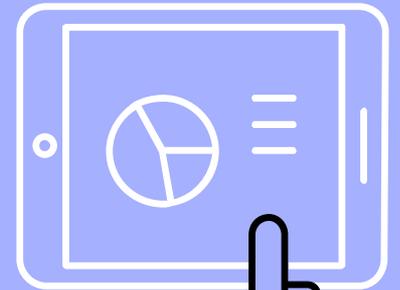
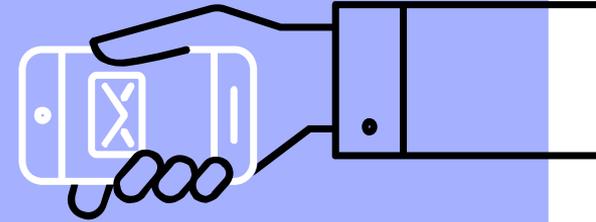
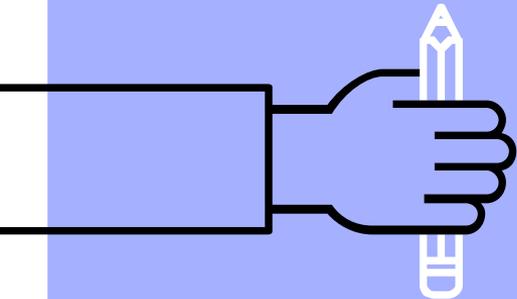
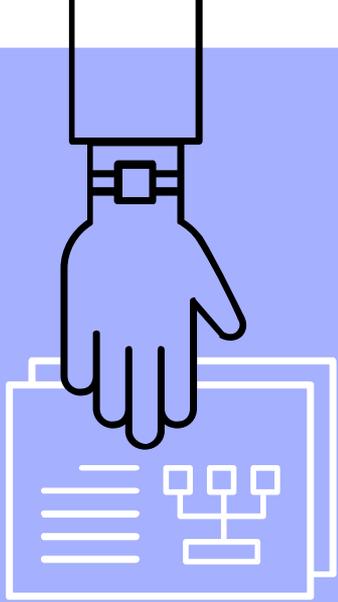
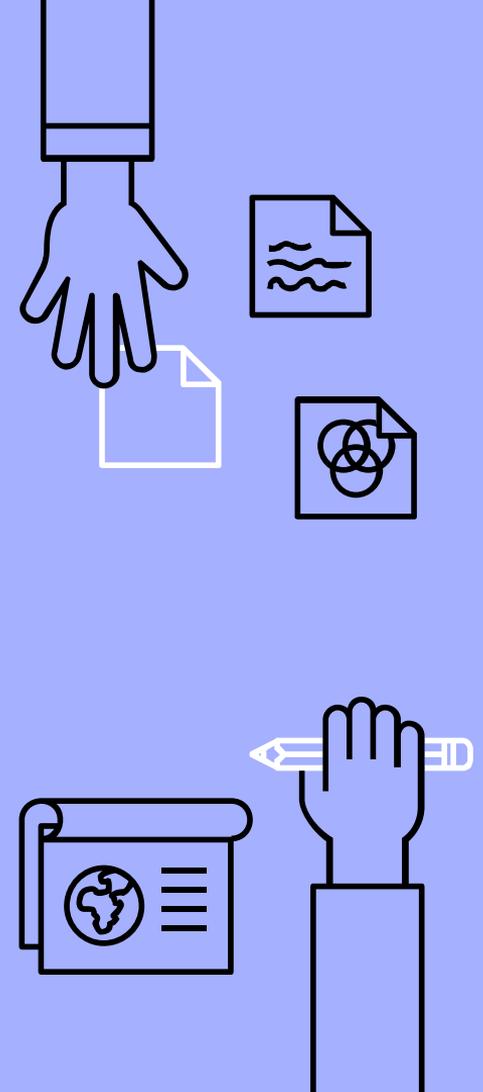


What is Assessment?



Assessment

1. Schools plan assessment so that:
 - students can demonstrate achievement of outcomes for the relevant stage of learning.
 - valid and reliable assessment strategies are used.
 - the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students.
2. Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning.
3. Teachers use a variety of appropriate assessments for judging student achievement.
4. Teachers collect and record assessment information to:
 - guide ongoing teaching and learning.
 - monitor and evaluate student progress.
 - report achievement to parents and relevant authorities in accord with school requirements and department policy.



