



Guidelines: Assessment and Reporting

February, 2021



Assessment is an ongoing practice at Seabrook. The main objective of assessment is to provide feedback and feed forward on the learning process. It is therefore central to all teaching and learning. Sound assessment requires multiple sources of evidence, collected over time that are planned and built into learning episodes. Teachers use a variety of ongoing assessment tasks to assess and use this information to report on children's learning.

- 1. The purpose of the Assessment Guidelines is to clarify the responsibilities and expectations of the teacher, the students and the parents and to make explicit to the school community what is going to be assessed, how assessment will be reported and when assessment will be reported.**

Agreement on:	Agreement
Assessment	<ul style="list-style-type: none">● Ongoing and timely, using a range of strategies and practices including written learning updates, conferences, portfolios, Suite of Data, summative and formative assessment tasks to show the evidence of learning
Reporting	<ul style="list-style-type: none">● To involve parents, students and teachers● Personalised and reflect individual achievements and challenges, goal setting● Describes student learning and progress based on evidence; include future learning which is realistic and achievable; promote high expectations● To be precise, concise, relevant , honest, accurate, insightful, fair and credible● To be clear and understandable to all parties● Use positive and constructive language to encourage students to strive● To enable teachers to incorporate feedback from assessment into future learning (goal setting)
Reporting Timeline	<ul style="list-style-type: none">● Learning updates after each unit of inquiry which includes English, Mathematics & Inquiry● Mid & end of year reports including specialists subject reports● Student-Led Conferences● Student digital portfolio accessible throughout the year● Student Suite of Data updated and handed on to next year's teacher

Digital Portfolios	<p>Demonstrating Learning Journeys</p> <p>F-2- Seesaw: Divided into folders consisting of English, Maths, Goal setting & transdisciplinary themes</p> <p>3-6- Google Sites: Divided into transdisciplinary themes (all disciplines and specialists included), Student Goals, Approaches to Learning, Rubrics, Metacognition and Student Led Conference.</p> <p>Classroom teacher contribution:</p> <ul style="list-style-type: none"> ● Ongoing collection of work chosen by both student and teacher- refer to portfolio checklist ● Show process and the development of student understanding over time with focus on learning journey & goals ● Student and teacher reflection on most pieces of work ● content decided upon through negotiation with students and teacher consultation and balance at a Year Level, include personal goals, reflection ● Consistent at a Year Level ● A balance of drafts and finished pieces of work ● Balance of curriculum areas ● Used for conferences, interviews, learning updates ● Be readily accessible for students, parents and teachers for viewing and commenting <p>Specialist teacher contribution:</p> <ul style="list-style-type: none"> - A minimum of 1 piece per semester per year level e.g. a reflection, work sample, photo, video, piece showing process - Class teachers and students to link their work to their portfolios for specialist pieces - Portfolio pieces to include appropriate teacher reflection - Specialist teachers will advise class teachers on portfolio inclusion, pieces to be completed no later than 2 weeks before commencement of conferences - Students may select additional pieces for inclusion ● Inclusions: <ul style="list-style-type: none"> - Student, teacher reflections - Learner Profile - Goals/future learning
Conferences	<ul style="list-style-type: none"> ● Student led conferences with varying models of conference structure used, based on the developmental stages and needs of students ● Effective communication between student, parent, teachers ● Students to be well prepared on conference process ● Students share goals

	<ul style="list-style-type: none"> • No meetings during the week prior to conferences • Digital portfolios are a primary reference during the conference • Major areas for discussion are English, Mathematics and Units of Inquiry, specialist subjects, reflections, social development and the Learner Profile • Each conference is allocated a 20 minute overlapping block and may include the following format: <ul style="list-style-type: none"> - 5 minute introduction or activity - 10 minute portfolio discussion - 5 minute reflection / evaluation <p>Specialists:</p> <ul style="list-style-type: none"> - will be presented through booked appointments - students select work or demonstration, discuss content and process - specialists remain in their rooms or designated areas <p>Roles:</p> <p><i>Students</i></p> <ul style="list-style-type: none"> - be punctual - stay on track - speak clearly - be prepared - articulate achievements and future goals <p><i>Parents</i></p> <ul style="list-style-type: none"> - listen - be positive and interested - ask questions of their child - be punctual, commence and conclude on time - write a brief comment of encouragement to their child - must book into specialists, not just turn up - bring their child <p><i>Teacher</i></p> <ul style="list-style-type: none"> - manage time - facilitate conference - provide probing questions - highlight achievements - clarify where necessary
Written Reports	<ul style="list-style-type: none"> • Learning updates- sent after each unit of inquiry to provide timely feedback to parents, students & teachers • To be used for assessment purposes and as a form of communication • To be linked to ongoing assessment strategies, practices and schedules

Suite of Data	<p>To have consistent content from each year level and include (where appropriate):</p> <ul style="list-style-type: none"> ● Online access for English Online Interview data & Early Years Numeracy Interview-Growth Points Profile ● Running Records (dated - one per term) F-2 then when required ● Oxford word list (sight vocabulary) F-2 ● Spelling tests ● Selected work samples ● Writing Samples ● Naplan results 3, 5 ● Online access to PAT results for English and Mathematics ● Smart goals- Literacy & Numeracy assessments ● IEP / support ● Confidential files
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2. **All staff members will work collaboratively to assist students and members of the school community to understand and reinforce the principles and practices of best practice in assessment and reporting.**
3. **Introducing the elements of the Assessment and Reporting Guidelines to students and the school community will be a collaborative approach. Staff will plan to:**
 - *identify the goals, standards and curriculum expectations of our programs and the desired results of students' work*
 - *identify what enduring understandings we wish students to retain*
 - *make decisions about what is worth learning, knowing and doing*
 - *make decisions about what is important to know (concepts, facts, principles, skills, processes, strategies, methods, processes)*
4. **The guidelines will ensure that assessment and reporting are underpinned by strategies and communications that are supported by best practice in assessment. Staff will assess**
 - *the understanding of concepts*
 - *the acquisition of knowledge, skills and processes*
 - *the development of attitudes*
 - *the decision to take action*
5. **Staff should review the guidelines annually.**
6. **All staff will be able to access information regarding the Guidelines from the following locations**
 - on google drive
https://docs.google.com/document/d/1hAsuIFGpa0Nu62uJ4SIkt2xb5brl_x7eblMZRSnawv0/edit