IMMANUEL LUTHERAN SCHOOL GAWLER

ASSESSMENT

Statement of Practice

2019

PURPOSE OF ASSESSMENT

At Immanuel Lutheran School we believe assessment is integral to all teaching and learning.

It is central to the PYP goal of thoughtfully and effectively guiding students through the **five essential elements of learning:**
- The acquisition of knowledge
- The understanding of concepts
- The mastering of skills
- The development of attitudes
- The decisions to take action

The purposes of assessment are to:
- Promote student learning
- Provide information about student learning
- Assist in the evaluation of the learning program
- Ensure that requirements for assessment in the Australian Curriculum are met

Immanuel's approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry.

Promote student learning
We believe that the teaching/learning cycle starts with assessment as we need to know what students already know and can do to be able to plan for inquiry learning. Information from parents/caregivers also contributes to assessment, allowing teachers to evaluate the potential of the whole student using the long term parent/caregiver perspective.

Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills. Teachers support and engage students by providing feedback on their learning and how to improve. Students learn how to set goals and use self-assessment to monitor their own progress. They learn how to ask questions and articulate areas for improvement.

Provide information about student learning
The students are assessed on their knowledge and skills as well as their understanding of an idea or concept. Authentic assessment tasks or performances are most likely to provide the students with best opportunity to demonstrate their new knowledge and understanding.

We understand that wherever knowledge, skill, understanding or attitude are being assessed there are many and varied ways for an individual to demonstrate these elements. Accordingly, teachers differentiate by providing students with different questions and a variety of assessment methods to demonstrate their learning.

Assist in the evaluation of the learning program
Everyone concerned with assessment including children, teachers, parents/caregivers and administrators, must have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the method by which the assessment is made.

Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas:
- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyse data
- Reporting – how we choose to communicate information

Assessment is central to our goal of guiding the child through the learning process.

Ensure requirements for assessment in the Australian Curriculum are met
(From Australian Government, Department of Employment, Education and Training)

Australia has a national curriculum, the Australian Curriculum, which provides schools, teachers, parents, students, and the community with a clear understanding of what students should learn, regardless of where they live or what school system they are in.

The Foundation to Year 10 Australian Curriculum provides:
- an achievement standard in each subject that all students should be meeting
- flexibility for teachers to personalise student learning and respond to student need and interest.

Assessment and reporting at Immanuel Gawler should ensure that students are assessed against the Australian Curriculum achievement standards for each curriculum area, and that student achievement against these standards is reported to parents.

PRINCIPLES OF ASSESSMENT

The assessment of the student's development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

Effective assessment should:
- Be consistent with the school's philosophy
- Serve a worthwhile purpose and be varied
- Be as simple as its purposes will allow
- Be planned at the start of the unit
- Provide feedback for students and teachers to revise/advance performance, learning and teaching
- Be a continuous process, including formative and summative, and demonstrate what students know, understand and are able to apply
- Use reflection as an essential and integral part of self, peer, teacher and parent/caregiver assessment
- Provide for students choice, learning style, different intelligences, cultural, gender, linguistic, and racial differences
- Allow for inclusion as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers
- Be diverse and relevant to the learner, allowing for differentiated assessments with different entry and exit points
- Include elements of social interaction and personal growth
- Be anchored in authentic tasks (based on real, or realistic, problems or situations)
- Provide evidence of progress along a continuum of criteria that are clearly known and understood in advance, with purposes and outcomes being explicit to all
- Evaluate knowledge, content and method as well as presentation and correctness
- Be based on what the student has studied and be directly related to learning outcomes
- Be built into learning activities as a learning experience in itself, as well as a demonstration of learning at the completion of a unit of work.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what they have been learning and practising throughout the unit.
It can assess several elements simultaneously, measure understanding of the central idea, and prompt students towards action.
Summative assessment should provide choice for the learner and allow for demonstration of student understanding. To aid inclusion, adjustments may be made such as provisions for extra time, rest breaks or the use of ICT, physical assistance with practical tasks if the student has a physical disability, oral assessment or support with group interactions to support the learner.

Formative assessment: provides information that is used in order to plan the next stage in learning. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment and to recognise the criteria for success.
Formative assessment is differentiated and mediated for barriers to learners, so that their full understanding can be demonstrated.

Assessment in the classroom includes:
- Using representative samples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of both groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and others
- Developing clear rubrics or assessment criteria

- Identifying exemplary student work
- Keeping records of test/task results

Learner profile: all participants in the learning process are expected to model the attributes of the Learner Profile. Teachers recognise these attributes daily in the classroom.

RECORDING

At Immanuel we use a range of methods and approaches to gather information about a student's learning.

