**Purposes of Assessment**

The Narangba Valley State School assessment, moderation and reporting framework has been developed to provide a comprehensive overview of the principles identified as being integral to the quality of the teaching and learning process. It informs teachers of the guidelines for providing effective and quality assessment, moderation and reporting practices.

At Narangba Valley State School the purposes of assessment are to:

- Promote, assist and improve student learning
- Gather evidence to determine what each student knows, understands and can do
- Inform teaching practices and establish individual class and year level goals
- Provide data that can be communicated to a range of people about the progress and achievements of individuals or groups of students

**Assessment**

**What is Assessment?**

What do students already know? How do they know it? How will students demonstrate their learning?

Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgments to inform teaching and support student learning. To respond appropriately to student learning needs, teachers need to understand students’ current strengths and weaknesses. They need to continually monitor student progress and achievement against clear expectations.

**Assessment for Learning** is when teachers use information about student progress to inform their teaching.

- Know where each student is and what needs to come next for their learning
- Use the information to make decisions about, or changes to, planned teaching and learning

**Assessment as Learning** is when students reflect on and monitor their own progress to inform their future learning goals.

- Share learning intentions and assessment goals with students
- Support students in reflecting on and monitoring their progress
- Support students in using feedback to plan the next steps for learning

**Assessment of Learning** is when teachers use evidence of student learning to assess student achievement against goals and standards.

- Collect evidence of student achievement against standards for summative purposes
- Use data to plan the next steps for teaching and learning
- Use data to evaluate whether the standards are being achieved at a whole-school level
- Use evidence in student responses to inform fair and valid judgments for twice-yearly reporting to parents/carers and the system

**Quality Assessment Tasks**

When designing and administering assessment tasks teachers will ensure that:

- Students must recognize and be motivated by the purpose of the task
- The intended cognitive expectations of the task must be clear to students
- All students are confident that they understand the intent and specific requirements of the task

**Assessment tasks should be:**

- Valid – actually assess what is intended to be assessed
- Reliable – will result in a similar decision being made by other teachers in similar situations using the same contextualised evidence
- High Quality – provides a range of task formats and response modes, clear public criteria and constructive feedback

**Types of Assessment**

**Formatative assessment:** used to map/monitor learning progress during a unit of work. Formatative assessment provides ongoing feedback to teachers and students. The assessment provides information on progress, and identifies and addresses areas that require further development e.g. writing folios, work conferencing, teacher questioning, learning journals, portfolios, digital portfolios, reading logs, observations, interviews, and continues such as the Year 2 Net.

**Summative assessment:** generally completed at the end of a unit of work to document the level of achievement. Summative assessment may include: written tests, oral presentations, concept maps, problem solving activities, project work, essays, formal assessments and exams. This assessment can provide feedback to the teacher about the effectiveness of the unit of work.

**Diagnostic assessment:** designed to identify areas of weakness and strength. Diagnostic assessment may include: checklists, running records, continuous and formal assessment tools.

**Principles of Effective Assessment**

At NVSS we believe assessment should:

- Be utilized as an integral tool for planning, teaching and learning
- Be integrated meaningfully into the flow of planned lessons
- Serve the needs of diverse groups of students to productively inform teaching practice and the next steps for learning
- Be a planned and ongoing process of gathering data about students’ academic, social and emotional progress
- Involve the use of a range of evidence assessment opportunities and tools appropriate to the students’ developmental levels
- Provide multiple opportunities for students to demonstrate what they know and can do in a variety of ways
- Be clearly and explicitly elaborated with students so they are aware of how they are being assessed, the expectations of the assessment and how they can best demonstrate their learning
- Involve both teachers and students in reviewing and reflecting on gathered evidence through assessment opportunities
- Include a moderation process that ensures consistency of judgment
- Provide important school data that informs the school community of the effectiveness of school curriculum programs and pedagogy and satisfies systemic school data requirements
- Be aligned to curriculum intent

