



# **Mornington Primary School**

## **Assessment Policy**

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# Mornington Primary School Assessment Policy

## Why do we assess?

### Philosophy

At Mornington Primary School we believe assessment is one of the most important tools we use to inform planning and practice, guide instruction and lead to improved student learning. Assessment is the key component that allows us to effectively differentiate the curriculum, personalise learning and deliver the curriculum to a student's zone of proximal development. We believe that the best assessment is ongoing, relevant and authentic and should include all stakeholders.

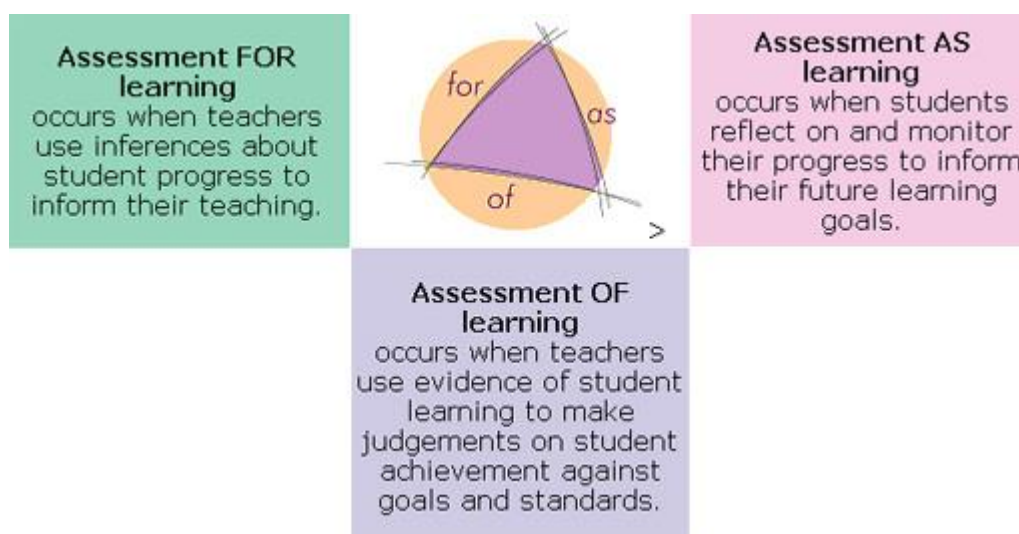
### Definition of assessment

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Making The PYP Happen 2009

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. DEEDC 2009

### Purposes of assessment

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:



The prime objective of assessment in the PYP is to provide feedback on the learning process. (IBPYP "The Primary Years Programme – A Basis for Practice" p 13)

## What Do We Assess?

### Forms of assessment

#### **Summative assessment** (Assessment Of learning)

Summative assessment aims to give students and teachers a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It measures understanding of the central idea and promotes students towards action.

#### **Formative assessment** (Assessment For and Assessment As learning)

Formative assessment provides information that is used in order to plan the next stage of learning. It is interwoven with learning, and helps teachers and students find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. It also aims to promote learning by giving regular and frequent feedback.

### What is assessed?

The knowledge, skills and understandings outlined in DET policies and IB requirements in the following areas are assessed.

#### Physical, Personal and Social Learning

- Health and physical education
- Interpersonal development
- Personal learning
- Civics and citizenship

#### Discipline – based learning

- The Arts (Visual and Performing)
- English
- Mathematics
- Humanities (Economics, Geography and History)
- Science

#### Interdisciplinary Learning

- Communication
- Design, Creativity and Technology
- Information and Communications Technology
- Thinking Processes

PYP Transdisciplinary skills (may overlap with some domains above)

- Thinking skills
- Research skills
- Communication skills
- Self-management skills
- Social skills

IB Learner profile attributes

PYP attitudes

\*Assessment should effectively guide students through the five essential elements of the PYP curriculum; understanding concepts, acquisition of knowledge, the mastering of skills, the development of attitudes and the demonstration of action as a result of learning.

### **The Exhibition**

Every Grade 6 student at Mornington Primary School completes a Grade 6 PYP Exhibition. The Exhibition is used as summative assessment. The exhibition requires that each student demonstrates engagement with the five essential elements of the PYP programme – knowledge, concepts, skills, attitudes and action. It is also an opportunity for the students to exhibit the attributes of the Learner Profile that they have been developing through the PYP programme. The exhibition takes place under any of the six transdisciplinary themes, at the discretion of the school. For further details of the PYP exhibition, see p 53 and 54 of “Making the PYP Happen”.

## **When And How Do We Assess?**

### **Guidelines and Principles for assessment (from DET)**

- **The primary purpose of assessment is to improve student performance**  
Good assessment is based on a vision of the kinds of learning we most value for students and how they might best achieve these. It sets out to measure what matters most.
- **Assessment should be based on an understanding of how students learn**  
Assessment is most effective when it reflects the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time.
- **Assessment should be an integral component of course design and not something to add afterwards**  
The teaching and learning elements of each program should be designed in full knowledge of the sorts of assessment students will undertake, and vice versa, so that students can demonstrate what they have learned and see the results of their efforts.
- **Good assessment provides useful information to report credibly to parents on student achievement**  
A variety of assessment methods provide teachers with evidence of what students know and can do, and their particular strengths and weaknesses. Teachers can then report to

parents on how far their child has progressed during the year, where they are compared to the relevant standards, and what the student, the parent and the teacher need do to improve the student's performance.