We assess using a variety of criteria referenced tools.
These include:

- Rubrics
- Exemplars
- Checklists/outcome referenced
- Anecdotal records
- Continuums
- Moderating

This information may be recorded using a variety of ways:

- Photographing or video recording activities, art work, etc.
- Audio-taping activities
- Collecting and retaining work samples
- Anecdotal note-taking
- Reading records
- Progress charts
- Scores
- Profiling

Strategies

A variety of strategies are also employed which may include:

- **Observations**
  - Individual behaviours
  - Student interactions
  - Reading skills (individual, both silent and aloud; partnered; group)
  - Logical thinking skills
  - Lateral thinking skills (e.g. in brainstorming sessions)
  - Study skills
  - Listening skills
  - Response to instructions
  - Student application of what has been learned
  - Student health and circumstances
- **Anecdotal**
  - Moments of achievement
  - Feedback on work samples
- **Performance assessment**
  - Role play
  - Presentation – written, audio, visual
  - Demonstration
  - Problem-solving
  - Response to challenges
- **Process-focused assessment**
  - Research effectiveness
  - Project based work
  - Transdisciplinary skills
  - Behaviours over time i.e. multiple observations
  - Behaviours in specific contexts, with synthesis of evidence
- **Selected responses**
  - Test performance (written)
  - Test performance (oral)
  - Quiz responses
- **Open-ended tasks**
  - Assessment of response (writing, talking, diagram, drawing, solution) to a stimulus
- **Product analysis**
  - My Learning Journey folder work samples
  - Student reflections
  - Comparisons between previous assessments

Teachers use a range of methods to document the evidence of student learning and understanding.

Teachers also have written records of standard conversations, comments, explanations and hypotheses.

REPORTING

Reporting on assessment at Immanuel includes communicating what students know, understand and can do. Reporting involves parents/caregivers, students and teachers as partners. It is honest, comprehensive and understandable to all parties.
Reporting to parent/caregivers, students and teachers occurs through:

See Saw
The use of See Saw replaces the student portfolio. The purpose of See Saw at Immanuel Gawler is to record and report on the student's involvement in learning and to demonstrate success, creativity and the learning process. It provides a record of student effort and achievement as well as a dynamic means of three-way communication between parent/caregivers, students and teachers.

Whole school protocols for See saw reporting – samples to be included by term

Term 1	Literacy Mathematics UOI
Term 2	Literacy Mathematics UOI Christian Studies/Worship life Specialists (on rotation e.g. LOTE or PE or music)
Term 3	Literacy Maths UOI Specialists (on rotation)
Term 4	Literacy Maths UOI Specialists (on rotation) CS/Worship life

- Reporting on See Saw should also include a mix of teacher selected and student selected work samples
- See Saw should also include student self-reflections on tasks submitted and against the attributes of the Learner Profile

See Saw has a valuable role in sharing the life of the classroom with parents and caregivers and posts which include whole class activities and cultural items are encouraged.

As a means of reporting however, and a replacement for the student portfolio, See Saw posts should give a picture of each student's progress. In addition to whole class items, individual items should be posted for each student across the learning areas. These items should include assessment pieces, which show teacher assessment and feedback and students' reflection on their learning.

According to the IB, portfolios:
- Are a means for schools to meet their responsibility to show evidence of student learning
- Are a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection
- Provides a picture of each student's progress over a period of time both as individual and group learners
- Should provide evidence of learning from a range of experiences and curriculum areas
- Are used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time.

(From Making the PYP Happen)

See Saw posts could include:
- Annotated work samples with teacher feedback
- Assessment rubrics
- Photos of student work or participation with attached feedback or student reflection (written or recorded)
- Video or recording of students' involvement in learning experiences with comments by students, teachers or both
- Student self-assessments and reflections (on specific learning tasks or general reflections on progress)

Formal report

At the end of Terms 2 and 4 formal written reports are sent home. This report assesses student progress in English and Maths, Unit of Inquiry (incorporating multiple subject areas) and Specialist subjects (Music/Sport/LOTE). Students are also reported on in relation to approaches to learning (previously transdisciplinary skills). Student report comments should also reflect a student's personal development in terms of the attributes of the IB Learner Profile.

For students with a Personal Learning Plan, this plan forms part of the formal reporting process, and individual student goals in the plan are reported on and reviewed. In some circumstances, student achievement may be reported against an achievement standard other than the student's year level. In some circumstances, student achievement will be reported against the Australian Curriculum's General Capabilities.

Learning Conferences

Conferencing may involve informal discussions between teachers and parents, and will involve ongoing informal discussions between teachers and students as students are guided through their learning.

From 2019, Learning Conferences will be held in Terms 1 and 3. These are formal reporting sessions. In 2019 learning conferences in Years 2 – 6 will be trialled with parents/caregivers, teachers and students, while conferences in Foundation and Year 1 will be held with parents/caregivers and teachers.

The goals of the three way learning conference are as follows:
- Students have an opportunity to take responsibility for their learning
- Parents, teachers and students are all receiving the same messages
- Students, teachers and parents all have opportunity to contribute to setting learning goals
- Students have opportunity to share about their progress and about areas for development

Roles for learning conferences:
- Students
  - Reflect on their progress so far (students in all levels will complete a reflection)
  - Choose work sample or samples to share and think about why they have chosen these
  - Discuss their reflections and work samples
- Teachers
  - Share their observations on student progress so far
  - Assist student in reflecting and choosing work samples
  - Work with student to guide conference process
- Parents
  - Provide their perspective on student progress
  - Share relevant information from home
  - Assist in setting learning goals for students

The Exhibition

Students in the final year of the PYP carry out an extended, collaborative inquiry experience – the PYP Exhibition. At Immanuel this takes place towards the end of Year 6.

