

DSM Policy

Assessment and Reporting

Rationale

Assessment and reporting processes are vital parts of education in order to improve student learning and to guide further teaching. The Deutsche Schule Melbourne – A German English Bilingual School acknowledges the importance of regular and ongoing communication between teachers, parents and students to support students' progress towards achieving expected goals. Assessment and reporting should assist their development as independent, life long learners.

Definitions

Assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. It provides students with an opportunity to display the knowledge, skills, understanding and attitudes they have developed and motivates them by recognising what they have accomplished. When it is then shared between teachers, assessment also contributes to a better understanding of each student's development over time, and how best to ensure they will improve. Seen in this way, assessment is not an end in itself, but rather a means of educational improvement.

Reporting

Reporting is the process by which assessment information is communicated to students, parents, and teachers. Reporting assists them to make decisions by providing information about what students know and can do, along with recommendations for their future learning. The reporting process should be ongoing and flexible and provide a picture of the student's development over time.

Assessment Principles

- The primary purpose of assessment is to improve student performance.
- Assessment should be based on an understanding of how students learn.
- Assessment should be an integral component of course design and not something to add afterwards.
- Good assessment provides useful information to report credibly to parents on student achievement.

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- Good assessment requires clarity of purpose, goals, standards and criteria.
- Good assessment requires a variety of measures.
- Assessment methods used should be valid, reliable and consistent.
- Assessment requires attention to outcomes and processes.
- Assessment works best when it is ongoing rather than episodic.
- Assessment for improved performance involves feedback and reflection.
- Assessment practices should include assessment for learning, assessment as learning and assessment of learning.

Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching.

Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals.

Assessment OF learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Reporting Principles

- Information should be provided to parents about their child's learning in a clear, accessible and timely manner.
- Teacher judgements included in student reports should be based on sound evidence and teachers' shared understanding of the standards that apply.
- The written report should indicate the progress the student has made over the relevant period (term, semester, year) as well as how well the student is progressing in relation to what is expected against a standard.
- The written report should include a plan for future learning over the next reporting period. This plan is developed and supported by the teacher, student and parent and includes:
 - reference to a student's current achievements.
 - an indication of areas for future development.
 - a plan to support the achievement of these learning goals.
 - specific advice on how parents can support and contribute to the implementation of the plan.
- Students should be supported to develop the skills to reflect on their learning and provided with opportunities to do this.
- Students should be actively involved in the process of communicating their learning and development to parents.

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- Opportunities should be provided for ongoing communication between student, parent and teacher throughout the year including structured interview and informal processes.
- The assessment and reporting process is an integral part of the teaching and learning process.
- The process of assessment and reporting will develop students' capacity to reflect on their learning and define their successes and areas for further learning.
- The assessment and reporting process will monitor student learning and provide ongoing, constructive feedback to students, parents and teachers that focuses on ways their learning can be further developed.
- A variety of assessment and reporting techniques will be used to cater for different learning styles and preferences.
- Information will be provided to parents in a way that does not interfere with the privacy of any individual.
- Parents will be provided with accurate and objective reports about their child's progress and achievements using both formal and informal methods.
- Assessment results will be used strategically to influence learning outcomes at an individual student level, classroom level, school level and system level.

At classroom level, assessment can be used to:

- support the implementation of the most appropriate learning opportunities for students.
- provide feedback to students and identifying future learning.
- support partnerships between parents, students and teachers.
- assist teachers to modify teaching programs to best support learning.

At whole school level, assessment:

- monitors and evaluates the success of the school's curriculum and teaching program.
- informs strategic planning and whole school curriculum planning and implementation.

At system level, assessment of learning:

- provides assurance about the quality of education.
- provides the means of evaluating progress towards raising achievement.
- certifies the achievement of students.
- reports to government.
- provides the foundation for further learning.

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Strategies

Assessment

Assessment strategies at the Deutsche Schule Melbourne are comprehensive and varied. All teachers collect relevant information on student learning to assist the development of student learning outcomes and to plan future learning. These assessment processes include:

- classroom tests
- work samples
- teacher observations
- portfolios
- exhibitions and presentations
- consultation with other teachers
- consultation with parents
- NAPLAN testing

The results of assessment are examined both individually and collectively.

Reporting

Reporting is based on the cumulative records of a student's work, and is based on a range of evidence.

School reports

Written school reports will be provided twice a year. School reports will be written in plain English that is readily understood. Parents will be able to evaluate their child's achievements in comparison to the average of other students of the same age group. Written comments accompany the markings to assist the parents in understanding how their child is performing. Parents will have an opportunity to provide comment on the report. Students will also be encouraged to provide feedback on their own achievements.

Parent/teacher interviews

Parent/teacher interviews occur in term 2 and 4. Parents have the opportunity to participate in a discussion regarding their child. During this meeting, parents can, for example, obtain feedback on their child's individual goals and achievements, provide comment on their child's progress and behaviour and contribute to the individual goal setting for their child.

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Information evenings

Parents of each class will be offered information evenings at least once a year on topics of interest or themes that have arisen as challenges for their group of children. Topics may include, for example, numeracy, bilingualism, bullying and harassment, teaching reading, or early immersion models of language acquisition.

Information will also be regularly shared between parents and teachers, and can, for example, take the form of:

- written notes in students' diaries
- formal meetings
- informal feedback and conversations
- student led conferences
- newsletters
- parent letters
- school events
- journals, workbooks and projects

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DSM Internal Use

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Related Policies

Bilingual Programme
Teaching and Learning
Curriculum Review and Renewal

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