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SHOALHAVEN HEADS PUBLIC SCHOOL



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# Assessment Procedures

Revised March 2022

## School Vision

Our vision is to encourage open minds and creative thinkers who will meet the challenges of their generation.

Together we give every student the opportunity to be their best academically, culturally, emotionally, and socially. Through quality teaching and engaging learning, we make our school a fun, fair and an inclusive place for all. We promote a cooperative environment where people learn from and inspire one another to be their best. We work in partnership with our community to encourage kind, caring and compassionate young people with the skills to apply these values in their daily lives and into the future.

Engagement with a diverse curriculum facilitates a culture of quality learning and educational risk taking in a safe school setting. This ensures every student has an opportunity to develop as resilient community members who have the self-belief, knowledge and skills required to overcome challenges and strive for continued improvement.

## Statement of Purpose

Shoalhaven Heads Public School use assessment to establish where learners are in their learning at the time of assessment. Assessment is defined as a broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources. (NSW BOSTES). Our school-based assessment procedures are underpinned by the DoE Curriculum planning and programming, assessing and reporting to parents K-12 <https://education.nsw.gov.au/policy-library/policies/pd-2005-0290>

## Integrating Assessment with teaching and learning

Assessment is understood as an essential tool for teachers who need better information about their students' learning. Only with effective assessment can teachers know if learning is taking place. Evidence shows that good feedback to students yields greater learning gains (Hattie and Timperley 2007; Hattie 2009). Teachers need to assess to capture information that can be shared with the student as feedback, and can inform the teaching and learning cycle moving forward

## Data Collection and Analysis

Every school day, teachers are expected to keep a record of student assessments including teacher observation. This record keeping informs the class teachers and school leadership to make data-driven decisions as to which areas of teaching and learning require further planning, experiences and support in subsequent weeks, terms and years.



## Assessment Tools used at Shoalhaven Heads

**Teacher Observation** focusses on evidence of process through the strategic observation of learning behaviours within the classroom that provides real time feedback and drives improvement.

[Best Start Kindergarten Assessment](#) is a literacy and numeracy assessment conducted for all Kindergarten students in the first five weeks of school.

[Check-in assessments](#) are online assessment for students in Years 3 to 6. They are mapped to the NSW Syllabuses.

[The Interview for Student Reasoning \(IfSR\)](#) is a suite of teacher-led optional online numeracy assessments for K-10 students.

[The Phonics Diagnostic Assessment](#) is a short, on-demand assessment that tells teachers how students are progressing in phonics.

[The Phonological Awareness Diagnostic Assessment](#) is a short on-demand assessment that tells teachers how students are progressing in phonological awareness.

[The Year 1 Phonics Screening Check](#) is a short assessment that tells teachers how students are progressing in phonic.

[PAT Adaptive Assessments](#) create an individualised test experience a precise picture of student achievement.

[Comprehensive Assessment of Reading Strategies \(CARS\)](#) provides information about students understanding of the 12 standards-based reading comprehension strategies.

[NAPLAN](#) is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.

**Stage Based Assessments** pre and post assessments, coupled with teacher observation and are designed and used in all Key learning areas to monitor student growth and attainment and refine teaching programs.

## English Assessment Schedule

### Early Stage 1

Term 1	Term 2	Term 3	Term 4
Best start (W2) InitialLit Screener (W3) InitialLit Progress monitoring and Cumulative review <sup>1</sup> <a href="#">Kindergarten</a>	InitialLit Progress monitoring and Cumulative review	InitialLit Progress monitoring and Cumulative review	InitialLit Progress monitoring and Cumulative review

### Stage 1

Term 1	Term 2	Term 3	Term 4
ALAN: Phonological Awareness InitialLit Screener <sup>2</sup> InitialLit Progress monitoring and Cumulative review <sup>1</sup> <a href="#">Year 1</a> <a href="#">Year 2</a>	InitialLit Progress monitoring and Cumulative review	InitialLit Progress monitoring and Cumulative review  ALAN: Y1 Phonics Diagnostic Assessment	InitialLit Progress monitoring and Cumulative review

