BASIC BELIEF
At Mansfield Primary School we believe that assessment and evaluation should be non-competitive and ongoing. Assessment activities are embedded in the curriculum content. Accurate and comprehensive assessment of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

IMPLEMENTATION
- Schools are responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.
- Our school will progressively develop individual learning improvement plans for students who require support or extension. This will be done in consultation with students, parents and where appropriate, with others with specific expertise.
- Students will participate in assessment activities that reflect AUS VELS.
- We will provide information to parents on AUS VELS assessment and the National Assessment Program Literacy and Numeracy (NAPLAN).
- The school will assess the achievements of students with disabilities and impairments in the context of the AUS VELS. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed and reported by the program support group.
- The school will provide all required performance data to DEECD and the community by means of the School Council’s annual report, as well as a summary of annual report data to all families.
- Teacher assessment will reflect the school's assessment schedule and results will be recorded on the school's data base each term.
- This policy and appendix will be reviewed annually by staff.

Assessment will:
- encourage students to reach achievable goals
- provide feedback to students and parents about student progress
- help students become aware of their progress, build on their strengths and acknowledge personal areas for improvement
- include student self assessment using rubrics and learning worms
- provide students with the opportunity to negotiate program activities and individual goals
- be used to identify future lessons and directions, rather than simply as a prelude to reporting achievement
- reflect a variety of learning situations that provide for different learning styles enabling all students to experience success
- develop a cumulative record of student progress
- provide information about what has been learned, what skills have been developed and the learning experiences provided
- provide information about students’ attitudes and effort
- include teacher reflective practice and feedback.

Teachers have a responsibility to:
- include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement (see Appendix)
• develop a manageable system of keeping records that can provide a rich mixture of observations of student learning that is in line with both DEECD and school based guidelines
• use the data they collect to make judgments about, and report on, student achievement in relation to the VELS
• use the Making Consistent Judgments materials, and be represented at department meetings to ensure a common interpretation of both the VELS and student achievement
• ensure that individual students have a clear understanding of their activity goals, the quality of work required and completion time
• develop units of work that use a variety of strategies of gathering information on student progress
• discuss children's particular strengths and weaknesses with the next year's teacher
• discuss with students, where appropriate, the assessment activities that may be used

This policy was ratified by the Mansfield Primary School Council on: 24/12/2014

Review Date: 24/12/2016
Current assessment procedures involve a variety of methods which include:

1. **Planners and Program Evaluation Plans**
   - short term curriculum plans - work program
   - unit planners - each department follows the same topic focus. Planners contain strategies for assessment, outcomes and strands implemented
   - long term plans - term planners for VELS foci, English and Mathematics (2 year cyclic program)

2. **English**
   - writing and reading conferences
   - spelling tests
   - running records
   - observation surveys
   - reading logs and interviews
   - observation of speaking and listening skills
   - annotated work samples - personal story writing, comprehension activities, cloze exercises, diaries, writing drafts, digital samples
   - Literacy histories
   - Learning Improvement Plans
   - outcome based proformas
   - standardized and diagnostic tests (eg BURT, TORCH, PETERS)
   - teacher developed tests
   - self evaluation
   - peer assessment
   - observations, checklists, and anecdotal notes
   - ongoing testing
   - ongoing monitoring of students at risk
   - rubrics

3. **Mathematics**
   - work samples
   - standardized and diagnostic tests ( eg DMT tests, NAPLAN tests, SEA, PAT, EY Numeracy Conference, Maths Intervention)
   - teacher designed tests on aspects of the program
   - oral tests
   - Maths conferences
   - photographs
   - numerical data - automatic response scores, test scores
   - self assessment
   - peer assessment
   - rubrics
   - teacher observation, checklists and anecdotal notes
• ongoing testing
• digital work samples
• ongoing monitoring of students at risk eg. Maths Intervention Program

4. Information and Communication Technology
• Techworks checklists
• Techworks licences
• digital work samples
• self assessment
• peer assessment
• rubrics

5. Integrated Curriculum
• work samples
• outcome based proforma
• teacher observation, checklists and anecdotal notes
• general KLA observations
• photographs
• digital work samples
• self assessment
• peer assessment
• rubrics

6. Files - an accumulative file will be kept for each student. The file will contain:
• written reports
• confidential reports which may include reports from the Royal Children's Hospital, PSG meeting minutes, notes from parents, summary of effective strategies and Learning Improvement Plans