

ASSESSMENT AND REPORTING



PURPOSE:

Assessment and Reporting is an integral part of teaching and learning. Drouin South Primary School conducts assessment and reporting that is timely, evidence based and taken from multiple sources.

Assessment is the ongoing process of:

- gathering, analysing and interpreting evidence
- reflecting on findings
- making informed and consistent judgements to improve student learning.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Assessment for learning: occurs when teachers use inferences about student progress to inform their teaching (formative assessment)
- Assessment as learning: occurs when students reflect on and monitor their progress to inform their future learning goals (formative assessment)
- Assessment of learning: occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards (summative assessment).

ASSESSMENT SCHEDULE

An assessment schedule is reviewed each year to determine which assessments will be used throughout each year level during the year. It also determines the purposes of the assessment and how it will be used.

ASSESSMENT DATA

Data is used to track student progress and to reflect of teaching and learning strategies. Professional Learning Teams use assessment data on a regular basis to determine the effectiveness of teaching and learning particularly in Literacy and Numeracy.

REPORTING TO PARENTS

Student achievement and progress is reported to parents/carers at least twice per school year for each student enrolled at the school.

The report is made available in hard copy and digital form at the end of Semesters 2 and 4.

Drouin South Primary School reports directly against the [Victorian Curriculum F-10 achievement standards](#).

The reports show both student achievement and student learning growth.

This includes providing a teacher judgement against the achievement standards, assigned as a score, that accurately reflects where each student is along the relevant learning continuum for all curriculum areas taught during the reporting period.

A 5-point scale is used to report on student achievement and/or progress in English, Maths and Science.

PARENT-TEACHER DISCUSSIONS

Parents/carers are offered two formal opportunities throughout the year to discuss their child's progress.

These are as follows:

Term 1: Getting to Know You Discussions

Term 3: Student Led 3-way Conferences.

Parents/Carers are encouraged to make other times throughout the year to discuss their child's progress.

Appendices:

- DSPTS Assessment Schedule

This policy is reviewed every three years.

Last Reviewed: March 2021

Due: March 2024