

NARANGBA VALLEY STATE SCHOOL ASSESSMENT, MODERATION AND REPORTING PLAN

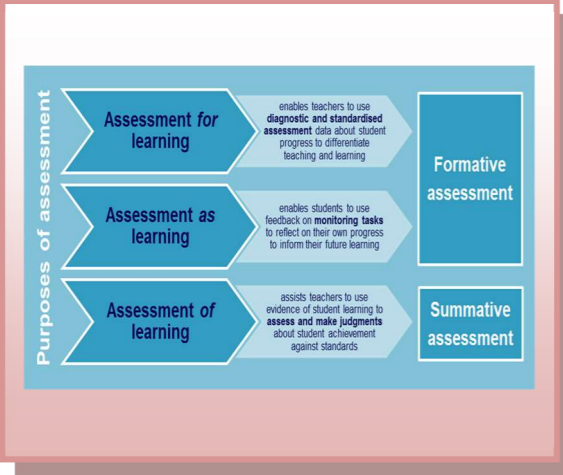
ASSESSMENT

At Narangba Valley State School teachers forefront assessment in curriculum planning and use the Australian Curriculum achievement standards to align curriculum, pedagogy, assessment and reporting; and use moderation to ensure comparability and validity of reported results.

Teachers plan, design and implement assessment to gather information and monitor student progress, inform teaching and learning, and report on student achievement of the Australian Curriculum achievement standards.

- Assessment as part of systematic curriculum delivery relies on:
- **alignment** of curriculum, pedagogy, assessment and reporting;
 - **enhanced assessment literacy of stakeholders** about the purposes of assessment, standards-based assessment and the principles of quality assessment;
 - **professional knowledge, practice and engagement** in the design and use of summative assessment and student assessment folios to make judgments about the quality of evidence of student achievement against the relevant Australian Curriculum achievement standards;
 - **a whole school approach to moderation** that is iterative and cyclical; and involves teachers in a series of professional conversations to **calibrate** and reach **consensus** for making judgments about levels of achievement;
 - the use of **assessment and reporting data** to provide the curriculum in a way that supports continuous improvement in student learning and achievement

Narangba Valley State School emphasises quality over quantity, when planning for assessment that will provide coverage of the relevant achievement standards within and across year levels and/or bands for each learning area and/or subject



Summative assessment: provides evidence of student learning against the relevant achievement standards for each learning area and/or subject in Prep to Year 6.

Summative assessment is designed in relation to the assessable elements for the learning area and/or subject and provides opportunities for students, in the context of the task, to demonstrate:

- depth of content understandings
- sophistication of skills
- application of communication and/or practical performance skills appropriate to the audience and purpose.

Teachers (in conjunction with the HOC) create marking guides/criteria sheets for each summative assessment.

The relevant achievement standard provides a fixed reference point for describing expectations about the quality of student work at the 'C' standard.

Marking guides/criteria sheets:

- provide a way of describing student achievement with reference to the relevant achievement standards
- are an accountability mechanism for teachers to make on-balance judgments about the quality of evidence in a student response to a summative assessment task
- make transparent how judgments are made about the quality of the evidence demonstrated in the student response to a summative assessment task
- are used to provide feedback specific to the individual student focused on the quality of their performance; and to inform teaching and learning
- support whole school moderation processes to align curriculum, pedagogy, assessment and reporting.

Formative assessment: provides evidence to monitor and provide feedback on student learning; and informs differentiation of teaching and learning. Student progress is monitored using formative assessment in Prep to Year 6 including: monitoring tasks; diagnostic tools; and standardised assessment.

- monitoring tasks – designed to track student progress against the relevant achievement standards
 - Check-ins on student progress in a curriculum unit towards an assessment tasks
 - An opportunity for evidence to be collected, feedback given to the student and changes made to planning
- diagnostic tools – used to gather more detailed information about discrete skills that relate to learning, for example literacy and/or numeracy capability;
 - Early Start (Prep)
 - PM Running Records
 - Prose Running Records
 - PAT tests
- standardised assessments – used to measure the understandings and skills developed over time by teaching the curriculum. Examples include National Assessment Program (NAP) for Literacy and Numeracy, science literacy, civics and citizenship, and information and communication technology.
 - NAPLAN (Year 3, Year 5)

MODERATION





A whole school approach to moderation underpins systematic curriculum delivery and supports teachers to align curriculum, pedagogy, assessment and reporting. A whole school approach to moderation involves teachers in a series of activities including professional conversations and sharing expectations about student learning and achievement.

