




<b>POLICY</b>	 <b>SPW</b> EARLY LEARNING AND PRIMARY EDUCATION
Title: <b>PYP Assessment</b>	
Authorised by: <b>Principal</b>	<b>Page Number: 1 of 11</b>
No.: <b>CURR-31</b>	
Issue Date: <b>November 2012</b>	
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# PYP Assessment Policy

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## 1 INTRODUCTION

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The purpose of assessment at St. Peter's Woodlands (SPW) is to improve student learning, to provide information on student learning and to contribute to the efficacy of learning programmes. Assessment is the ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners and all other stake holders. Assessment will reflect best practice that supports the learner and the teacher in the promotion of student achievement.

At SPW we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to take action

## 2 DEFINITIONS

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The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyse data
- Reporting – how we choose to communicate information

## 3 SCOPE

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This policy applies to all learners from the 3 Year Old program in Early Learning through to the completion of the Primary Years Program at Year 5.

## 4 OBJECTIVES

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SPW's approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry. The main aim of assessment at SPW is to provide feedback on the learning process and the development of the five essential elements to inform further learning. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.

## 5 ASSESSING

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The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At SPW the classroom employs a range of formative and summative assessments, which demonstrate student achievements.

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**Summative assessment:** aims to give teachers and students 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 can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

**Formative assessment:** provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Assessment in the classroom includes:


- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of test/task results

## 6 RECORDING

The SPW staff use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of tools.

Assessment strategies and tools					
Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Assessment strategies					
Observations	•		•	•	•
Performance assessments	•	•		•	•
Process-focussed assessments	•		•	•	•
Selected responses		•	•		•
Open-ended tasks	•	•		•	•

Teachers use a range of methods to document the evidence of student learning and understanding – see Appendix 1: Glossary. This at times includes video, audio, photographs and graphic representations. Teachers also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

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## 7 REPORTING

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Reporting on assessment at SPW includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. See Appendix 2: Reporting at SPW, for an outline for each year level.

Reporting to parents, students and teachers occurs through:

- Getting to know you conference
- Conferences (parent- student-teacher) (student-teacher) and (Student Led)
- The Portfolio
- Year level Learning Journeys
- Year 5 Exhibition
- Twice yearly written reports

## 8 GETTING TO KNOW YOU CONFERENCE

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In the week prior to school starting, classroom teachers meet with each family to hear about each child. Information gathered about social, emotional, or physical learning needs provides a basis for planned learning. This is also an opportunity to share written information about curriculum and classroom administration.

## 9 PORTFOLIOS

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A child's portfolio is a collection of his or her work to demonstrate reflection and growth, creativity and engagement. Portfolios should celebrate student learning through the PYP showing the development of the whole child, both within and outside of the Program of Inquiry in all subject areas.

Portfolios are used by students to communicate this development with parents and with teachers and peers throughout the year.

Portfolios are intended to be student-managed with teacher guidance so students take ownership of their portfolios. The balance of 'teacher-selected' versus 'student-selected' content in portfolios depends on the age and maturity of students. Teachers should help students learn how to thoughtfully choose which items to include/keep in their portfolios and provide students opportunities to thoughtfully remove items also.

Portfolios should be easily accessible to students. Students should understand the purpose of portfolios, the process used to compile them, and be able to explain why specific materials are in the portfolios.

Portfolio content need not be limited to written work. A variety of media can be represented to reflect different learning styles and experiences, including drawings, photos, voice recording, videos, and multimedia.


Portfolios are stored in plastic display folders in classrooms. Students will take their portfolio home at the conclusion of each term and return them at the beginning of the following term, with the exception of the end of year when portfolios will be kept at home.