The Three forms of assessment used in schools:

Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

Assessment as Learning

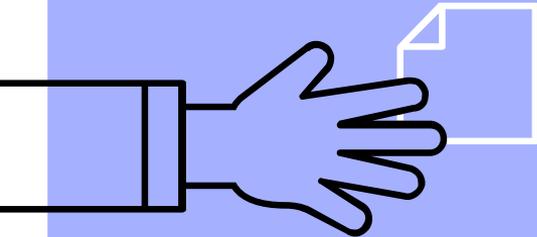
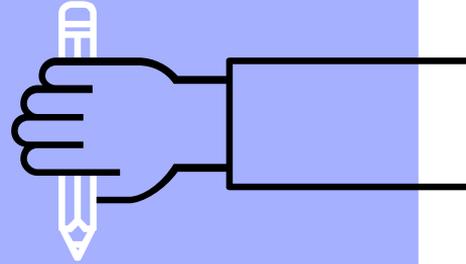
- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

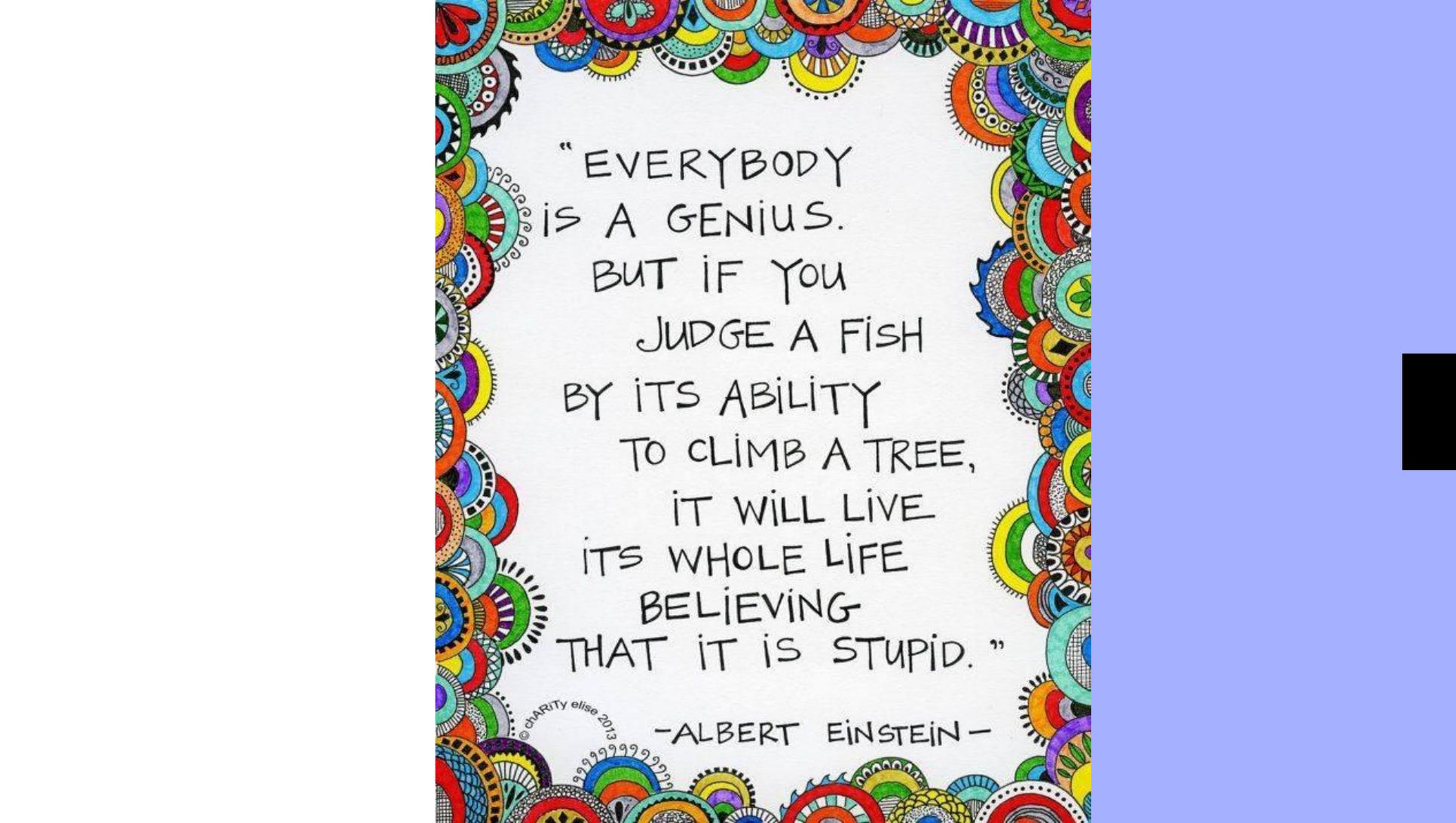
Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards



How are students
assessed?





