



All Saints School
Albany Creek



Walk In Love



Assessment

Assessment

Assessment is the process of acquiring information and making judgements in relation to student learning. This information, and the subsequent judgements about student learning **form the basis of much of our reporting to parents**. Understanding Assessment is therefore the foundation to understanding reporting.

At All Saints School, we believe that the basic **purpose of assessment** is to improve student learning. For us, assessment will include:

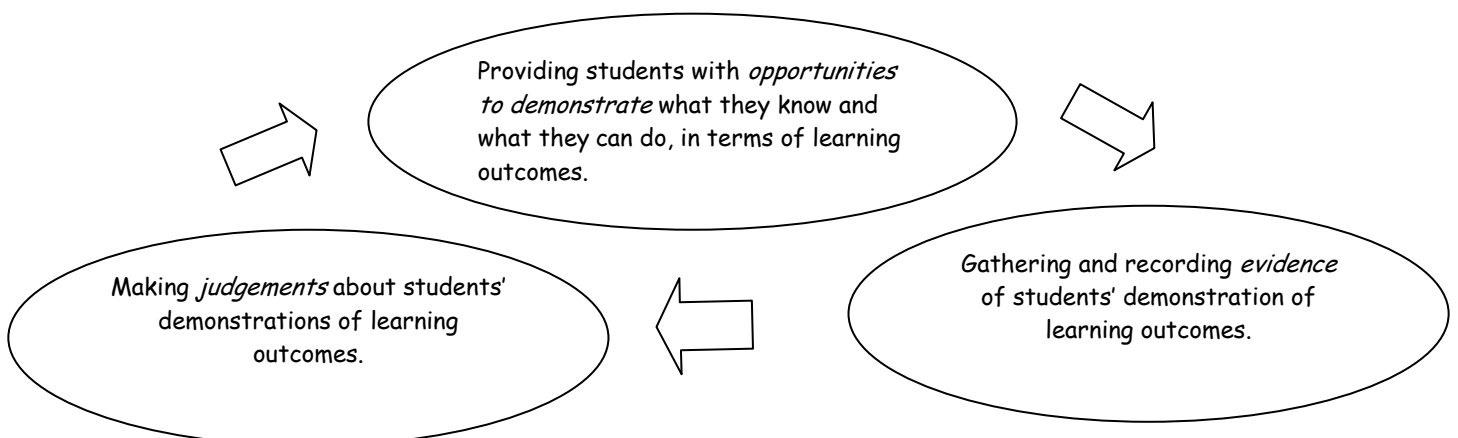
Assessment *of* learning - where student achievement is considered in light of learning outcomes and the achievements of other students;

Assessment *for* learning - where student strengths and weaknesses are identified. This important information is then used to guide future teaching and learning; and

Assessment *as* learning - where students, in consultation with teachers, explore future directions for their own learning.

During 2005, the staff at All Saints School invested a great deal of professional development time focusing on assessment. Whilst we could share much with you here, we thought that parents would probably most appreciate information about **when** and **how** we assess student learning.

The **process of assessment** involves...



At All Saints School students are given many **opportunities to demonstrate** what they have learned during a unit of work or teaching sequence. Assessment opportunities are provided over time (including during *and* towards the conclusion of a unit), as well as in different settings. We use learning activities, as well as specific (significant) tasks, to give our learners the opportunity to show their learning.

When we **gather evidence** about student's demonstrations of learning outcomes, we aim to use various sources over time. Typically, teachers use a variety of *assessment techniques* to gather and record evidence about student learning.

Observation involves teachers observing students as they participate in planned activities.



Consultation involves teachers discussing student work with students, colleagues, parents, carers or other professionals.



*Improving
student learning*

through assessment



"Focused Analysis involves teachers examining in detail student responses to tasks or activities (eg group discussions, tests, projects, dramatic presentations, responses to stimulus). This technique provides detailed evidence about students' demonstrations of learning outcomes."

Peer- and self-assessment involves students in using techniques to assess their own work and the work of their peers.

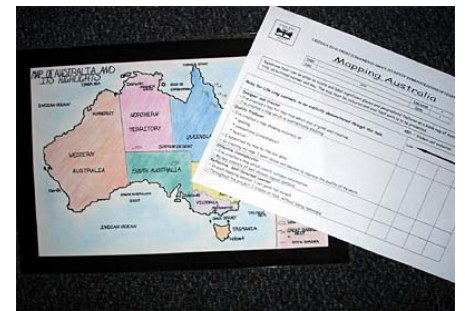
QSA (2004)

By using these various assessment techniques, teachers gather information from many sources. Class tests have a role to play in assessment as they allow students and teachers to monitor progress, and may provide valuable information for teachers in planning future teaching and learning activities. However, *they do not dominate our assessment practices*. The use of a variety of sources of evidence allows students to demonstrate different knowledge, skills, understandings and abilities. At All Saints we value other assessment tasks such as explanations, drawings, maps, debates, outlines, presentations, design ideas, reports, performances, investigations and learning logs, to name but a few. We need this variety if we are to make valid and reliable assessment judgements about student learning and achievement.



One important tool we use at All Saints School to help focus student learning and assessment is the *criteria sheet*. Many parents may have already have seen examples of these in recent months. Put simply, they tell the learner (and / or parent) the key aspects of the learning activity and also describe what the student is expected to know and do. Sometimes criteria sheets will focus on one level of learning, other times they will show the difference between learning at one level and the next (this is known as a *rubric*). These criteria sheets, together with examples of student learning will be collected at All Saints as the year progresses and stored in a *Student Learning Portfolio*. The Portfolio will be shared with parents at mid year interviews, and again, later in the year.

Once teachers have planned for and provided opportunities for students to demonstrate learning outcomes, and then gathered and recorded evidence about these demonstrations, we are called to **make judgements** about student achievement. We consider the evidence we have observed and gathered, particularly in light of learning outcomes and levels. We discuss and compare our ideas and judgements about students' work and demonstrations of learning with other teachers, both at our school and with other schools. Then, in the final analysis, we are able to make on-balance judgements about student learning and achievement which is informed and consistent with colleagues. This information then forms an important part of our **reporting...** to the learners themselves, and parents.



Assessment in the Early Years at All Saints involves a process very similar to that described for later years of schooling. In the early years, children's everyday learning experiences are used as rich and appropriate opportunities for gathering evidence of their learning. Essentially there are four steps involved in monitoring and assessing learning in the early years:

Step 1 → **Gathering evidence of children's learning over time**

- ✓ Observe children as they learn
- ✓ Talk with children about their learning
- ✓ Help children identify what they have learned
- ✓ Gather things children produce
- ✓ Comment on children's learning in relation to the curriculum



Step 2 → **Using (electronic) portfolios to organize evidence about children's learning**

- ✓ Hold conversations
- ✓ Take / create / gather photographs, videos and/or audio recordings
- ✓ Gather objects or artifacts that children develop or make
- ✓ Take notes of discussions with other teaching partners
- ✓ Organise and record evidence in a way to inform *Early Learning Record*



Step 3 → **Interpreting evidence of children's learning in (electronic) portfolios**

- ✓ Seek information for future planning
- ✓ Recognise focus points for conversations with the child and other teaching partners (including parents)
- ✓ Comment about phases of learning in the *Early Learning Record*



Step 4 → **Using the Early Learning Record to report on children's learning**

- ✓ Becoming Aware
- ✓ Exploring
- ✓ Making Connections
- ✓ Applying
- ✓ Level 1 outcomes



As with the later years of schooling, this assessment process and the information it provides is an essential part of our overall reporting process.

References:

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