



Morphett Vale Primary School: Assessment and Reporting

Assessment and Reporting are integral parts of the teaching and learning program at Morphett Vale Primary School. Teachers and students work in partnership to develop their expertise in designing learning that engages and intellectually challenges every learner. The information gathered through these forms of assessment continually shapes the teaching program and supports each individual student's learning.

Assessment refers to all the ways we gather information about progress in a student's learning. Assessment tasks should be meaningful and relevant and reflect the objectives and criteria of the work. They may include testing, observations, peer discussions, work samples, presentations/performances, continual strategic feedback and projects.

Criterion-referenced assessment is the basis of all formal assessment at Morphett Vale Primary School. This means that the assessment criteria are decided when planning the learning and explicitly communicated to students prior to the assessment tasks.

School-based assessment will:

- Develop consistency of professional judgement of evidence of quality learning
- Strengthen the intentional and responsive learning and assessment design
- Aid teachers and students in identifying what learners know, understand and can do, prior to and during the learning
- Allow this information to inform and adjust next teaching steps.

Monitoring Student Progress

At Morphett Vale Primary School, teachers frequently use numerous interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. By utilising these approaches, teachers are better prepared to meet diverse student needs – through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes.

This information is entered on Scorelink to keep records of student learning over time. Teachers and Leadership analyse this information and extra help is provided if required.

When teachers and parents are concerned that students are not making adequate progress in spite of additional help, students may be referred through a Student Review Meeting for further testing. Alternatively, parents may be advised to seek other private specialised testing, such as Auditory, Occupational Therapy etc.



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Wider Assessment

As well as school assessments, students are assessed in years three, five and seven for National Literacy and Numeracy standards through NAPLAN testing. They receive reports which compare their achievement level to their state cohort and against national benchmarks.

Reporting

At Morphett Vale, we aim to keep parents informed about student progress in all aspects of the curriculum. We offer a range of different reporting strategies to ensure that parents are informed about the broad range of learning activities.

Interviews, Reports and SeeSaw Portfolio

By the end of Term One, a parent interview involving the teacher and parent is held to discuss the student's progress and plan for further learning. (a) where they are headed in their learning, (b) where they are now in relation to those expectations, and (c) how each student can close the gap

In Term Four, a 3-Way Interview is held, involving the student, teacher and parent. We endeavour to involve our students in ongoing self-assessments that reveal to those learners (a) where they have come from (b) the progress that has been achieved (c) how each student can close the gap. This will be presented in the form of an Online SeeSaw Portfolio that consists of:

Mathematics: This will consist of:

- Four mathematics work samples per term (two in fourth term), two annotated by the student and two by the teacher
- PAT-M, NAPLAN and Minute Maths (*if relevant*)

English: This will consist of (Per term):

- Two Writing Samples
- Two Read to Self Samples
- Two Spelling Examples
- One Oral Language Example
- Two Reading Journal and/or Reading Conference
- A Fountas and Pinnell Assessment
- NAPLAN, Phonics Screening & PAT R (*if relevant*)

PBL: This will consist of (per term)

- Two Work Sample (one annotated by student & one by teacher)



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Science: This will consist of (per term)

- Two Science work examples (one annotated by student & one by teacher)

AUSLAN: This will consist of (per term)

- Two Work Samples (one annotated by student & one by teacher)

STEAM: This will consist of (per term)

- Two Work Samples (one annotated by student & one by teacher)

Music and Performing Arts: This will consist of (per term)

- One Work Sample (one annotated by student & one by teacher)

Pathways: This will consist of (per term)

- Annotated twice termly how student has met their goal (one annotated by student & one by teacher)

Written reports

Students and parents are provided with a Written Mid-Year Progress Report and Grade Only End of Year Summary Report. These two communication methods detail a student's progress in the areas of study, including a level of achievement, progress, study habits and development of the school *Pathways to Powerful Learning*. Parents can request a meeting to discuss progress at any time. Parents can ask the school to provide them with written information that clearly shows their child's achievement in the subjects studied in comparison to that of other children in the child's peer group at the school. This information will show you the number of students in each of the 5 achievement levels.

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