

Goulburn West Public School Assessment and Evaluation Policy

FOCUS

In order to provide the best possible education, teachers need to assess student's progress, achievement, and their individual needs by collecting and evaluating data. Evaluation will determine what has been learned, how well the outcomes of the specific teaching programme have been achieved, and to provide further outcomes for school and stage planning.

Purpose of assessment

1. Construct a student profile of learning ability and learning attitude
2. Establish the level of each learner in any curriculum area and in his or her level in the learning process. With that knowledge the teacher is able to plan programmes to meet individual needs.
3. Evaluation is a link between learning and planning. Teachers will use evaluation to organise activities and programmes, and to check the effectiveness of each program. Effective evaluation will lead to improvement in both learning and teaching.

Guidelines

1. Teachers collect and record information through a variety of methods. A list of authorised recording methods is attached in Appendix 1. Teacher records and assessment practice forms part of the TAR and EAR process.
2. Methods of assessment must vary and be adjusted to meet student need. Pencil and paper testing must form one component only of assessment. Teachers will need to provide evidence of complementary tasks in their documentation.
3. Information will be clear, concise and relevant to learning outcomes. All statements should be able to be substantiated with reference to learning continuums, foundation statements, and curriculum elements.
4. Data on its own has little use it should be analysed and interpreted to guide effective planning
5. Methods of assessment should be non threatening to the child and feedback should be positive.
6. Individual student records should be readily available for discussion with other teachers, and parents when appropriate.(refer to GIPA – freedom of information guidelines
7. There are some assessment activities that all teachers in a network or stage will complete to ensure continuity, accuracy and educational relevance of student profiles.

Conclusion

The types of assessment able to be recorded are listed in the attached support documents. All record keeping should be efficient, as regular as needs dictate, and relevant to learning and current teaching practice.

Revised January 2014
A Broadbent
Principal

Appendix 1
Recording Assessment & Evaluation

It is intended that where possible records will be kept electronically

Curriculum Strand	Methods of collecting information	Recording Data
Reading	Best Start K-10 Literacy continuum - PLAN Running records Reading ages Unit evaluations Observations Conferencing Individual reading records Reading activities Group discussion Running record sheets Reading folder	Plotting on literacy continuum using PLAN Benchmarks Written notes Individual Overview sheets Cumulative Record Checklists Annotations in class and stage programs Record sheets
Writing	Best Start K-10 Literacy continuum - PLAN Stage based rubrics – student and staff in S2 and S3 Unit evaluations Observations Conferencing Individual writing records Stage based activities Group discussion Writing folder	K-10 Literacy continuum Using PLAN Rubrics Checklists Work samples Day to day observations Conferencing Self/peer evaluation Discussion with teacher Story and letter samples Student's own books Notes in student's books Observations in workbooks/ Samples
Spelling	Best Start K-10 Literacy continuum Testing Essential lists eg Johnson word list Itemised checklists eg spelling rules Application of spelling conventions in written work Observations and Anecdotal notes Pupils' cumulative folders Checking of homework Work samples Annotations in program Self evaluation and editing	K-10 Literacy continuum Rubrics Checklists Work samples Day to day observations Conferencing Self/peer evaluation Student's own books Notes in student's books
Talking and Listening	Best Start	K-10 Literacy continuum

	<p>K-10 Literacy continuum Student and staff rubrics Anecdotal notes Observations Listening Feedback Study presentations Speech problem analysis Cumulative record</p>	<p>Rubrics Checklists Work samples Day to day observations Self/peer evaluation</p>
Mathematics	<p>Best Start K-10 Mathematics continuum - PLAN Testing/ Observations Anecdotal notes Work samples Group work observation Exercise samples Discussions with other teachers and student</p>	<p>Plot on the continuum – PLAN Objective checklists Graphs Itemised checklists - WM Student's own books Anecdotal comments Class lists Test result Individual notes</p>
CAPA	<p>Rubrics Checklists (indicators from curriculum) Anecdotal information</p>	<p>Rubrics Peer/self evaluation Reference to example</p>
<p>STANDARDISED TESTING Standardised testing is normally used to conduct pre and post assessment of a specific skill, or by the LAST or School Counsellor in order to diagnose learning delays.</p> <p>Some standardised testing will be relevant only if used for teaching and learning purposes e to check growth in fluency.</p> <p>Standardised testing is not to be used toward an aggregate mark for the purposes of semester reporting.</p>	<p>APPROVED EXAMPLES</p> <p>CWBM SA Spelling Test Burt Waddingtons PAT Maths SENA Best Start Neale Multilit Placement Test</p>	

Graphs

Individual pupil sheets

Notes/comments

Analysis sheet

Cumulative files

Journal

Program

Cumulative record

Anecdotal notes

Observations

Listening

Feedback

Study presentations

Speech problem analysis Cumulative record

Anecdotal notes

Roll book

Pupil Curriculum profiles

CA - Art
Observations
Notes

Work samples
Program comments

Anecdotal records
Anecdotal notes

Discussion
Class lists

Child participation
Cumulative records

Self evaluation

Music
Observational listening
Checklists

Child participation
Anecdotal notes

Discussion
Roll book

Anecdotal records

PDHPE
Observations
Checklists

Anecdotal records
Cumulative cards

Child participation

Checklists

Developmental profile

Anecdotal records

Child Portfolio

Annual test requirements

- 1) Basic Skills Tests in Year 3
 - a) Literacy
 - b) Writing
 - c) Numeracy

- 2) Basic Skills Tests in Year 5
 - a) Literacy
 - b) Writing
 - c) Numeracy

- 3) Year level tests set by class teachers
 - a) Mathematics
 - b) Writing
 - c) Spelling