

Student Assessment and Reporting Policy



Overview

Schools undertake a range of student assessment and reporting activities to inform and support student learning.

Assessment

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

Reporting

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs
- School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress
- System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Reporting Student Progress and Achievement

The following information describes the types of student assessment reports that are either produced or used by schools.

Student reports for parents/carers are confidential documents that schools are required to produce at least twice a year using a five-point rating scale. The purpose of student reports is to:

- report student progress and achievement in Years Prep to 10
- provide parents/carers with clear, individualised information about progress against the achievement standards

- identify the student's areas of strength and areas for improvement.

Note that there may be specific instances where a school decides in partnership with an individual student's parents/carers that it is unnecessary to provide a report for that student.

In addition to producing student reports, schools will offer a parent-teacher conference to discuss the student's progress.

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3, 5, 7 and 9 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy. These test results are used by:

- students and parents/carers to discuss achievements and progress with teachers
- teachers to identify students who require greater challenges or additional support
- schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy
- school systems to review programs and support offered to schools.

The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide parents/carers and the community generally with a clear overview of how each government school is performing in Victoria. Each performance summary provides:

- an overview of student performance at the school, and how the school compares with other Victorian government schools (accounting for student intake)
- student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year, the last four years (when available) and a detailed breakdown of the areas that were measured, and
- school comparison data to other schools, that identifies whether a school (accounting for student intake) is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

Each school also provides an 'About our School' statement, which provides context for the data contained in each school's performance summary and outlines the school's achievements and plans for the future.

The Annual Report informs parents/carers and the wider school community of the school's successes, activities and achievements throughout the year. To access the performance summaries and school annual reports see: Victorian Registration and Qualifications Authority (VRQA) State Register.

The Department also provides each school with other confidential reports that summarise student outcomes in that school, including learning achievement, relative to threshold performance standards. These reports are provided to inform the processes of school strategic planning and review.

National reports indicate the performance of student cohorts as a whole against agreed national standards and targets, as well as informing the design and implementation of improvement strategies for the education system.

Assessment and the teaching and learning cycle

Assessment is integral to the teaching and learning cycle. The practitioner uses the evidence from assessment to provide feedback to the learner and to adapt the learning program in response to the learner needs identified by assessment.

Assessment principles

Assessment promotes further learning and achievement when the practitioner works collaboratively with the learner, the learner's family, peers and colleagues to plan the learning program.

Assessment for understanding

Effective assessment enables the practitioner to understand what knowledge, skills and concepts the learner can demonstrate and what they have misunderstood or not yet mastered.

Assessment and domain expertise

Assessment is more than forming judgments about a learner's mastery of a body of curriculum content. It includes monitoring the learner's incremental understanding of the language, concepts and skills of a learning area or domain and what they need to do to succeed.

Assessing Learners with Additional Needs

Practitioners need to ensure that assessment activities are equitable for, and accessible to, all learners. Learners should have appropriate opportunities to demonstrate their level of proficiency.

Assessments for Schools

The following suite of validated online assessment tools is available for teachers to use on-demand with students at any time during the year to suit the teaching program.

- English Online Interview (EOI) – provides teachers with a powerful tool for assessing the English skills of students in Prep to Year 2. This assessment is mandated for Prep students.
- Diagnostic Assessment Tools in English (DATE) – helps teachers to clarify or elaborate on the data obtained from the English Online Interview. DATE assesses the three modes of AusVELS English and includes early literacy and monitoring progress tools designed for use with students in Prep to Year 2.
- Mathematics Online Interview (MOI) – supports teachers to assess the mathematical understanding and preferred strategies for solving increasingly complex tasks of learners in the early years of schooling.
- Fractions and Decimals Online Interview (FDOI) – allows teachers to better understand their students' knowledge, skills and behaviours with regard to fractions and decimals. For use with students in the Middle Years of schooling.
- Abilities Based Learning and Education Support (ABLES) assessment tools – enables teachers of students with disabilities and additional learning needs to compile a comprehensive profile of their student's strengths and abilities in the learning areas of English and Personal and Social Capability. The tools assist teachers as they develop their classroom programs.
- Critical and Creative Thinking Assessment Tool – allows teachers to map learner achievement to progress learning against the three stages of the Critical and Creative Thinking continuum (CCT). For use with students in Years 1-10.
- Health and Physical Education Assessments– supports teachers to evaluate their students' knowledge and skills in the AusVELS dimensions of *Health knowledge and promotion* and *Movement and physical activity*. For use with students in Years 3-4, Years 7-8 and Years 9-10.
- Tools to Enhance Assessment Literacy (TEAL) – supports teachers to assess all EAL learners in Victorian schools including those from a refugee background, EAL learners born in Australia or overseas and fee paying international students.
- On Demand Testing – provides teachers with tests to use when, where and how they choose to assess student achievement in Years 3-10. Tests are designed to link to curriculum and achievement standards.
- School based assessments including pre and post tests and commercially produced tests that provide specific information to teachers.