

ASSESSMENT AND EVALUATION

RATIONALE

The primary purpose of school based assessment and evaluation is to improve the quality of the educational experiences explored inside and outside of the classroom to further individual student learning towards their personal best.

GUIDELINES

Assessment Principles

Assessment must:-

- Be purposeful and worthwhile
- Have clear success criteria
- Utilise a variety of processes and tools
- Be manageable
- Be reliable across the school
- Reflect school goals
- Promote next step and future learning
- Involve the students
- Be continuous
- Be an integral part of teaching
- Be both formative and summative

School Programme

A coherent, cumulative whole school assessment and evaluation programme exists in this school. Records are maintained and readily available for discussion with other teachers, educators and parents when appropriate.

This policy is to be read in conjunction with procedures on:

- Reporting to Parents.
- External School Review (ie. WASC, IB, etc).
- Internal School Review (ie. Parent Opinion Survey)
- Planning and Preparation.

LEARNING OUTCOMES

1. Learning outcomes are generated from information gained as a result of previous assessments and assessment data.
2. Children can be assessed and evaluated against learning outcomes taken from the learning areas scope and sequence documents (ie. Language, math, science, etc).
3. Assessment activities relating to any learning outcome(s), will be identified during the planning phase and the success criteria will be set prior to the learning itself.

RECORDING ASSESSMENT INFORMATION

Teachers own assessment data is to be kept in an evaluation folder or booklet, for ease of filing and access. This will include such things as test results, anecdotal notes, check lists, conference notes, records of learning conversations and so on.

Student Portfolios – see below for details.

Student Personal Files - kept in filing cabinets in the office.

- A file is set up for each child as they enter the school. This remains active until they leave.
- Each child's folder will contain the following:
 - Enrolment form
 - First Steps phase related writing samples
 - Relevant standardised test sheets (IOWA, ISA)
 - Copies of report cards
 - Internal reading evaluations (PM Benchmarks, PROBE)
 - Learning Development Plans (if relevant), housed in the learning development folder.
- Outdated or irrelevant data will be purged at the beginning of the school year (or earlier).
- All entries and samples must be dated. (Month and Year)

ASSESSMENT STRATEGIES.

- **Common assessment will be valid in KEY AREAS:-**
 - Literacy – First Steps Reading and Writing Maps of Development
 - Mathematics – Math Unit Reports
 - Inquiry Skills – Unit of Inquiry Reports
- **Other accepted tools used in this school are:-**

- Work samples	- Benchmark checks
- Regular marking and feedback of student work (<i>most important</i>)	- Tests
- Observation	- Learning conversations
- Self assessment by students	- Checklists
- Peer assessment	- Maps of Development
- Rubrics	- Performance assessments
- Conferencing	- Reading Running Records

WHOLE SCHOOL PROGRAMME

Entry and Evaluation

- An Entry and Evaluation Programme exists for teachers to quickly become familiar with the educational, social and learning needs of our students when they arrive at MZIS.
- The entry and Evaluation programme runs over the first 2 weeks of Term One for all Students, Grade 1 and above.
- Individual teachers are to decide on the exact content of the Entry and Evaluation programme but it should contain age relevant aspects of the following:
 - Mathematics – a brief unit on understanding of number
 - Writing – a re-count related to an experience the student has had
 - Reading – if no reading age is known; a simple word recognition test (Probe or PM Benchmarks)
 - Spelling – 'Words Their Way' Spelling Test
 - Social Skills – observation and notes (students previously attending)
 - Work Habits – observation and notes (students previously attending)
 - Work related to setting up of the Student Portfolio for the year (students previously attending)
- The most important aspect of this programme is the analysis of the achievement data and personal information, which is available. An analysis sheet is provided to assist teachers with this task (*i.e. Student Record Sheet and First Steps Class Profile Prediction*).

Informal Reading Assessment and Evaluation

- An internal reading assessment and evaluation will be conducted for all grades at the beginning of the year and at the end of the year. Where applicable, Kindergarten to Grade 2 will use the PM Benchmark system and Grade 3 and above, will use the Probe Resource. This reading assessment will measure the student's reading capability and will be conducted in the first 5 weeks of Term 1 and 5 weeks prior to end of the scholastic year. The Principal will collate the results.

Student Portfolios

- Contains copies of work and assessments from various areas of the curriculum for any one year. Core Curriculum areas must be represented each term.
- Set up for each student at the beginning of the School year.
- Accumulation of student work occurs at a rate of 6/7 per term and represents a good cross section of curriculum areas. 6 samples per term is a minimum requirement.
- Assessment in key learning areas will be repeated each term to show progression through the year.
- Teachers should see that all student work is dated, marked and quality feedback is provided. Learning outcomes, success criteria and student self-assessment should be evident in most examples of student work.
- Student portfolios go home on the last day of the first and third term.
- Teachers should ensure the portfolio does justice to the student's capability, their own professional integrity and also provide a window into quality of the school's learning programmes for parents.

(See checklist for student portfolio contents)

First Steps Map of Development

- Each child is to be plotted on the Map of Development for the strands of
 - Writing
 - Reading
 - Speaking and Listening to be used only if there is a problem
 - Viewing (once training has been delivered).

