

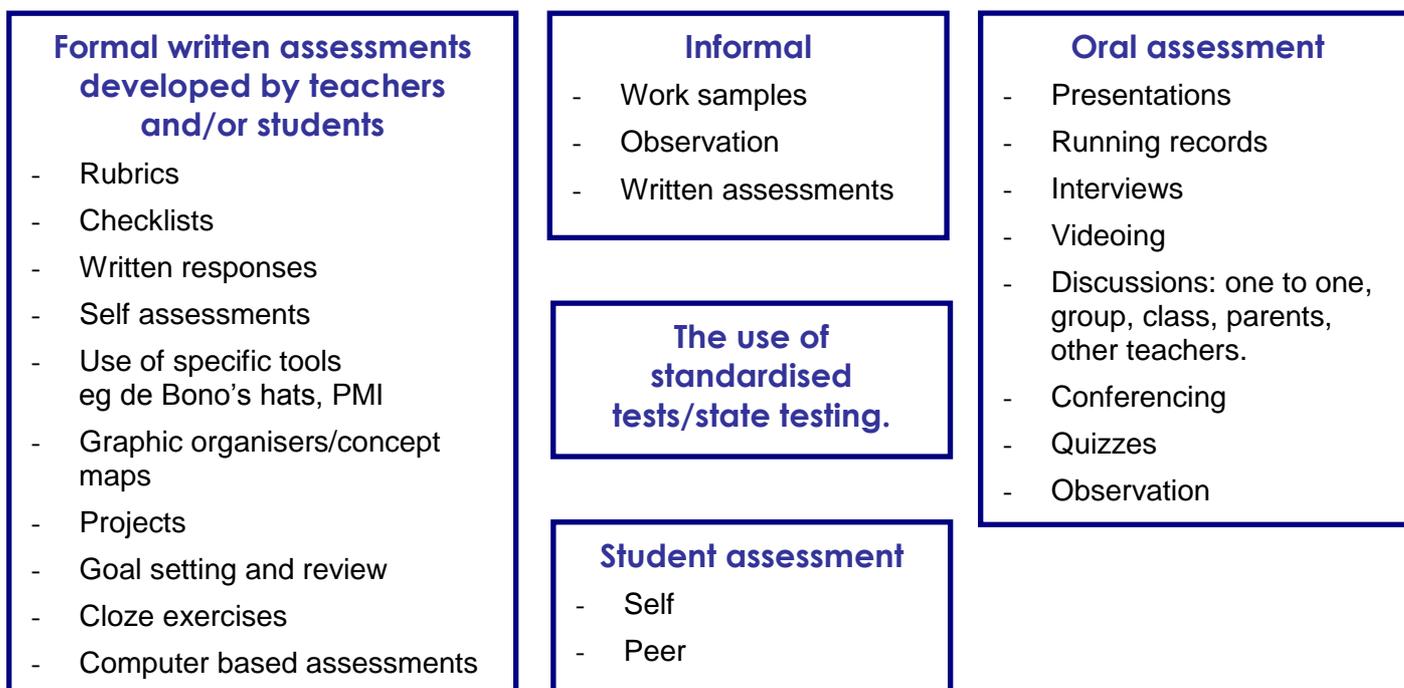
Assessment and Reporting

“Teachers support and guide student learning through effective assessment and reporting”

1. **Assessment** is the gathering/gaining of information about a student’s learning in order to find out what students know, think, feel and can do. It enables clear judgements to be made. Gives programming direction and recognises where a student is at a particular point in time.
2. **Evaluation** is making judgements about the information gained, against a set of values and expectations of the whole school community through a range of practices.
3. **Reporting** is sharing/communicating information about children’s learning to a range of audiences.
4. **For Assessment & Reporting we value:**
 - Accuracy
 - Honesty
 - Clarity and understanding
 - Interaction with students and parents
 - Comprehensive practices
 - Integrity
 - Formal/informal opportunities
 - Sensitivity
 - Constructive feedback
 - Catering for diverse needs
 - Validity/authenticity
 - Fairness
 - Student input
 - Individualisation
 - Consistency
 - Inclusivity
 - Manageability
 - A holistic approach
5. **Therefore we believe that:**
 - Learning is enhanced by going from known to unknown – finding out what children know/can do/attitudes.
 - Learning occurs at different rates and in different environments.
 - Learning involves risk taking for students to develop as learners.
 - Learning involves growth.
 - Students should feel positive about their learning.
 - Learning will happen when children are in a safe, supportive, challenging, well resourced and interesting environment.
 - The environment and the relationship between teacher and student is at the heart of successful learning.
 - Teachers need to adapt/adopt various teaching styles to suit students’ varying learning styles and needs.
 - Students need opportunity to make choices and take responsibility for their learning.
 - Learning needs to be child centred and open ended.
 - Students must be actively involved in their learning at their own pace and level.
 - Learning is about gaining skills, knowledge and understandings.
 - Learning should be challenging and achievable, supported in both a structured and flexible environment.

At West Lakes Shore School R-7 we use a range of assessment processes that assist our students in their learning and provide our teachers with evidence of progress.

Staff, parents and students have identified preferred assessment practices which include:



What are the characteristics of good assessment and reporting?

- Easily accessible
- Regular
- Objective
- Growth based
- Student self assessment
- Gives students information to enable goal setting
- Highlights strengths and weaknesses
- Uses recognised tests
- Gives direction
- Informs programming
- Provides information to stakeholders
- Teachers act upon the information gathered
- Inclusive
- Caters for all learning styles
- Innovative and creative
- Relevant to learning
- Honest
- Students involved
- Whole school approach
- Consistency across year levels
- Collaboration across year levels
- Use of quality assessment tasks
- Specific/multi faceted
- Cyclic, consistent
- Provide a snap shot
- Ongoing comprehensive and broad
- Age appropriate
- Holistic – social, emotional, economic, academic and behavioural
- Documented
- Informative to students and parents
- Individual

This is what we assess and report on

Time line

	Rec	Yr 1-2	Yr 3-5	Yr 6-7
Term 1	Will vary according to intakes	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Acquaintance Night Interviews on Request </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> Formal interviews </div>		
Term 2	Will vary according to intakes	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Written Report Week 8 </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> Formal Interviews Week 9 & 10 Year 3-7 (2 or 3 way) </div>		
Term 3	Will vary according to intakes	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Interviews on request Open Night – showcase of learning </div>		
Term 4	Will vary according to intakes	<div style="border: 1px solid black; padding: 5px; text-align: center;"> End of year report to go home Wed Week 9 </div>		
Throughout the Year	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> • Class newsletters throughout the year • Informal interviews • Work samples • Written feedback to students about work, record on students' work. • Books/work samples/ communication envelopes Ongoing throughout the year by all classroom teachers according to methodology. • Classroom as a showcase of learning • Use of diaries/communication books • Class term outline at beginning of term. • Summary letters at end of term. </div>			
			<div style="border: 1px solid black; padding: 5px;"> Assessment linked to rubrics Topic linked with explanation of task 'built in', so a context is given and makes sense for all involved: as the situation arises throughout the year. </div>	