ASSESSMENT AND REPORTING STATEMENT 2021

1. Purpose of assessment

The purpose of assessment is to gather valid, reliable and useful information about student learning. At TNS we adopt an integrated approach to teaching, learning and assessment, and as such assessment is an ongoing and integral part of the teaching-learning cycle. Quality assessment tasks enable students to demonstrate what they know and can do while providing teachers with opportunities to gather evidence about student achievement in relation to syllabus outcomes.

At TNS we are committed to standards-referenced assessment that:

- is based on syllabus outcomes
- enables students to demonstrate their learning in a range of task types
- is free from bias
- is inclusive of and accessible for all students, with appropriate differentiations or adjustments provided as necessary
- is part of an ongoing process where progress is monitored over time
- is respectful of each child and sensitive to their age and developmental stage

2. For / As / Of

Assessment *for*, assessment *as*, and assessment *of* learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These approaches may be used individually or together, and formally or informally in all KLAs. TNS adopts NESA's definitions for assessment for, as and of learning:

2.1 Assessment For Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

2.2 Assessment As Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

2.3 Assessment Of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

3. Assessment overview

Each term, teachers map their assessments for each unit of work in each KLA on an assessment overview and specify the type of assessment (for/as/of). This ensures

assessment tasks are spread throughout the term. It is expected that KLAs with a heavier teaching load (such as English) will have multiple assessment tasks, and/or rich assessment tasks requiring multiple steps which may necessitate an outcome referenced marking rubric.

Student work samples and marking rubrics may be kept in individual learning portfolios. Checklists and other assessment data may be stored in our Student Management System, or individual student files.

Throughout the year teachers will also collect examples of children's work in order to form a moderation file for assessment purposes (sample at expected standard, beyond expected, towards expected) at each Stage of learning.

4. Assessment strategies

A range of strategies may be used to assess student learning. The type of assessment activity and the means of gathering evidence will depend on outcomes, context, and students' learning needs. At TNS assessment strategies include:

- teacher observations
- anecdotal records
- rubrics for rich assessment tasks
- checklists
- peer assessment
- self-assessment
- learning portfolios (a growing collection of student work samples from throughout the semester)
- inquiry based research questions
- hands-on activities or practical demonstrations
- presentations

An extensive list of assessment strategies teachers can draw from may be found at:

http://syllabus.nesa.nsw.edu.au/support-materials/k-6-assessment-strategies/

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A 'test' should only be used when evidence of student knowledge and understanding cannot be collected any other way. At TNS we prefer authentic assessment tasks and work samples collected in the context of the usual school day and not under 'test conditions'. As such, we do not teach children how to perform in standardised tests or expect them to complete assessment tasks within strictly enforced time limits. While we fully cooperate with all legislative requirements regarding standardised tests, we are philosophically opposed to standardised testing and do not sacrifice valuable teaching time for practising past papers or teaching performance techniques.

5. Students with additional needs

Students with additional needs may require adjustments to assessment in order to demonstrate what they know and can do in relation to syllabus outcomes and content. Teachers should consider:

- adjustments to the process – a student may need more time, more rest breaks, a reader or scribe, or a specific technology
- adjustments to activities – a student may need language simplified or read aloud, alternative formats for questions, or an additional scaffold to work from
- adjustments to responses – a student may need to write in point form, record their answer instead of writing, or annotate using a specific technology

6. Marking and feedback

Student work should be regularly marked and dated to show evidence of progress over time. It is not necessary for every piece of student work to be marked. However, the most important part of marking is the feedback provided to students. This feedback may be written on the work sample or discussed verbally with the student as appropriate for the task, learner and context. Specific, constructive feedback enables students to recognise their strengths as well as areas for development, and to plan next steps for their learning.

Other forms of feedback to support student learning include class or group discussion, peer assessments, self-assessments and self-reflections, checklists, and success criteria.

7. **Reporting to Parents**

The relationship between home and school is important, and effective reporting involves parents, children and teachers as partners. Data collected from assessment tasks and moderated samples of student work are used to inform written reports. Reports are provided twice annually. TNS is committed to meeting all reporting requirements, while maintaining a focus on the whole child and celebrating their individual strengths.

Further communication about what children know, understand and can do also occurs through:

- 3 Way Conferences (child / parent / teacher) – these provide an opportunity for children to share their work samples, celebrate areas of strength and identify areas for further growth and learning
- Learning portfolios – student work samples
- Parent / Teacher meetings

Reporting timeline:

School entry interview	Term 3 of year prior to school
Hopes and Concerns	Week 1-2 of Term 1 (optional)
Parent Teacher meetings	Week 8 Term 2
Report and Portfolio	End of Semester 1
3 Way Conference or Parent Teacher meetings	Term 3 (optional)
Report and Portfolio	End of Semester 2
Other meetings	*Ongoing through the year as required*

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