



ASSESSMENT AND REPORTING OF STUDENT LEARNING PROGRESS

What is the Purpose of Assessment?

Student's work needs to be assessed in on-going ways, to provide current information about student capabilities and learning needs, so that teachers can adjust teaching and learning plans to best suit.



Our Beliefs about Assessment:

- We believe that assessment is an integral part of the teaching and learning process/cycle.
- Teachers use assessment information with professional judgement, to support student learning.
- Teacher observations, conversations, students' work and teacher knowledge contribute to an "Overall Teacher Judgement", which is a "big picture" evaluation.
- Assessment reliability and consistency are supported by moderation (checking) between teachers.
- Wherever appropriate, students should be involved in the assessment of their own learning, so as to develop the required attitudes, skills and knowledge to be future-focused learners.

Reporting to-and-with Students and Parents:

Teachers constantly inform students of their learning progress, through the on-going cycle of learning and assessment, by sharing feed-forward and feed-back information. Students are also encouraged to self-assess their own learning against negotiated goals.

Reporting to parents informally is on-going. Parents are welcome to make an appointment to meet with their child's teacher at any stage throughout the year, to discuss student progress or concerns.

Formal Reporting to Parents takes place throughout the school year, in different forms. Early in Term One, a Parent Survey is sent home so that parents can share their special knowledge of the child with their teacher. This information contributes to goal setting for the student, which is a 3-Way process, along with student input and the teacher's professional knowledge. Interviews later in Term One reaffirm those important first learning goals for the year and set out a partnership agreement (between student, parents and teacher) to support achievement of the goals.

Student Portfolios, featuring assessed samples of student work, are compiled throughout the year to show progress and are usually sent home twice annually, to share. All portfolios go home at the end of each year.

National Standards

Apart from particular students with special educational needs and a very few students who are new learners of English as a second language, teachers are required by the Ministry of Education to assess students' achievement against the **National Standards in Reading, Writing and Mathematics**.

The Standards are a set of expected achievement levels which track students throughout their schooling years. Teachers are required to "report in writing, using plain language" to parents twice yearly.

For our youngest students, the reporting categories are "After 1 Year", "After 2 Years" and "After 3 Years" at school.

Teachers complete **Interim Reports** at the end of Term nearest **half way to the child's starting anniversary** date (which is normally a birthday). Summative assessments are completed around **the anniversary of the child's starting school** and that **Final Report** is sent home at the end of the Term nearest that date.

This means a change from the traditional timing of Reports.

Younger students in years 1-3 may have Reports issued in Terms One and Three (depending on when they start school), in which case, they would not receive an End of Year Report. (All student Portfolios still go home at the end of Term Four, for parents to view the evidence of recent learning.)

For students at Year 4 and above, National Standards Reports are issued at **mid-year (Interim)** and **end of year (Final)** and the Portfolios go home at the same time.

Reporting information is regularly shared with parents through our school newsletter and website, along with explanatory pamphlets which have been sent home to every family this year and in 2010. Parents can also find more information on the education website www.tki.org.nz or follow the link below.

http://nzcurriculum.tki.org.nz/National-Standards/Supporting-parents-and-whanau/Resources#snapshot_pdfs

