

MODERATION

Moderation aims to ensure that standards are applied consistently across the state so that student performances of equivalent standard are recognised as being equivalent and that they are assigned the same grade. Moderation is a process that enables teachers, (within and across schools), to gain consistency of their judgments against a common, external standard.

- Comparability is achieved through:
- System exemplars of student work
- Student work samples
- Analysis of system assessment data
- Collaboration between teachers, within and across schools, to reach shared understandings about what is required for demonstration of standards of achievement
- Learning teams, through collaborative planning of teaching, learning and assessment tasks, ensure a consistent and common understanding of the standards of achievement.

AT WEMBLEY PRIMARY SCHOOL

Wembley Primary School has a comprehensive reporting schedule to ensure the effective progress of all students. This is communicated through:

- Two formal system reports at the end of semester one and two
- Interview at the end of end of term one
- Interviews on request throughout the year.

Work is sent home on a regular basis for parents to view and discuss with their child. If parents are concerned they are encouraged to make an appointment with their class teacher to gain more understanding regarding their child's progress and "where they are at."



Assessment and Reporting

Assessment is an on-going process of gathering evidence to determine what each student knows, understands, and can do so as to inform teaching and support learning of the intended curriculum.



Established 1936

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PURPOSES OF ASSESSMENT

The purposes of assessment are to:

- promote, assist and improve student learning;
- inform programs of teaching and learning; and
- provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

Assessment is viewed as an integral part of the teaching and learning, within a balanced curriculum, that maximises the educational opportunity for all students.

TYPES OF ASSESSMENT

At Wembley Primary School we use *Summative* and *Formative/Diagnostic* forms of assessment

Summative Assessment occurs at a particular, specified time and results in evidence that summarises what students have learned to that point in time. Grades or scores awarded for each assessment task contribute to the overall grade on a report.

Formative/Diagnostic Assessment is the frequent ongoing assessment of student progress and understanding to identify learning needs and adjust the teaching accordingly. It:

- provides effective feedback to students that assists them improve their performance
- actively involves pupils in their own learning
adjusts teaching to take account of the results of evidence gained through assessment enabling pupils to assess themselves and understand how to improve.

SUMMATIVE ASSESSMENT INCLUDES:

- Wembley Primary School's Management Information System (MIS) provides a schedule of the whole school assessments, moderated tasks, tests and activities for the year
- NAPLAN (National Assessment Program Literacy and Numeracy) for years 3,5,7
- NAPLAN past papers for years 2,4,6 – to provide an indication of progress for teacher analysis for areas of need
- Standardised Tests e.g. South Australian Spelling Test, Easy Mark English and Maths, University of NSW English and Maths

Analysis of the data drives whole school and class planning.

FORMATIVE ASSESSMENT INCLUDES:

- Concept maps, mind maps
 - Graphic organizers e.g. fish bone
 - Essays and extended writing
 - Anecdotal records, checklists and observations
 - Projects and practical work (including investigations and inquiry tasks)
 - Self assessment / goal setting
 - Open-ended tasks (constructed responses)
 - Work samples
 - Oral presentations
 - Individual Education Plan (IEP) and Group Education Plans (GEP)
 - Rubrics using levelled criteria for an activity
 - Reflection sheets, folders, work books
- Tests such as: multiple choice, true-false, short answer, matching items, cloze.

Many of these can require demonstrations in a variety of ways including pencil and paper, oral and digital.

ASSESSMENT PRACTICES WHICH INHIBIT LEARNING:

- Assessing the presentation and quantity of work in preference to the quality of learning
- Giving more attention to marking and grading than to providing advice for improvement
- Emphasising the comparison of pupils with each other which demoralises less successful learners.

QUALITY OF LEARNING

Quality of learning depends on understanding of concepts, not just knowledge of facts and procedures. This is best demonstrated by the ability to apply what is known.

The standard of learning demonstrated by a student will depend on whether they have had the opportunity to demonstrate depth of learning.

This should highlight that assessment is used in an ongoing way to inform teaching and learning programs, and not merely in a summative way as a means of gathering information about learning at the end of the program.

Programs should be comprehensive in that they incorporate judgments from a range of sources such as learners, peers and teachers; and comprise a range of processes for gathering evidence of student achievement.

Tests are an important component of any comprehensive assessment program. Students will not only encounter tests in state wide and national assessments, they will also encounter them when seeking employment. They should therefore be familiar with the requirements and mode of formal testing.