One of the purposes of the PYP Exhibition is to provide a forum for student driven reporting. Other key purposes include the following:
- For students to engage and report on an in-depth, collaborative inquiry

- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesise and apply their learning from previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents/caregivers and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education

Reporting overview at Immanuel Lutheran School

The following table gives parents a guide to reporting at Immanuel Primary School over the period of the school year:

	Term 1	Term 2	Term 3	Term 4
All year levels	Sharing of samples and assessments on See Saw Learning conferences (Parent, teacher and student)	Sharing of samples and assessments on See Saw Formal Report	Sharing of samples and assessments on See Saw Learning conferences (Parent, teacher and student)	Sharing of samples and assessments on See Saw Formal Report
Year 6	As above	As above	As above	As above + Exhibition

STANDARDISED ACHIEVEMENT TESTS

Standardised assessments are used as part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner. The types of assessment used in the school are many and varied and like the "jigsaw" analogy, the information gained goes towards making up the whole picture.

Standardised assessments are specifically used for the following reasons:
- Class teachers, the learning support coordinator and the coordinator of learning determine those students whose basic skills fall outside the normal range expected for students of that particular age. This information is used alongside other assessment information to determine those students who will access support from the learning support coordinator, learning support officers, wellbeing coordinator and school chaplain
- Will be used as part of the process of reporting to parents/caregivers – information which shows growth over time and comparisons of a peer group is useful
- The collection of standardised assessment information is provided to all class teachers at the beginning of each year to enable a smooth start to the year. Teachers have information that helps them to form groups, plan the program and be aware of those with special educational needs and disabilities
- Standardised assessment data is essential as a measurable tool for funding, grants, government accountability and so on. The Learning Support Coordinator in particular has to annually show how many students are supported and under which specific criteria they are selected
- National Assessment Program Literacy and Numeracy (NAPLAN) is also undertaken annually at Years 3 and 5 in accordance with government requirements. Students with special educational needs and disabilities are supported by access to extra time, room arrangements and readers, modified materials such as Braille if needed, as well as those with temporary challenges e.g. loss of mobility in arm

School data collection – standardised testing overview

Year level	Term	Assessment	Assessed by
Foundation	1	Entry assessment	Class teacher
	1, 2 (mid-year) & 4 (end of year)	Essential Assessment Maths testing	Foundation teachers
	All	Reading running record Monitoring of blending sounds and sight word recognition, prior to reading running records at Year 6	Class teacher or LSO
	Each term	PASM Phonological awareness	Class teacher/LSO
Year 1	Each term	PASM Phonological awareness	Learning support coordinator/LSO
	1 & 3	Essential Assessment Maths testing	Year 1 teachers
	All	Reading running record Monitoring of blending sounds and sight word recognition, prior to reading running records at Year 6	Class teacher or LSO
Year 2	1 & 4	PAT Reading test	Class teacher

	1 & 4	PAT Maths test	Class teacher
	1 & 4	PAT Spelling test	Class teacher
		Dibels Reading test	Class teacher/LSO
	All	Reading running record	Class teacher or LSO
	1 & 4	Spelling	Class teacher
Years 2 & 4	2	AGAT general ability (giftedness) testing	Class teacher
Years 3-5	1 & 4	PAT Reading test	Class teacher
	1 & 4	PAT Maths test	Class teacher
	1 & 4	PAT Grammar test	Class teacher
	1 & 4	PAT Spelling test	Class teacher
	1, 2 & 4	Dibels Reading Test	Class teacher/LSO
Years 3 & 5	2	NAPLAN testing	Class teacher
Year 6 (at risk students)	Monthly	Dibels Reading Test	Class teacher/LSO

The following is a list of potential assessment strategies and tools that may be employed by teachers to fulfil the duties outlined in this assessment policy.

Assessment Strategies	
Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non-participant (observing from without) to participant (observing from within).
Performance assessments	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process-focused assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability and synthesising evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimises writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Selected responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this type of assessment.
Open-ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included as a sample on See Saw.
Assessment Tools	
Rubrics	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
Exemplars	Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric.
Checklists	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
Anecdotal records	Anecdotal records are brief written notes based on observations of students. Learning stories are focused, extended observations that can be analysed later. These records need to be systematically compiled and organised.
Continuums	These are visual representations of each developmental stage of learning. They show a progression of achievement or identify where a student is in a process.
Moderation	

In ensuring accurate assessment and reporting it is important that moderation takes place between teachers in regard to student achievement. Teachers should discuss criteria for tasks and use a common standard for assessing them. Teachers should also discuss their assessment of students' performance against these criteria. For formal report writing, teachers should discuss student achievement against the Australian Curriculum Achievement Standard and how they have measured this for different students.