



West End State School

West End State School Assessment Schedule & Moderation

School teams regularly meet to collaboratively make decisions which ensure consistent and optimum school wide assessment and moderation practices. Assessment is time bound and guided by the WESS Assessment & Moderation Schedule. The diagnostic and summative assessment data collected informs teaching practices and tracks students' progress across year levels.

Assessment 'for' learning and assessment 'as' learning

2013

WESS Assessment Schedule

Student progress is monitored using a variety of assessment including standardised and diagnostic assessment measures. They help to track students' progress to know where each student is in their learning and what needs to come next. It is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

2012 – 2015

OneSchool

OneSchool has enabled staff to ensure that their data is recorded accurately and timely, and enables teachers to meet the individual needs of their students by having access to their individual school profile.

2015

Feedback for Learning (F4L)

This action research project is building each teacher's capability to continually monitor student learning through formative assessment and provide feedback that builds each student's capacity to improve. Ongoing feedback and clear expectations enable students to reflect on and monitor their own progress and meet their learning goals.

2008 - 2015

NAPLAN

Year 3



Year 5



Assessment 'of' learning

2012

Moderation Practices (school based and City Cluster)

WESS have implemented moderation processes, both within our school year levels teams and across the City Cluster schools. The purpose of this moderation process is to have a common understanding amongst all teachers about the process for developing or adapting assessments, making consistent teacher judgments and determining overall levels of achievement.

2012

A-E ratings on the report card

The introduction of the A–E scale allowed schools to use the same approach to reporting progress against the relevant achievement standards for each learning area. When assigning these ratings, the diagnostic tools, alongside C2C / classroom assessment and Year level moderation processes are used here at WESS.

2013

WESS Reporting Policy Review

In 2013, between July and November, a review of the school's reporting process was undertaken. The initial practices posed issues: 1. Some parents had no contact with the classroom teacher until the scheduled parent teacher interview in June. 2. Appointments were made to discuss a report that was not yet distributed, nor seen by parents. 3. The final interviews were in the last week of the term, for Semester 2 reports. 4. As the school moved towards SMART Goals there was no early opportunity to discuss and sign Learning Goals off with parents.

From 2014, parents were offered parent teacher interviews in Term 1 (Weeks 6, 7, 8) & Term 3 (Weeks 2, 3). This has allowed parents and teachers the opportunity take a team approach to the journey undertaken by each and every student, with early joint clarification and setting of goals. Interviews also gave parents the sense of how their children were going and the areas of the school curriculum in which they might need to improve.

2015

Curriculum Assessment Overview

The primary purpose of the Curriculum Assessment Schedule was to ensure that there was alignment between what is taught and what is assessed, and that there was a balance of assessment types and modes.

2015

Use of marking guides – GTMJ (F4L Project)

Marking guides or Guides To Making Judgments (GTMJ) to accompany the summative assessment (end of unit) tasks were introduced this year to support teachers to make standards-based decisions about student work. They assist teachers to judge the quality of each student's response to the assessment task, against a five-point scale that is linked to ACARA's Achievement Standards.