



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.

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.



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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

By the end of Term One, a Three-Way-Conference involving the teacher, student and parent is held to discuss the student's progress and plan for further learning. We endeavour to involve our students in ongoing self- assessment that reveal to those learners (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

A second interview opportunity exists at the end of Term 3. Parents are encouraged to request a confidential interview with the teacher if they have a concern about their child's well-being, curriculum or progress.

Written reports

Students and parents are provided with written Mid-Year and End of Year Summary Reports, as well as constant updates via See-Saw. These three communication methods detail a student's progress in the areas of study, including a level of achievement, effort, study habits and development of the school *Pathways to Powerful Learning*.

To be reviewed 2021