**Assessment Techniques**

- **Observations:** teachers observing students as they participate in planned activities
- **Discussions:** discussing students’ work with students to verify evidence gathered
- **Work sheets, tests:** work sheets, tests
- **Criteria Sheets:** relevant to context of intended learning outcomes
- **Communicate to teacher:**
  - **Relate:** ensure understanding
  - **Interpret:** translate criterion
  - **Comment:** observed behaviours
- **Peer and Self-Assessment:** teachers using any of the above techniques to assess their own work and the work of their peers
- **Criteria Sheets:** relevant to context of intended learning outcomes
- **Communicate to student:**
  - **Relate:** ensure understanding
  - **Interpret:** translate criteria
  - **Comment:** observed behaviours
- **Communicate to others:**
  - Share evidence
  - Ensure understanding

**How to Moderate**

- Review moderation protocols with the group
- Review each assessment piece in turn
- Group members describe what they see avoiding judgement and interpretation
- Group members reach a consensus of achievement level in line with intended learning criteria
- Repeat the process for each assigned grade
- Provide feedback of student achievement to students
- Remark and adjust assigned grades in accordance with moderation outcomes as necessary

Moderation Protocols

- Commit to the purpose of the moderation process
- Adopt a sense of responsibility in and for the group
- Respect and listen to others openly
- Accept where others are at
- Cooperate in good faith
- Aim for consensus in decision making
- Address problems respectfully by seeking clarification and understanding, focusing on the student work and not the teacher who presents it
- Treat others as you would like to be treated
- Critique not criticism

**Reporting**

The communication of information on the results of assessment of student achievement to a variety of audiences in a variety of styles for a variety of purposes.

**Key Assessment, Moderation and Reporting Timeframes**

**Assessment**

- **NARANGBA VALLEY STATE SCHOOL ASSESSMENT, MODERATION AND REPORTING FRAMEWORK**

**Reporting to Parents and Carers**

An initial Parent Information Session will be held early in the school year to allow teachers to communicate expectations, goals and assessment procedures to parents.

It is expected throughout the year that informal reporting will occur with parents and carers as the need or opportunity arises at mutually convenient times. This is to provide incidental feedback, strengthen school/community ties and to ensure parents are well informed about their child’s progress.

Twice-yearly, end of terms 2 & 4, written reports to parents provide information about a student’s performance in each learning area studied that semester, including an overall grade that uses a common five-point scale.

- In prep, student overall achievement is recorded as lying in five marks: ‘High,’ ‘High,’ ‘Average,’ ‘Low,’ ‘Very Low’.
- In Years 1-2, the student’s overall achievement is reported as ‘Very High,’ ‘High,’ ‘Average,’ ‘Low,’ ‘Very Low’.
- In Years 3-6, student overall achievement is reported using A-E standards. Teachers will also provide a formal interview with parents twice throughout the year. These will be offered at the end of terms 3 & 4 and are to provide parents with an opportunity to discuss academic, behavioural and social progress of their children.

**Reporting Timeframes**

- **Reporting**
  - A term reporting – A term’s end of units
  - **Parent / Teacher Interview**
  - **Term 2 and 4 – Written Reports**

**Alignment**

See: Narangba Valley State School Data Schedule

Curriculum, assessment and reporting planning should be thoughtful and use a systematic process for continually checking to ensure that all parts are connected. Alignment is integral to the development and maintenance of learning outcomes that cater for the diverse range of students. An assessment program-planned at the same time as the teaching and learning program will guide and support targeted teaching and learning; provide regular feedback to students about how they can improve their learning; and clarify future teaching and learning needs.

- What is taught must inform how it is taught, how students are assessed and how the learning is reported
- What is assessed must relate directly to what students have an opportunity to learn
- What is reported to students, parents/carers and other teachers must align with what has been learnt

Specific feedback, based on what has been learnt and assessed, is essential for students to improve and provides a basis for decisions about continuous improvement in teaching and learning.