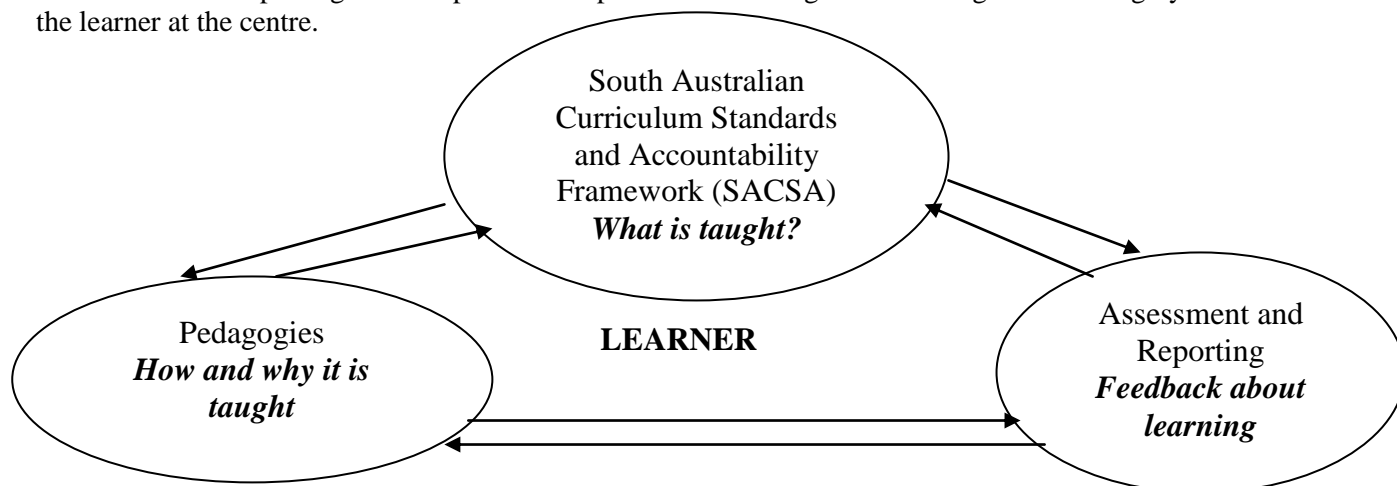


GRANGE SCHOOLS ASSESSMENT AND REPORTING POLICY

Grange Schools maintains a strong learner centred focus. It is this focus that shapes our beliefs and understandings about assessment and reporting.

Assessment and reporting is an important component of an integrated teaching and learning cycle that has the learner at the centre.



Teachers at Grange believe a comprehensive assessment and reporting framework informs parents and students about student *progress, achievement* and *attitude*.

Our Grange core school *values* underpin the learning process (*Identity, Diversity, Respect, Friendship and Enjoyment*). When assessing, evaluating and reporting on student achievement, teachers at Grange value being inclusive, honest and sensitive.

Assessment is the process of gathering information about a learner and their development in relation to what they know, can do, understand and feel.

Assessment is about learning.

This means at Grange, staff assess students for a variety of purposes including:

- identifying specific areas of need (diagnostic)
- setting goals (teachers and students)
- helping students identify their own growth
- celebrating learning
- informing planning
- grouping students
- informing reporting

The teacher's role is:

Assessment of learning and **Assessment for learning**

The student's role is:

Assessment as learning (students learn through the assessment feedback they receive on their work from the teacher and their peers).

Evaluation is when teachers and students make judgements on the gathered assessment information based on criteria.

Reporting is communicating information about student learning.

Grange Assessment and Reporting Timeline

Term 1	<ul style="list-style-type: none"> • Acquaintance Evening (Early in Term 1) –Information is presented about teachers’ Term Overviews, curriculum frameworks, routines and expectations. Parents provided with a list of minimum literacy expectations for each year level. • Parents and teachers engaging in informal discussion (by appointment) about student progress • Telephone conversations and diary notes as required • Parents or teachers initiate meetings on a needs basis <i>(the above dot points are operational throughout the year)</i>
Term 2	<ul style="list-style-type: none"> • R-7 Interviews, 3-Way Discussions (to be held early Term 2) • Term Overview • Interviews /3-way Discussions with the class teacher/s to discuss student progress. The discussion is based around the child’s achievement, progress and attitude to learning. Personal goals are set with each student during Terms 2 and 3. Progress towards these goals are the basis of Term 3 reporting. • Instrumental Music –progress report is sent home to music students in Week 10 • Interviews with specialist teachers (Japanese, P/E, Music, ESL) can be arranged upon request
Term 3	<ul style="list-style-type: none"> • Term Overview • Interview at teacher request or Student work samples (work samples, books, electronic or hard copy portfolio) or Teacher designed checklist <p><i>*For each of the above, the focus is on teacher comments and student/peer reflection. This is to provide families with an understanding of progress, achievement and attitude in relation to student goals and general learning.</i></p>
Term 4	<p>Formal summative written report R-7 (Week 9)</p> <ul style="list-style-type: none"> • Term Overview • R-7 Literacy Audit - this occurs mid Term 4, for the purpose of identifying specific learning needs for the following year • Instrumental Music – progress report is sent home to music students in Week 9 • Summative end of year report. A summative report provides a written summary of each student’s key achievements and progress over the year. <i>In 2005 assessment and reporting committee will focus on reviewing current summative report with the intention to develop a new report (in consultation with staff) that reflects SACSA outcomes.</i>

*** *Summative reports are sent home for R-7 Japanese and Music, along with samples of work during the year.*

*** *Some Year 6/7 classes may choose to be involved in Round Table Assessment at various times during the year.*

****English as Second Language (ESL) reports are negotiated with classroom teachers. ESL scaling occurs in Term 1 and 2.*