Portfolio content at each year level should include the following:

Per Term

One student-generated reflection for each unit from our POI, either:

- a general reflection on the unit of inquiry, including the knowledge and understanding gained and possible future investigations
- or
- the student's response to a piece of work from the unit of inquiry

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A brief student reflection for each student-selected piece in the portfolio

Evidence of:

- Literacy development
- Mathematical thinking and skills
- Writing development and skills
- Student learning in Art, Music, PE and Japanese or German
- Student-initiated action (when/if it happens)
- Students as inquirers and producers of knowledge

Per Semester

PYP Learner Profile/Attitude Reflections

Evidence of:

- Student engagement in RAVE
- Student engagement in the Keeping Safe: Child Protection Curriculum

Per Year

A current year student photograph on the front cover

In the term students undertake the PYP Exhibition; all pieces will be student selected and include an exhibition reflection

*(Each selection relating to a POI unit will include the Transdisciplinary Theme and Central Idea)*

## 10 WRITTEN REPORTS

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The written reports have a summative grade based on the Australian Curriculum Achievement Standards. PYP Approaches to learning are reported on through a continuum, while all other components of the program are covered through the written comment.

At the end of Semester 1 and the end of the school year, a written report is sent home. The report contains a mark for each Australian Curriculum learning area and a detailed general comment from the class teacher.

## 11 LEARNING JOURNEYS

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Teachers across a year level select one Unit of Inquiry through which to present a Learning Journey. Parents and community are invited to share in student learning. The presentation of the Learning Journey can take a range of forms. Students engaging with visitors and sharing their learning and understandings is the aim.

## 12 3-WAY CONFERENCES


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Three Way Conferences are formal reporting sessions with both parents and students and are led by the student with support from the teacher. Conferences take place near the end of Term 1, with optional conferences available at the beginning of Term 3.

## 13 PYP EXHIBITION

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At SPW students in Year 5 demonstrate their understanding of the program through engagement in the Exhibition. The Exhibition is shared with the SPW community and engages teaching and non-teaching staff from across the school.

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## 14 STANDARDISED ACHIEVEMENT TESTS

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Standardised assessments are used as a part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner and about the programme. The types of assessment used in the school are many and varied and goes towards making up the whole picture.

Standardised assessments are specifically used for the following reasons:

- To inform teaching
- To provide information which shows growth over time
- To provide comparison with a peer group
- To inform decisions about programs
- To allow the Learning Support Team to determine those students whose basic skills fall outside the normal range expected for students of that particular age. This information is used alongside other assessment information to determine those students who will access support from the Learning Support team
- To form part of the process of reporting to parents


The database of standardized assessment data is available to teachers on the server.

Teachers have information that helps them form groups, plan the program and be aware of those with special needs. See Appendix 3: School Data Collection for details of standardized assessment tasks.

## 15 ASSESSMENT

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- Assessment should be planned at the start of the unit and should demonstrate clear links between the assessment tasks and all components of the planner, ie central idea and lines of inquiry, key concepts, teacher and student questions, learning activities as well as alignment to the appropriate Australian Curriculum Achievement Standard
- Assessment strategies and tools should be varied and should include pre and post assessment tasks and formative and summative assessments
- Assessments should include peer and self-assessment where appropriate
- Students should be involved in the development of some of the assessment activities and tools (eg rubrics). When students are not involved in the development of assessment activities they need to be informed of assessment criteria
- Assessment will inform and direct future learning
- Assessment at SPW is working towards addressing all five of the essential elements (knowledge, concepts, skills, attitudes and action) and the learner profile
- Teachers will be familiar with and put in place the assessment policy of the school

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## Appendix 1 – Glossary

<b>Assessment strategies</b>	
Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).
Performance assessments	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process-focused assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Selected responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open-ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.
<b>Assessment tools</b>	
Rubrics	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
Exemplars	Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.
Checklists	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
Anecdotal records	Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.
Continuums	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.




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## Appendix 2 - Reporting at SPW


The following table gives parents a guide to Reporting at SPW over the period of the school year.