Children are only in a phase when all Key Indicators have been highlighted for that phase.

• **Writing**

- samples from student's *draft book* to be collected to support the MAP evaluation

Reading

- data is initially collected from PM Benchmark and PROBE testing. Further evidence of achievement will be collected to support MAP evaluation.
- Future planning should be based on class results and trends.

Mathematics

- Post testing procedures are to be implemented following each unit of work. Mathematic Reports will be sent home to parents on the completion of each unit.

Student Self Assessment

The ability for students to set goals, work towards attaining their goals and then assessing their performance and progress towards achieving their goal is a very real and important skill for them to obtain. Goal setting is a life skill which developed now, will benefit student for the rest of their lives. It is recommended that this practice be employed for most topics, units and appropriate activities. The goal setting notes and evaluative comments made by the students should be recorded in their Portfolios. This helps students to understand what is to be learned during a lesson or series of activities, and develops strategies that assist them to assess their performance and make informed

decisions about what their next learning step is to be.

Teacher Marking of Student Work

Teacher marking can be presented in a variety of formats (i.e. maps of development, anecdotal notes) as a variety of tools (i.e. rubrics, continuum, checklists, etc) can be used to access evidence required to identify a student's next steps in learning. All students will be set work that is marked or acknowledged by his or her teacher. Preferably work is marked during a learning conversation or conference *with* the student as part of the assessment process. During these conferences, there will be a comment or response (feedback) to the student relating to the content produced, the agreed success criteria, achievements made, next step learning as well as positive comments or praise where appropriate. It is important to identify what can be improved and how the student may take their next learning steps towards that improvement.

Unit Evaluation Notes.

Student Achievement Information.

Teacher' records must be able to be used to ascertain the accumulative progress each student is making, especially in key learning areas.

Regularly, in key learning areas, teachers must record student achievement against individual or agreed learning objectives, skills and attitudes. This information then becomes the focus for further learning and continuing assessment.

Assessment information should be recorded and available for evidence of assessment, and for sharing with teachers for moderation and end of year teacher handover.

Learning Programme Effectiveness.

Teachers' reflection and self-assessment of curriculum delivery methods (pedagogical practices) and their effectiveness are an important part of the curriculum delivery improvement process. For each unit of work that student achievement information is kept, notes on programme effectiveness should be recorded as well as an analysis of student progress be made. Questions to ask –

- Have I selected and used appropriate teaching strategies?
- Have I interacted effectively with all students?
- Have I helped the students to monitor their own learning?

The PYP Exhibition

Students who are 10 –12 years old are expected to carry out an extended, collaborative project of inquiry, the "PYP Exhibition," under the guidance of the teacher. This is done through intensive study over a period of weeks (or months). When the student is ready they sign up with the teacher to make a presentation, or exhibition, to classmates, family, faculty and friends. Following the exhibition the child's project is evaluated for successful components of inquiry.

Benchmarking

To allow for students who are, or could be repatriating, we will annually conduct a suitable benchmarking test.

These will be conducted for all students during a testing week, set usually in April of each year.

- For all, but in particular North American students, the IOWA test will be submitted in April.
- For all students, the ACER "International School's Assessment" will be administered in February.
- Parents have the option of logging onto the ACER "iAchieve at Home" test or any US based equivalent if they want to conduct their own benchmark analysis.
- The benchmarks listed in the PYP Scope and Sequence documents provide level and age based benchmark information for outcomes based learning standards.

Results will form part of the achievement information passed to schools which students transition to.

The above requirements represent the minimum set.

Teachers are at liberty to extend their assessment programme to suit their teaching style and pedagogical practices.

ANNUAL WHOLE SCHOOL ASSESSMENT AND REPORTING PROGRAMME

Week	<i>Collecting and Recording</i>		<i>Reporting to Parents</i>
	<i>Assessment Tasks</i>	<i>Ongoing Assessments</i>	<i>School - Wide</i>
Term One			
1	Entry & Evaluation	Informal assessment by teachers	
2	Entry & Evaluation		
3	<i>Student Record Sheet and First Steps Class Profile Prediction</i>	Regular marking and feedback of student work	
4		Observation	
5		Work samples	
6			
7	First Steps Writing and Reading		
8			Student Portfolios Parent Interviews
9	Student Portfolios		
Term Two			
1		Self assessment by students	
2	Informal Prose Reading	Peer assessment	
3	Informal Prose Reading		
4		Rubrics	
5		Conferencing	
6	First Steps Writing and Reading		
7		Informal Prose Checks	Student Portfolios
8			Report Cards
9	Student Portfolios		
Term Three			
1		Tests	
2		Anecdotal notes and records	
3	Maths – Basic Facts		
4	ACER ISA Testing	Learning conversations	
5			
6	First Steps Writing and Reading	Checklists	
7		Rdg Running Records	Student Portfolios Parent Interviews
8	Student Portfolios		
9			
Term Four			
1		Continuums	
2	First Steps Writing and Reading	Performance assessments	
3	IOWA Testing		
4		Use of Matrices and exemplars	
5			
6		Benchmark checks	
7			
8	Student Portfolios		Student Portfolios
9	<i>Student Record Sheet updated and complete for handover.</i>		Report Cards
Summer Vacation			