Moderation is a process undertaken ideally at multiple junctures to ensure professional judgments about individual summative assessment and assessment folios are consistent and comparable. Moderation is iterative and cyclical.

- Before undertaking moderation processes Narangba Valley State School has developed a shared understandings about:
- alignment between curriculum, pedagogy and assessment and reporting
 - role and use of common assessment
 - achievement standards in and across learning areas and/or subjects
 - making judgments on summative assessment and assessment folios.

For effective moderation, teachers may annotate student work samples or use model responses for summative assessment. This will also support teachers to deepen understandings of the curriculum and expectations about the quality of evidence in student work required to demonstrate the relevant achievement standards.

Narangba Valley State School acknowledges that moderation is an iterative and cyclical process and occurs:

<p>Before assessment takes place, at the planning phase (known as pre-moderation)</p> 	<p>Moderation at this stage involves teachers:</p> <ul style="list-style-type: none"> • reviewing student performance to identify strengths and areas for improvement common to groups of students; • establishing priorities to enable students to develop their learning cognisant of the expected achievement standard; • using an understanding of the Australian Curriculum achievement standards to inform assessment design and plans for teaching and learning detailed in the unit plan.
<p>After the task is completed (using last year's sample), but before it is graded</p> 	<p>Calibration moderation ideally occurs using:</p> <ul style="list-style-type: none"> • de-identified sample student responses; • shared understandings about the alignment between curriculum, pedagogy, assessment and reporting; • a structured process for matching evidence of student achievement to the task-specific standards descriptors for each assessable element on the marking guide.
<p>After assessment is graded (consensus)</p> 	<p>Moderation at this stage involves teachers confirming their judgments and refining them if necessary.</p> <p>Consensus moderation ideally occurs after assessment is graded using:</p> <ul style="list-style-type: none"> • a small sample of student responses that represent A-E standards; • shared understandings about the alignment between curriculum, pedagogy, assessment and reporting; • a structured process for matching evidence of student achievement to the task-specific standards descriptors for each assessable element.
<p>At the end of the reporting period (folios)</p> 	<p>Moderation at this stage involves teachers using the student's assessment folio, at the end of each semester, to determine the overall level of achievement in each subject using the appropriate five-point scale.</p> <p>Interschool moderation also occurs at this stage to ensure consistency of judgements across and between schools.</p>


Teachers are best placed to make professional judgments about the quality of the evidence of student achievement using achievement standards.

Teachers make judgments about summative assessment tasks and an assessment folio for each learning area and/or subject using marking guides and a five-point scale. The Australian Curriculum achievement standards for each learning area and/or subject provides the pre-defined, fixed reference point for describing expectations about the quality of student work at the C standard.

The design of marking guides using a five-point scale acknowledges expectations about the range of performance against the relevant year level and/or band achievement standard.

Moderation processes confirm the interpretation of the achievement standards and ensure reliability and comparability of the judgments within and across schools. Consistent teacher judgments ensure the validity of the reported A to E data and inform future teaching and learning.

The Narangba Valley State School protocols for moderation are outlined in this document. Moderation occurs each term on an ongoing basis.



REPORTING

Academic reporting involves communicating information to parents, carers and students about student achievement and progress for each learning area/subject undertaken, at a point in time. Reporting builds the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents, so they understand:

- the learning expectations for the student;
- the student's achievement against expected standards;
- how well the student is engaging with the expected learning; and
- how the student may be able to improve.

Reporting to Parents and Carers

An initial Parent Information afternoon 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 *applying, making connections, working with, exploring and becoming aware*
- In Years 1-2, the student's overall achievement is reported as *Very High, High, Sound, Developing and Support Required*
- 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 1 & 3 and are to provide parents with an opportunity to discuss academic, behavioural and social progress of their child/ren. Future goals to further the student's learning may also be discussed at this time.