



ASSESSMENT OF STUDENT ACHIEVEMENT & PROGRESS POLICY 2024

POLICY & DETAILS

- Quality assessment forms a foundation upon which:
- teaching can be targeted to student learning needs, thereby maximising the potential for optimal growth in learning
- **informed and consistent teacher judgements** against curriculum standards can be made, which is critical to understanding how well each student is developing as a successful learner, individual and citizen
- Any account of a student's learning and development needs to be rich, robust and comprehensive, which requires that multiple sources of data and evidence are collected and used.

PURPOSE

This policy outlines Reservoir West Primary School's obligations relating to assessment of student achievement and progress across Foundation to Level 10 (F–10), including English as an Additional Language (EAL) students.

DEFINITIONS

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Formative assessment is any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like:

- How is learning progressing?
- What will be learned next?

Summative assessments usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments usually occur at the end of a unit of work/learning sequence. Summative assessments can also be used formatively, since they can inform future planning for student learning.

The English Online Interview (EOI) consists of a one-to-one interview between the teacher and student, which assesses students against the three modes of English (Reading and Viewing, Writing, and Speaking and Listening).

IMPLEMENTATION

- The school will ensure there is ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program.

- The school will assess and report student performance against the [Victorian Curriculum F-10 achievement standards](#). Students for whom English is an additional language are assessed the [Victorian Curriculum F-10 EAL standards](#).
- Written semester academic reporting to parents occurs twice a year via Compass and discussed through Three-Way Conferences. Written Effort and Behaviour Progress Reports are provided to parents at the end of Terms 1, 2 3 and 4.
- Written academic reports will provide a teacher judgement against the achievement standards of the curriculum and including an indication of progress from the last time the curriculum area was reported on.
- The school will use an age-related five-point scale when reporting on student achievement and progress for all curriculum areas, apart from EAL, which uses a different five-point scale which reports on a student's progress in achieving skills and knowledge against the Victorian Curriculum F-10 EAL achievement standards
- Assessment information will be formally recorded for every student.
- Student performance will be monitored.
- The school has in place policies and procedures that outline expectations for the assessment, recording and monitoring of student performance.
- We will ensure that teachers, parent/carer(s) and students have access to accurate information about student performance.
- The school will document how we will assess student learning as part of our school-based curriculum program, including formative and summative assessment.
- The [English Online Interview](#) (EOI) is mandated for all Foundation and Year One students in Victorian government schools.
- The Guidance tab provides further information on developing and implementing quality school-based assessment across Foundation to Level 10, including assessment of students for whom English is an additional language.

OTHER DEPARTMENTAL REQUIREMENTS

- The school will document how teachers will assess student learning as part of their school-based curriculum program, including formative and summative assessment.
- Documentation of assessment will involve identifying the what, when, how and who of assessment. Documentation will take the form of an assessment schedule, and/or be included in the school's whole-school curriculum plan.
- The school will select from the following resources:
 1. [Guide to formative assessment rubrics](#)
 2. [Develop your own formative assessment rubrics](#)
 3. [Put formative assessments into practice.](#)
 4. [Evaluate the impact of your teaching toolkit.](#)
 5. The [Guidance](#) and [Resources](#) tabs for further information and support around formative assessment strategies.

ENGLISH ONLINE INTERVIEW

The [English Online Interview](#) (EOI) is mandated for all Foundation and Year One students in Victorian government schools.

The EOI will be undertaken within the department-defined timeframe. The exact timeframe is published on the EOI assessment tool and DET website annually.

The EOI consists of a one-to-one interview between the teacher and student, which assesses students against the 3 modes of English (Reading and Viewing, Writing, and Speaking and Listening).

Note: The assessment of Grade 2 students using the EOI is optional.

FRAMEWORK FOR IMPROVING STUDENT OUTCOMES (FISO 2.0)

The department provides additional support to schools to strengthen assessment processes and practices as part of the [Framework for Improving Student Outcomes \(FISO 2.0\)](#). Within FISO 2.0, 'Assessment' is identified as one of 5 core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student.

Reservoir West Primary School will align the design and delivery of school-based assessment to FISO 2.0.

Online supports for the Assessment core element are available on the Guidance and Resources tabs of the [Framework for Improving Student Outcomes \(FISO 2.0\)](#) policy.

EVALUATION

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update September 2022).

REFERENCE:

[Assessment of Student Achievement and Progress Foundation to 10: Policy | education.vic.gov.au](https://www.education.vic.gov.au/assessment-of-student-achievement-and-progress-foundation-to-10-policy)

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2024
Approved by	School Council
Next scheduled review date	September 2026