### Stage 2 and 3

Term 1	Term 2	Term 3	Term 4
CARS Placement test (W1)	Prewriting Assessment (W1)	Prewriting Assessment (W1)	Prewriting Assessment (W2)
CARS 5 X Pre-tests (W2)	NAPLAN (W4)	CARS Benchmark 4 (W5)	PAT Reading (W4)
CARS student Self-Assessment (W2)	PAT Reading (W5)	Postwriting Assessment (W6)	CARS 5 X Post-tests (W5)
Spell It Gap Analysis 1 (W3)	CARS Benchmark 2 (W5)	CHECK IN (W10)	CARS student Self-Assessment (W6)
PAT Reading <sup>3</sup> (W4)	Postwriting Assessment (W7)	CARS Benchmark 5 (W10)	Postwriting Assessment (W7)
Prewriting Assessment (W4)	CARS Benchmark 3 (W10)	Fortnightly 15min Spell It writing <sup>4</sup>	Fortnightly 15min Spell It writing <sup>4</sup>
CARS Benchmark 1 (W7)	Fortnightly 15min Spell It writing <sup>4</sup>		
Postwriting Assessment (W9)			
CHECK IN (W10)			
Fortnightly 15min Spell It writing <sup>4</sup>			

<sup>1</sup> As per Assessment schedule outlined in InitialLit program

<sup>2</sup> Bottom 40% of each class assessed by LaSt for possible Mini intervention

<sup>3</sup> Bottom 40% of each class assessed by LaSt for possible MaqLit intervention

<sup>4</sup> Aligned to Seven Steps of Writing focus and/or current unit of study

## Mathematics Assessment Schedule

### Early Stage 1

Term 1	Term 2	Term 3	Term 4
Best Start (W2) Stage Based Assessment <sup>5</sup>	IfSR - Number & Place Value (W5) PAT Maths (W?) Stage Based Assessment	IfSR- Additive Thinking (W5) Stage Based Assessment	PAT Maths (W4) Stage Based Assessment

### Stage 1

Term 1	Term 2	Term 3	Term 4
Place Value Diagnostic Assessment (W2) PAT Math (W3) Stage Based Assessment <sup>5</sup>	IfSR - Number & Place Value (W5) PAT Maths (W?) Stage Based Assessment	IfSR- Additive Thinking (W5) Stage Based Assessment	PAT Maths (W?) Stage Based Assessment

### Stage 2

Term 1	Term 2	Term 3	Term 4
Place Value Pre/Post (W2/6) PAT Math (W3) Length pre/post (W7/8) Graphing pre/post (W9/10) Check In- Yr4 (W10)	NAPLAN (W4) IfSR Number & Place Value (W5) Addition Pre/Post (W1/4) PAT Maths (W5) Subtraction Pre/Post (W5/7) Money pre/post (W8) Time pre/post (W9/10)	Multiplication pre/post (W1/4) IfSR Additive Thinking (W5) Area pre/post (W5) Division pre/post (W6/8) Location (W9/10) Check In -Yr 3 (W10)	PAT Maths (W4) Fractions pre/post (W1/3) Chance pre/post (W4) Shape pre/post (W5/6) Mass/Capacity/Volume pre/post (W7) Angles & Transformations pre/post (W8/9)

### Stage 3

Term 1	Term 2	Term 3	Term 4
PAT Maths (W3) Place Value Pre Test (W2) Length pre/post (W8/9) Graphing pre/post (W9/10) Check In -Yr 6 (W10)	Addition Pre/post (W1/3) NAPLAN (W4) IfSR Number & Place Value (W5) PAT Maths (W5) Subtraction pre/post (W4/6) Shape pre/post (W7/8) Time pre/post (W9/10)	Multiplication pre/post (W1/3) Area pre/post (W4) IfSR Additive Thinking (W5) Division pre/post (W5/7) Patterns pre/post (W8) Location pre/post (W9/10) Check In- Yr5 (W10)	Fractions & Patterns pre/post (W1/4) PAT Maths (W4) Chance pre/post (W5) Angles and Transformations pre/post (W6) Mass/Capacity/Volume pre/post (W7) Financial Maths (W8/9)

<sup>5</sup> Mathematics pre and post assessments aligned with TopTen Scope and Sequence

