

Purpose

At our school we want to encourage our students to be Literate, Numerate and Curious. As a school we look to enhance learning opportunities through our actions.

Implementation

- Each Teaching Team will maintain and implement an Assessment Schedule for the units of work and have agreed Portfolio tasks
- A variety of assessments will be used to have a broad picture of each student's performance
- There will be a goal on Data and Assessment in the Strategic Plan.
- The Leadership Executive will monitor the use of assessments and analysis of data
- Year Level Teams will use the data collected from a variety of sources to inform teaching practice as per the Assessment Schedule
- All relevant data will be entered on SPA for analysis by staff as a whole, Leadership Team and Teaching Teams.

The data will be analysed using a variety of approaches. This can include:

- Looking at Growth Points
- Looking at the next point of learning
- Using graphs to visualise whole group data
- Looking at what the errors tell you e.g. Running Records

The data will be reported in different ways according to the audience.

For staff – used to inform points of future teaching

For Parents – used to write reports and inform parents at 3 Way Conferences

For Children – used to inform about current learning and areas for future learning.

Evaluation

Will be conducted as part of the annual reporting process.

School Council ratified this policy in 2015

Next review of this policy is in 2019



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Foundation Assessment Schedule

TERM 1	TERM 2	TERM 3	TERM 4
Analysed Running Records (every 3 weeks March onwards)	Analysed Running Records (every 3 weeks)	Analysed Running Records (every 3 weeks)	Analysed Running Records (every 3 weeks)
English Online Interview	Benchmark using PM Benchmark Kit	Sounds/Letter ID (if unknown)	Benchmark using PM Benchmark Kit
Writing sample (English Online)	Hearing & Recording Sounds in Words – Dictation task	Analysed writing sample	Hearing & Recording Sounds in Words – Dictation task
Monitor high frequency word recognition	Sounds/Letter ID	Monitor high frequency word recognition	Sounds/Letter ID (if unknown)
Auditory Processing	Analysed writing sample	Update Maths Interview	Analysed writing sample
Maths Interview	Monitor high frequency word recognition		Monitor high frequency word recognition
	Auditory Processing for at risk students		Spelling test - Oxford list (50 selected words).
	Update Maths Interview		Update and finalise Maths Interview

Years 1&2 Assessment Schedule

<p><u>Term 1</u></p>	<ul style="list-style-type: none"> -Running Record X2 per term -Letter Identification (for children below L10 or if there are concerns with Writing) -Analyse Writing Sample for goals -Spelling Tests—diagnostic -Spelling Test– Oxford (end of term) - Mathematics Online (new chn and missing data)
<p><u>Term 2</u></p>	<ul style="list-style-type: none"> -Running Record X2 per term + bench mark --Analysed Writing Sample– moderation -Before reports pre-tests for place value and addition and subtraction
<p><u>Term 3</u></p>	<ul style="list-style-type: none"> -Running Record X2 per term -Analysed Writing Sample -Spelling Test-Oxford Spelling Test - Post test for Place value and Addition and Subtraction
<p><u>Term 4</u></p>	<ul style="list-style-type: none"> -Running Record X2 per term + bench mark (record on SPA) -Record reading level and book box level for student files. -Pre and Post test for Multiplication and Division -Analysed Writing Sample– moderated -Spelling Test– S.A (data for the following year and placed in student files) -Mathematics Online (printed for student files) -On Demand for Grade 2 students/Improve ? (depending on ICT resources)

Years 3&4 Assessment Schedule

Terms	Testing tools
Term 1	<ul style="list-style-type: none"> • Online Numeracy Interview for children Year 3s and 4s at risk (time needed to complete) • Listening to all student read • Writing sample • Pre-test and post test for all maths units using IMPROVE • Portfolio tasks • Spelling-M100 for all Year 3's and low 4's
Term 2	<ul style="list-style-type: none"> • NAPLAN • Writing sample • Pre-test and post test for all maths units using IMPROVE • Running Records G and under (minimum 2 per term) • Portfolio tasks
Term 3	<ul style="list-style-type: none"> • PAT Reading and possibly Maths**TBC • Online Numeracy Interview for children at risk • Running Records G and under (minimum 2 per term) • Times tables • Portfolio tasks. • Spelling- M100W for low spellers • Pre-test and post test for all maths units using IMPROVE
Term 4 (Oct/Nov)	<ul style="list-style-type: none"> • Pre-test and post test for all maths units using IMPROVE • Running Record level for G and under • Spelling – SAST. Critically low first 200 words • Upper school requests