- **Good assessment requires clarity of purpose, goals, standards and criteria**  
Assessment works best when it is based on clear statements of purpose and goals for the course, the standards which students are expected to achieve, and the criteria against which we measure success. Assessment criteria need to be understandable and explicit so students know what is expected of them from each assessment they encounter. Staff, students, parents and the community should all be able to see why assessment is being used, and the reasons for choosing each individual form of assessment in its particular context.
- **Good assessment requires a variety of measures**  
In general, a single assessment instrument will not tell us all we need to know about student achievement and how it can be improved. Therefore, we need to be familiar with a variety of assessment tools so we can match them closely to the type of information we seek.
- **Assessment methods used should be valid, reliable and consistent**  
Assessment instruments and processes should be chosen which directly measure what they are intended to measure. They should include the possibility of moderation between teachers where practical and appropriate to enhance objectivity and contribute to a shared understanding of the judgments that are made.
- **Assessment requires attention to outcomes and processes**  
Information about the outcomes students have achieved is very important to know, but so too is knowing about their experiences along the way and, in particular, the kind of effort that led to these outcomes.
- **Assessment works best when it is ongoing rather than episodic**  
Student learning is best fostered when assessment involves a linked series of activities undertaken over time, so that progress is monitored towards the intended course goals and the achievement of relevant standards.
- **Assessment for improved performance involves feedback and reflection**  
All assessment methods should allow students to receive feedback on their learning and performance so assessment serves as a developmental activity aimed at improving student learning. Assessment should also provide students and staff with opportunities to reflect on both their practice and their learning overall.

## Assessment Strategies

**These strategies/approaches represent Mornington Primary School's answer to the question "How will we know what we have learned?"**

Observations

Performance assessments

Process-focused assessments

Selected responses

Open-ended tasks

Tests/Quizzes

Portfolios

## Assessment tools

**The assessment strategies are put into place using the following tools**

Rubrics

Exemplars

Checklists

Anecdotal records

Continuums/Progression points

Interviews

### **Record Keeping**

- All teachers are responsible for keeping evidence of information gathered from assessment procedures.
- Semester Reports are stored cumulatively in student files

### **Student portfolios**

- Student portfolios/Learning Journals provide a picture of each student's growth and development over a period of time both as individual and as group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans. MPS has developed a Portfolio Essential Agreement.

## How Do We Report?

### Reporting

Reporting will be conducted in line with Departmental policy and IB requirements

The following outlines how we will communicate information about assessment

#### **Teacher – Student Conferences**

Daily, on-going feedback from teacher to student and student to teacher, enables reflection and further refinement of skills and understandings supporting student learning and teacher planning.

#### **Teacher – parent Conferences**

These opportunities occur informally throughout each year. They are designed to be constructive and as needed. Parents are encouraged to make appointment times if significant issues need to be discussed however for other issues, teachers are available at various times throughout each week. These times also provide parents with the opportunity to provide information about the cultural context of the student's learning.

Each Mod also conducts an Information Evening with parents at the start of each year to outline expectations, learning intentions, administrative matters and provide a forum for parents to ask questions.

#### **Student-led Conference (Three- way)**

The student is responsible for leading the conference using different learning situations and work samples. Students reflect upon work samples, products and performances they have chosen with guidance from their teacher. The student identifies strengths and areas for improvement. Parents and teachers (where needed) collaborate with the student in order to determine how they can best support their learning

#### **The Written Report**

Determination of grading levels for formal reporting purposes will reflect student performances on summative assessment tasks. Student grades will reflect their most consistent level of achievement, usually their most recent level of achievement at the time of reporting. Teachers work collaboratively to determine achievement levels and to establish exemplars. Teachers will write Personal /Social comments about each student making reference to the Learner Profile and/or PYP Attitudes. The written report will also include comments by the students about their learning and learning goals.

#### **NAPLAN**

In Grade 3 and 5, students will participate in the National Assessment Program For Literacy and Numeracy. Parents will receive a formal report as to their child's level of achievement.



## **Reflection on assessment.**

- After any assessment has been carried out, we should reflect on the following-
- Have the tasks provided ample information to allow a judgement to be made about whether the purposes or objectives have been met?
- What does the students' performance reveal about their level of understanding?
- Are the results to be expected or have any unexpected results occurred?
- Do any changes need to be made to the assessment procedure?
- How should the teaching and learning process be modified as a result of this assessment?
- How will we use this assessment to inform future teaching and learning?

## **Evaluation of Assessment Policy**

Refer to MPS document "Guidelines to Policy Development" which outlines evaluation of policy guidelines.

This policy should be read in conjunction with the Mornington Primary Assessment Schedule and MPS Essential Agreement on Learning Journal/Portfolios

### **References**

International Baccalaureate "Making the PYP Happen"

International Baccalaureate The Primary Years Programme – A Basis for Practice

Victorian Department of Education and Training Assessment and Reporting Advice

### **We also gathered information from the following IB PYP school assessment policies**

Hills International College

Wade King International School

Scotch College WA

Kunyang Primary School

International School at Dundee

Frank C. Martin International K-8 Centre