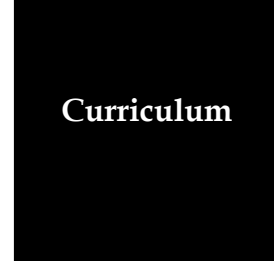


Ashburton Borough School



incorporating Lagmhor School

Assessment

Assessment and Reporting

(Please see separate 'Assessment and Reporting Plan' document for detail)

Rationale

That Ashburton Borough School will assess children in order to improve teaching and learning, inform students, parents and community.

Purpose of assessment

- To improve learning and raising student achievement
- To provide focussed feedback and guidance to learners
- To identify the next steps in teaching and learning
- Review and revise teaching and learning programmes
- To provide information to parents/caregivers
- Guide strategic planning and professional development
- Monitor the progress of students to identify gaps in achievement and strategies to close them.

Principles of Effective Assessment

Assessment will:

- Be a **planned and ongoing process** of gathering data about students' academic, social and emotional progress
- Involve the use of a **range and balance of assessment tools and tasks** appropriate to the students' developmental levels
- Be utilised as an **integral tool for planning, teaching, learning and reporting**
- Provide **multiple opportunities** for students to demonstrate what they know and can do in a variety of ways
- Be clearly and **explicitly elaborated** with students so they are aware of how they are being assessed, the expectations of the assessment tasks and how they can best demonstrate the goals of the assessment task
- Involve both teachers and students **reviewing and reflecting** on data gathered through assessment opportunities
- Involve a **Moderation Process** that ensures consistency of judgement
- Provide important **school data** that informs the school community of the effectiveness of school curriculum programs and pedagogy and satisfies systemic school data requirements

Assessment Practices will take the form of:

- **Pre Assessment**

Teachers will assess childrens prior knowledge and experience before embarking on new learning

- **Formative Assessment**

Ongoing and regular, and is interwoven with daily learning.

- **Summative Assessment**

Summative assessment happens at the end of the teaching and learning process and is planned for in advance, giving children opportunity to demonstrate their learning.

- **Evaluation**

Evaluation is the process of making judgements about student progress or the effectiveness of a programme or planning based on sufficient assessment information through

- **Self Assessment**

Self assessment is an essential part of helping students to learn about the topic and about themselves as learners.

Assessment Tools used include:

- **Rubric**

These use established criteria for scoring or rating children's performance.

- **Benchmark Exemplars including National Standards**

These are samples of children's work, serve as standards against which other samples are judged.

- **Checklists**

These are lists of information, data, or attributes that should be present.

- **Continuums**

Visual representations of developmental stages of learning. They show a progression of achievement. This may be through exhibition, presentation or celebration.

Documentation will include:

- **Portfolio** – Individual portfolio will serve to inform parent, child and teacher of achievement standards and expectations
- **Individual Cumulative Records** – Enter electronic or paper copy. Individual cumulative records will be maintained for the purpose of informing the next level and providing accurate information of an individual's achievement.
- **Self Review** – School-wide data and self review allows us to report reliably and validly each year. The annual focus on reporting of English and Maths focuses on student needs and the schools core beliefs. Our assessment of other curricular will inform students and parents. Annual reporting in other curricular on a rotation basis further informs our community.

Principles of Effective Reporting

Reporting will:

- Involve a whole school consistent approach
- Provide regular opportunities to receive and discuss information about students
- Inform students and carers about students' achievements
- Contribute to student motivation in learning
- Promote quality partnerships between parents and the school
- Enhance parent confidence
- Provide data on the effectiveness of class and school programs

Reporting To Parents and Carers:

At Ashburton Borough School it is acknowledged that encouragement and support from parents and carers are important elements in the learning process. It is vital that these partners in education are well informed. Formal reporting to parents and carers occurs through:

- Portfolio including written reports
- Assessment Data
- Peer and self assessment

Reporting to BoT, Community and Statutory Agents

ABS will report as is required (NAG 2A)

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

(a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;

(b) report school-level data in the board's annual report on National Standards under three headings:

- i. school strengths and identified areas for improvement;
- ii. the basis for identifying areas for improvement; and
- iii. planned actions for lifting achievement.