TERM	Reading	Writing	Spelling	Maths
ONE	<ul style="list-style-type: none"> -PAT comprehension -On Demand-Adaptive/Linear -Running Records -Book box testing -Portfolio -Reciprocal Reading Sample and analysis - Evernote Tracking 	<ul style="list-style-type: none"> -Writing Sample: -Letter -Portfolio -Persuasive Piece Analysis - Evernote Tracking 	<ul style="list-style-type: none"> -Words Their Way -Writing Samples 	<ul style="list-style-type: none"> -Number Facts -On Demand-Adaptive/Linear -Pre-unit test - Evernote Tracking -Portfolio
TWO	<ul style="list-style-type: none"> NAPLAN Observation during guided reading. -Reciprocal Reading Sample and analysis - Evernote Tracking -Portfolio 	<ul style="list-style-type: none"> NAPLAN -PAT Comprehension On Demand: Adaptive -Persuasive Piece Analysis -Choice Writing? -Writing Conferences? - Evernote Tracking 	<ul style="list-style-type: none"> -NAPLAN -Words Their Way Tests 	<ul style="list-style-type: none"> -NAPLAN -PAT Maths -Number Facts -Maths observations On Demand-Linear Pre-testing for units - Evernote Tracking -Portfolio
THREE	<ul style="list-style-type: none"> -On Demand-Linear -Running Records -Teacher observation -Guided Literature Circle discussion assessment? -Portfolio - Evernote Tracking 	<ul style="list-style-type: none"> -Writing Sample: - Speeches -Portfolio -Speaking and Listening: speeches - Evernote Tracking 	<ul style="list-style-type: none"> -Words Their Way Tests -Writing Sample Analysis - Evernote Tracking 	<ul style="list-style-type: none"> -Number Facts -Pre-testing for units -Teacher Observation -Portfolio - Evernote Tracking

FOUR	<ul style="list-style-type: none"> -PAT comprehension -On Demand- Linear -Running Records -Book box testing CARS -Just Right Reading -Portfolio 	<ul style="list-style-type: none"> -Writing Sample: -Moderation -Portfolio 	<ul style="list-style-type: none"> -Words Their Way Tests -Writing Samples -Moderation 	<ul style="list-style-type: none"> -PAT Maths -Number Facts -Pre-testing for units -On Demand- -Adaptive/Linear -Portfolio
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Indonesian Assessment Schedule

Individual reports twice a year
 Student portfolios once per semester

Foundation	Junior	Middle	Upper
Observation of participation in song, rhyme, dance Displaying correct actions to show meaning of vocab Counting to 20 Response to greetings and simple conversation Recognise colours and say colours Say and point to parts of body	Oral counting by 10 to 100 Counting by 1 Listening and speaking simple conversation Recognise and say main colours Saying of the Italian alphabet Recognise and say objects in classroom Checklist of vocab of poems, songs, chants and vocab from topics through the year Observation of discussion related to cultural perspectives	Oral Counting by 10 Oral Counting by 1 Classroom objects Days of the week Use of the Italian alphabet to complete task Checklist from middle school conversation chart Checklist of vocab of poems, songs. Plays, chants and vocab from topics through the year Observation of discussion related to cultural perspectives	Oral counting by 10 past 100 Oral counting by 1 past 100 Use of Italian alphabet to complete task Months of the year Checklist basic and extended conversation chart Testing use of common words and phrases for classroom use Checklist of vocab of poems, songs, plays, chants, and vocab from topics through the year Observation of discussion related to cultural perspectives

 <p>GREAT RYRIE <i>Primary School</i> A Learning Community</p>	<p style="text-align: center;">Draft</p> <p style="text-align: center;">Visual Arts Assessment Schedule</p>
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Anecdotal comments where appropriate on

- effort
- initiatives /talents
- sharing of work
- contributions to class discussions
- behaviour when

Two or three pieces of artwork to be assessed against Ausvels – (skill based criteria) per term.

One Student Portfolio Assessment Task per term

One Student Report per semester

Check lists of tasks completed



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Performing Arts Assessment Schedule

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Foundation	<ul style="list-style-type: none"> • Portfolio task • Skills Checklist 	<ul style="list-style-type: none"> • Portfolio task • Skills checklist 	<ul style="list-style-type: none"> • Portfolio task • Skills Checklist 	<ul style="list-style-type: none"> • Portfolio task • Skills checklist
Junior	<ul style="list-style-type: none"> • Portfolio task • Presenting performance / skills checklist 	<ul style="list-style-type: none"> • Portfolio task • Skills checklist • Film annotations 	<ul style="list-style-type: none"> • Portfolio task • Presenting performance / skills checklist 	<ul style="list-style-type: none"> • Portfolio task • Skills checklist • Film annotations
Middle	<ul style="list-style-type: none"> • Portfolio task • Peer feedback 	<ul style="list-style-type: none"> • Portfolio task • Rubric • Film annotations 	<ul style="list-style-type: none"> • Portfolio task • Peer feedback 	<ul style="list-style-type: none"> • Portfolio task • Rubric • Film annotations
Upper	<ul style="list-style-type: none"> • Portfolio task • Video assessment 	<ul style="list-style-type: none"> • Portfolio task • Rubric • Film annotations 	<ul style="list-style-type: none"> • Portfolio task • Video assessment 	<ul style="list-style-type: none"> • Portfolio task • Rubric • Film annotations



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Physical Education Assessment Schedule

Term 1

Foundation - jumping and kicking checklists and portfolio

Junior - two hand strike and overhand throw checklists and portfolio

Middle - beep test result and portfolio

Upper - beep test result and portfolio

Term 2

Foundation - running and kick checklist and portfolio

Junior - forehand strike and dodge checklist and portfolio

Middle - sport checklist and portfolio

Upper - sport checklist and portfolio

Term 3

Foundation - sport checklist and portfolio

Junior - sport checklist and portfolio

Middle - beep test, sport checklist and portfolio (peer assessment involved)

Upper - beep test, sport checklist and portfolio (peer assessment involved)

Term 4

Foundation - sport checklist and portfolio

Junior - sport checklist and portfolio

Middle - beep test, sport checklist and portfolio

Upper - beep test, sport checklist and portfolio