



BENTON JUNIOR COLLEGE **ASSESSMENT and REPORTING POLICY**

Rationale

Assessment and reporting are integral to all teaching and learning. At Benton Junior College (BJC) we undertake a range of student assessment and reporting activities to inform and support student learning. It provides information about what the students know and can do and guides future learning by providing feedback to teacher, students and parents.

Assessment

Assessment is an ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about the learners' progress and achievements that guides future learning.

Assessment identifies the learner's next point of need.

Assessment is an essential part of the instructional cycle as it provides information about the student learning and development, as well as a framework for collaborative planning and self-reflection.

Reporting

Reporting is the process of communicating comprehensive information about student achievement and learning at a point in time.

The student's reports will provide students, teachers and parents with a clear and concise picture of a student's levels of attainment against achievement standards, progress along the learning continuum and achievements of individual learning goals and targets at a point in time.

Reporting communicates comprehensive information about student learning and achievements in different forms to a range of audiences for a variety of purposes. These include:

- student reporting: reports to parents/carers;
- college reporting: reports to local community via the Annual Report to the Community; and
- system reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcome.

Reporting is a means of communicating what students know, understand and can do. They will communicate clear, individualised and accurate information about a student's learning progress related to curriculum outcomes (Victorian Curriculum). They will clearly identify the areas of strength and areas for improvement for each student. They will also identify what the school will do and suggest things parents may do to support the student.

Aims

At BJC all stakeholders concerned with assessment (students, teachers, parents, School Improvement Team) must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made. At BJC there is an understanding of the specific need for effective assessment that demonstrates what students know, understand and are able to apply.

Therefore assessment comes under three categories:

1. **assessment FOR learning** – using inferences about student progress to inform the next step in the teaching and learning process;
2. **assessment AS learning** – students reflecting on and monitoring their progress to inform their future goals; and
3. **assessment OF learning** – using evidence of student learning to make judgements against goals and standards

Assessment at BJC encompasses the following three areas:

1. **assessing** – how we discover what the students know and have learned;
2. **recording** – how we choose to collect, store and analyse data; and
3. **reporting** – communicating student learning, performance and progress.

Across these three areas we have emphasis on:

1. **effective Feedback** for learning is ongoing, timely and respectful of the learner. Feedback is specific to the learning and aimed at providing information for the student to improve learning outcomes;
2. **reflection** is recognised as an essential component of the learning process; and
3. **goal setting** is critical to the process of learning, teaching and assessment. Through explicit teaching and modelled and independent practice students build up their capacity to set and monitor learning goals. Student's goals, reflection and feedback form an integral part of their learning.

Types of assessments that will be used at BJC are:

1. **formative** assessment provides teachers and students with information about how the learning is developing. It helps the teachers to plan the next stage of learning for each student;
2. **summative** assessment occurs at the end of a teaching and learning cycle or unit. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts; and
3. **standardised** assessment identifies standardised tests in literacy and numeracy as indicated by the Assessment Schedule such as NAPLAN (Year 3 and 5 in May), bench marking, Fountas and Pinnell.

Teachers will use a variety of **assessment strategies** that will provide multiple sources of information about student progress and achievement. These may include teacher observation, pre/post-tests, research assignments, open ended problems, maths challenging tasks, tests that provide a snapshot of a students' specific knowledge, individual and group work and performance observations.

Implementation

Assessment is ongoing and targeted. Each student will be given every opportunity to experience success in their learning.

Teachers will collaborate to plan and analyse data to then create differentiated learning tasks to meet the needs of all students. Learning intentions will be visual.

Assessment requirements are clearly communicated to students at the beginning of a unit of work.

Teachers will use various **assessment tools** to record the assessment strategies. These include:

- rubrics that establish a set of criteria for rating a student's piece of work, performance or test. Rubrics can be developed with students input;
- benchmark/exemplars that show expectations and procedure;
- checklists are lists of information, data, attributes or elements that should be included;
- anecdotal records are brief, written notes based on observations;
- continuums are visual representations of the developmental stages of learning. They show a progression of achievement or identify where a student is in a process;
- transdisciplinary skill assessment (research, thinking, communication, self-management, social skills), these skills are regularly observed in real contexts using checklists, anecdotal notes, or part of a summative assessment. They can be self or peer assessed; and
- digital assessment tools such as Lexile reading comprehension, English online, on demand testing, Central Numeracy.

Reporting to parents will include:

- two digital reports (mid semester and end of semester) based on Victoria Curriculum outcomes;
- a parent teacher interview early in the school year;
- parent meeting as required for students on an Individual Learning Plan (ILP);
- student led conference in September;
- student portfolio;
- NAPLAN report for students in Year 3 and Year 5;
- interviews as requested by teacher and/or parent; and
- Student Support Group (SSG) meetings for students on the disability program

The Year 6 Exhibition provides the opportunity for students to demonstrate a growing engagement with the five essential elements of the PYP. Students are required to engage in a collaborative transdisciplinary inquiry process that involves identifying, investigating and offering solutions to real life issues or problems.

Expectations

- all stakeholders at BJC are committed to improving student outcomes.
- high expectations for all students.
- every student will achieve at least 12 months growth in English and Mathematics.
- collaboration is paramount when planning and analysing data.
- all teachers are responsible for the data.
- explicit feedback and reflection on student's performance will be an integral component of assessment and reporting.
- assessment records are to be kept and maintained.
- assessments methods are to be valid, reliable ad consistent.
- good assessments require clarity of purpose, goals, standards and criteria.

All aspects of assessment and reporting will be conducted in accordance to Department of Education and Training and IB requirements.

This policy should be read in conjunction to the BJC Assessment Schedule and the Essential Agreement for Portfolios. It will be reviewed yearly.

Date created	
Date ratified by School Council	
Date to review policy	