(c) report in the board's annual report on:

- i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
- ii. how students are progressing against the standards as well as how they are achieving.

Assessment and Reporting Overview: Year 0-3

SUBJECT AREA		February	March	April	May	June	July	August	September	October	November	December
	SEA Assessment	NE only →										
Literacy	Reading	Running records as needed →	PM reading level			Running record mid year level				PM reading level		
	Writing	Draft writing (expressive) exemplar assessed			Published writing Poetic or transactional			Published writing Poetic or transactional		Draft writing (expressive) exemplar assessed		
	Spelling	High frequency & Spell write words as needed →	Schonell Phonics Stage							Schonell Phonics Stage		
	Handwriting			HW Sample					HW Sample			
	Listening		Listening PAT (yr 3)	Rubric assessment					Rubric assessment			
	Oral			Rubric assessment					Rubric assessment			
	Numeracy	Knowledge IKAN	Strategy Add/Sub					Knowledge IKAN				
	Strands	Pre and post testing as needed on units (teacher made tests) →										
	Physical education						X2 area rubric units covered	Year 3 swimming assessments		X2 area rubric units covered		
The Arts						Visual Art sample & rubric			Performing Art sample & rubric			
Learning Languages										Te Reo self assessment		
Inquiry	Evaluations, samples or evidence (photos etc) of each inquiry unit covered in the course of the year (6) →											
Key Competencies Learner Profile						Student self assessment					Student self assessment	
Written Reporting and Portfolio		Fig 1 Benchmark data & comment				Fig 2 Mid year progress comment	Portfolio sent home (return for conference)				Fig 2 Benchmark data & comment	Portfolio sent home (returned next year)
Interviews Student, parent, teacher	Meet the teacher	3 way conferences Goal setting					3 way conferences Goal reviews					

Assessment and Reporting Overview: Year 4 - 8

SUBJECT AREA		February	March	April	May	June	July	August	September	October	November	December
Literacy	Reading		STAR Rdng asTTle		Running rec. critical rdrs.	Rdng asTTle				STAR Rdng asTTle		
	Writing	Draft writing transactional exemplar assessed			Published writing Poetic or expressive +ICT focus			Published writing Poetic or expressive +ICT focus		Draft writing transactional exemplar assessed		
	Spelling	Spell write lists as needed →	Schonell	Mastery tests spell write						Schonell		
	Handwriting			HW Sample Yr 4-6 only					HW Sample			
	Listening		Listening PAT	Rubric assessment					Rubric assessment revisited			
	Oral			Rubric assessment					Rubric assessment revisited			
Maths	Standardised Maths tests		Maths PAT							Maths PAT asTTle Mth		
	Numeracy	Knowledge IKAN	Strategy Add/Sub			Strategy Mult/Div	Knowledge IKAN		Strategy Prop/Rat			
	Strands	Pre and post testing as needed on units covered asTTle or teacher made tests →										
Physical education						X2 area rubric units covered	Year 4 swimming assessments		X2 area rubric units covered			Year 5 /6 swimming assessments
The Arts						Visual Art sample & rubric			Performing Art sample & rubric			
Learning Languages										Te Reo self assessment	2 nd lang. self assessment	
Inquiry	Evaluations, samples or evidence (photos etc) of each inquiry unit covered in the course of the year (6) →											
Key Competencies Learner Profile						Student self assessment					Student self assessment	
Written Reporting and Portfolio		Fig 1 Benchmark data & comment				Fig 2 Mid year progress comment	Portfolio sent home (return for conference)				Fig 2 Benchmark data & comment	Portfolio sent home (returned next year)
Interviews Student, parent, teacher	Meet the teacher	3 way conferences Goal setting					3 way conferences Goal rviews					

