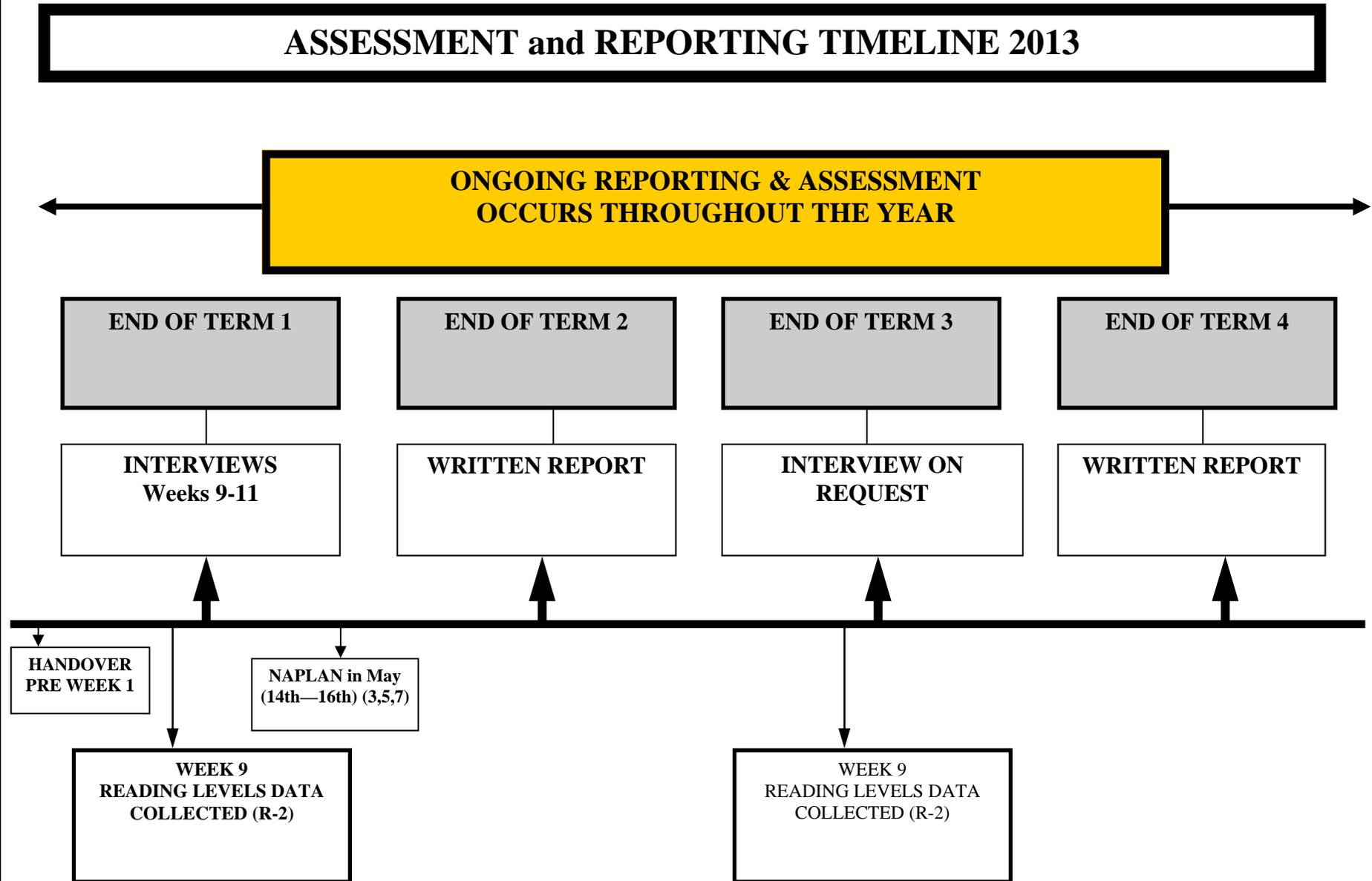
These are that Assessment and Reporting will:
- Be regular and ongoing
- Be realistic and user-friendly
- Acknowledge student holistic progress
- Include a wide range of tools
- Focus on the positive framing of student progress including strengths, weaknesses (needs) and effort
- Incorporate student self-assessment
- Drive learning

We also acknowledge that our Assessment and Reporting procedures are varied, ongoing and underpinned by our ten principles:

- **Students move from what is known to what is not known by striving for goals**
- **The development of students' positive self esteem and identity is vital**
- **Students need to develop life skills, life long learning skills and dispositions**
- **Students require ownership in their learning**
- **Students need to be valued as individuals**
- **All stakeholders (including students) require an ongoing whole and clear picture of learning for each child**
- **The development of the whole student is a vital part of their education**
- **Students' learning is driven by assessment**
- **Student learning involves deep understanding**

The following time line shows assessment and reporting instances throughout the year. It is expected that other classroom assessment and reporting processes are taking place from the beginning of the year. Examples of these practices can be found in the resources section after this timeline.

ASSESSMENT and REPORTING TIMELINE 2013

ONGOING REPORTING & ASSESSMENT OCCURS THROUGHOUT THE YEAR

END OF TERM 1	END OF TERM 2	END OF TERM 3	END OF TERM 4
INTERVIEWS Weeks 9-11	WRITTEN REPORT	INTERVIEW ON REQUEST	WRITTEN REPORT

HANDOVER PRE WEEK 1

NAPLAN in May (14th—16th) (3,5,7)

WEEK 9 READING LEVELS DATA COLLECTED (R-2)

WEEK 9 READING LEVELS DATA COLLECTED (R-2)

ASSESSMENT AND REPORTING RESOURCE

In considering our processes and strategies the following elements were identified as a resource that is central to our practice and reflective of the principles that underpin Assessment and Reporting at Echunga Primary School.

This means that a selection of the processes and strategies listed below need to be considered in your practice over and above the preceding timeline.

ASSESSMENT

- Set realistic goals and tasks
- Set relevant criteria for content, skills and processes
- Criteria set with students; rubrics, organisers, tools
- Learning plans and goals
- Questioning strategies taught explicitly and used to find out what's known
- Students involved in decision making
- SACSA checklists/info used with students
- Work samples assessed
- Analysis of various data (LAN; Data for Learning; Reading Levels)
- Goals revisited to gain a clear picture
- SACSA outcomes charts/rubrics on display for students
- Rubrics for tasks/learning
- Targeting assessment across all ability levels
- Self-evaluation (and peer) of individual goals
- Observation of students' organization and independent working skills
- Negotiate aspects of curriculum/assessment
- Student-initiated curriculum and assessment
- Peer feedback
- Range of different methods used to cater for ability/styles /needs etc. For example: Multiple/Emotional Intelligence

- Criteria-based assessment used
- Identity webs, parent surveys and information sharing (knowing the child)
- Opportunities provided for students to share learning with others
- Gather information from home/student/relevant others e.g. colleagues, interagency, etc.
- Parent feedback on student learning

REPORTING

- Test results in diaries
- Books home
- Test books home
- Certificates
- Diary comments/communication books
- 'Post it' notes on students' work
- Congratulatory notes (between teacher and student, parents and teachers; peers)
- Positive comments on work samples
- Student Led Interviews/conferences
- Information sharing between all stakeholders (home/school/intraschool)
- Informal chats with parents/open door strategies
- Open Night
- Assemblies
- Sharing circles reflecting on achievements
- Sharing self assessment with families
- Class newsletters