"EVERYBODY
IS A GENIUS.
BUT IF YOU
JUDGE A FISH
BY ITS ABILITY
TO CLIMB A TREE,
IT WILL LIVE
ITS WHOLE LIFE
BELIEVING
THAT IT IS STUPID."

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-ALBERT EINSTEIN-

Teachers use classroom activities as assessment opportunities. Examples of these are:

- ▶ Work samples
- ▶ Observations
- ▶ Conversations
- ▶ Note taking
- ▶ Peer assessments/
self correcting
activities

Taronga zoo
Stage 1 went to Taronga zoo.
First 1/2 Mint went into the bus
it took a very very long time
to get to the zoo in the bus me
and saba played scissers, paper
rock. On the bus me and saba
played i spy. When we reached
taronga zoo we first saw frogs
then we went to the crocodiles.
After that we went and took
a picture with a button
then we went to the tiger
that we went to the se

my happy teacher jumped above
thee cow. The hungry hippo flew
below a bridge. His crazy
caterpillar hopped toward a tree.
Our clever f... flew across Amenstar.
A fish dinosaur hopped over the
road. Teair healthy parrot drove
onto a fence. An angry ant climbed
onto the bus. Her brother sings a song
beneath the moon. My teacher gets
happily under the forest.

$$\begin{array}{r} 10 \\ 20 \overline{) 302} \\ \underline{40} \\ 60 \\ \underline{60} \\ 20 \end{array}$$
$$36 + 47 = 83$$
$$\begin{array}{r} 10 \quad 10 \quad 10 \\ 14 \overline{) 15767} \\ \underline{14} \\ 17 \\ \underline{17} \\ 0 \end{array}$$
$$51 + 28 = 79$$
$$\begin{array}{r} 10 \quad 10 \quad 10 \\ 51 \overline{) 61717624} \\ \underline{51} \\ 107 \\ \underline{107} \\ 0 \end{array}$$
$$62 + 24 = 86$$
$$\begin{array}{r} 10 \quad 10 \quad 10 \\ 62 \overline{) 7282} \\ \underline{62} \\ 108 \\ \underline{108} \\ 0 \end{array}$$
$$\begin{array}{r} 10 \quad 10 \quad 10 \quad 10 \quad 10 \\ 105 \overline{) 161} \\ \underline{105} \\ 56 \\ \underline{56} \\ 0 \end{array}$$



- ▶ Student reflections/self assessment
- ▶ Tests
- ▶ Interviews
- ▶ Conferences

278 I looked at the numbers
 $\begin{array}{r} 114 \\ 136 \\ \hline \end{array}$ and tried to figure it
 out.
 414 figuring out 6 would
 make it 14 carry the one
 makes it 4 carry the one
 makes it 4.
 *I went over it again and again
 going over it.



Schedule for Early Number Assessment (SENA 1) Recording Sheet

Student Name: _____ Date of Interview: _____
 Class: _____ 1st _____
 Age: _____ D.O.B: _____ 2nd _____