Year level	Term 1	Term 2	Term 3	Term 4
3 Year olds	<ul style="list-style-type: none"> <li>• Student led three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Optional three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• End of Year Report</li> <li>• Portfolio</li> </ul>
	Learning Journey – 1/term			
4 Year olds	<ul style="list-style-type: none"> <li>• Student led three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Optional three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• End of Year Report</li> <li>• Portfolio</li> </ul>
	Learning Journey – 1/term			
Foundation	<ul style="list-style-type: none"> <li>• Student led three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1 Report</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Optional three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• End of Year Report</li> <li>• Portfolio</li> </ul>
	Learning Journey – 1 UOI/year			
Year 1	<ul style="list-style-type: none"> <li>• Individual 'Getting to know you' sessions</li> <li>• Student led three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1 Report</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Optional three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• End of Year Report</li> <li>• Portfolio</li> </ul>
	Learning Journey – 1 UOI/year			
Year 2	<ul style="list-style-type: none"> <li>• Individual 'Getting to know you' sessions</li> <li>• Student led three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1 Report</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Optional three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• End of Year Report</li> <li>• Portfolio</li> </ul>
	Learning Journey – 1 UOI/year			
Year 3	<ul style="list-style-type: none"> <li>• Individual 'Getting to know you' sessions</li> <li>• Student led three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1 Report</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Optional three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• End of Year Report</li> <li>• Portfolio</li> </ul>
	Learning Journey – 1 UOI/year			
Year 4	<ul style="list-style-type: none"> <li>• Individual 'Getting to know you' sessions</li> <li>• Student led three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1 Report</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Optional three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• End of Year Report</li> <li>• Portfolio</li> </ul>
	Learning Journey – 1 UOI/year			
Year 5	<ul style="list-style-type: none"> <li>• Individual 'Getting to know you' sessions</li> <li>• Student led three-way Conference</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1 Report</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Optional three-way Conference</li> <li>• Portfolio</li> <li>• Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• End of Year Report</li> <li>• Portfolio</li> </ul>
	Learning Journey – 1 UOI/year			

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## Appendix 3 - School Data Collection

Year Level	Term	Week	Assessment	Who
3 year olds	2	1-3	Peabody Picture Vocabulary Test (PPVT)	Learning Support
	2	4-5	Expressive Vocabulary Test (EVT) – as needed	Learning Support
4 year olds	1	1-3	Expressive Vocabulary Test (EVT)	Learning Support
	4	7-9	Peabody Picture Vocabulary Test (PPVT)	Learning Support
Foundation	1	1-2	Phonological Awareness Screening	LS/ Class Teacher
	3	1-2	Rapid Automatic Naming Test (RAN/RAS)	Learning Support
Year 1	1	1-3	Pattern and Structure Assessment (Maths)	Class Teacher
	Ongoing		Running Records	Class Teacher/ LS
Year 2	1	1-2	PAT Maths	Class Teacher/LS
	1	1-2	PAT-R Comp	Class Teacher/LS
	Ongoing		Running Records	Class Teacher
Year 3	1	1-2	PAT Maths	Class Teacher/LS
	1	1-2	PAT-R Comp	Class Teacher/LS
	2		NAPLAN	Class Teacher
	Ongoing		Running Records	Class Teacher
Year 4	1	1-2	PAT Maths	Class Teacher/LS
	1	1-2	PAT-R Comp	Class Teacher/LS
Year 5	1	1-2	PAT Maths	Class Teacher/LS
	1	1-2	PAT-R Comp	Class Teacher/LS
	2		NAPLAN	Class Teacher
All years– as required /referred			DEST-2; DST-J; K-BIT; RAN/RAS; PPVT; EVT; SPM; YARC; YARC – Early Readers; DRAMS (Maths); Diagnostic Spelling/Reading	Learning Support

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## 16 FURTHER INFORMATION

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Further information regarding this policy is available from any member of the Executive Leadership Team.

### Relevant Legislation

None

### Related Policies

None

### Related Procedures & Standard Operating Procedures

None

### Related Forms & Checklists

None

### Related Safe Work Practices & Guidance Notes

None

### Related Other Documentation

Conventions of Written Reports 2015  
 SPW Family Handbook  
 SPW Student Diary  
 SPW POI

<b>PRINCIPAL</b> <i>(Signature)</i>	<b>DATE</b>