Task	Possible response & comments	Level
Aspect 1 Backward number word sequences Tasks 32 - 40 What number comes before...? $\begin{array}{ c c c c c } \hline 5 & 9 & 16 & 2 & \\ \hline 4 & 13 & 7 & 31 & \\ \hline \end{array}$	Student: <ul style="list-style-type: none"> Can count backwards from 100 and give the number before a given number in the range 1 to 100 <p><i>No strategies for before counting back.</i></p>	BNWS Level 5
Aspect 3 Pattern and number structure Subitising Tasks 41 - 46 How many dots are there? $\begin{array}{ c c c c } \hline 4 & 6 & 5 & 3 \\ \hline 4 & 4 & 4 & 5 \\ \hline \end{array}$	Student: <ul style="list-style-type: none"> May recognise dot pattern for three but counts the other patterns by ones Immediately recognises all the dot patterns Recognises the 4 = 4 pattern and 4 + 5 pattern as 8 and 9 and as 4 + 4 and 4 + 5 <p><i>Possibly scoring separate. Needs experience with dot pattern.</i></p>	Subitising Level 0 - Emergent Level 1 - Instant Level 2 - Repeated
Aspect 2 Early arithmetic strategies (EAS) Counting Tasks 47 - 49 Put out 5 blue counters. How many blue counters are there? Put out a pile of red counters. Get me 8 red counters. Put out 8 red counters and 5 blue counters in two groups. How many counters altogether?	Student: <ul style="list-style-type: none"> Cannot coordinate number words with items when counting Cannot count the items using the forward sequence of numbers Counts 5 items and 8 items but is unable to count the items altogether. Counts each item by one <p>NOTE: If student is unable to complete these tasks do not continue beyond Task 49</p>	EAS Level 0 - Emergent Level 0 - Emergent Level 0 - Emergent Level 1 - Perceptual counting
Aspect 2 Early arithmetic strategies (EAS) Addition Task 50 $4 + 3$ Here are four counters. (briefly display, then screen) Here are three more counters. (briefly display, then screen) How many counters are there altogether?	Student: <ul style="list-style-type: none"> Cannot solve the task Counts four fingers and then three fingers and then recounts from one to seven. Counts from one, using fingers as items Counts from one. Uses fingers as markers Counts from one 	EAS Level 0 - Emergent Level 1 - Perceptual counting Level 1 - Perceptual counting Level 2 - Figurative counting Level 3 - Counting-on-and-back

Reporting to Parents

Achievement	Grade	Achievement Description
Outstanding	A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic	D	The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
Limited	E	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

Students are expected to be Sound, which shows they are meeting grade expectations.

NSW Curriculum - Stages

Syllabus documents are written in Stages e.g. Stage 1 is Year 1 & 2.

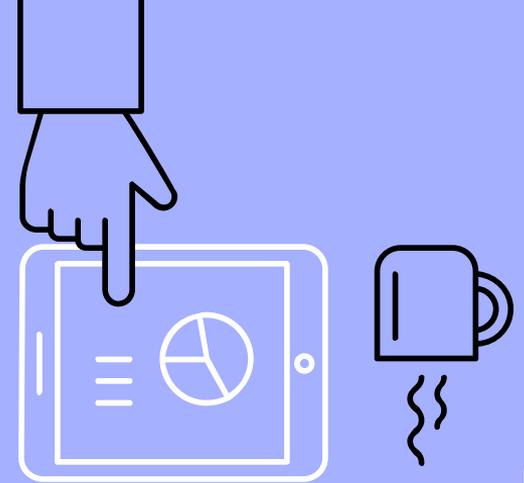
This continuum of learning allows teachers to adjust learning to suit a wider range of abilities.

Students are compared to their own year group for assessment, often using standardised samples.

Judgements for grades are based on student achievement of what they have been taught.

Teachers use moderation to ensure consistency of teacher judgement within and across Stages.

Teachers are provided with professional learning in assessment strategies and reporting to parents.



At VRPS, report comments for English and Mathematics are organised as statements of achievements and learning goals.

This reflects the Visible Learning principles and allows parents to clearly identify their child's strengths and areas for improvement.

English

Overall Achievement	A	B	C	D	E	Effort	High	Satisfactory	Low	
	Areas of Learning						Outstanding	High	Sound	Basic
Reading and Viewing								✓		
Writing and Representing								✓		
Speaking and Listening								✓		

Teacher Comment

[redacted] has consistently approached English tasks with enthusiasm and determination this semester.

She can:

- read longer texts with more difficult vocabulary, ideas and language structures.
- identify and blend together digraphs and known long vowel combinations to read most words correctly
- offer and discuss interpretations of text
- write a longer text that has a clear structure and use full stops and capital letters appropriately
- use simple conjunctions to create compound sentences
- hear and record most long vowel sounds and seek teacher assistance when she is unsure
- speak confidently in a clear, loud voice when speaking in front of the class.

[redacted]'s goals for Semester 2 are to:

- ensure she attempts to look for known sound combinations rather than guessing from the first and last letters when reading longer words
- continue to take the time to check the word wall to spell sight words and the phonics chart to choose an appropriate letter combination for the sound she hears.