



Assessment and Testing Practices and Requirements

Analysing student assessment data tells teachers what their students already know, understand and can do. It also informs the teacher of learning progress and student attainment. Authentic assessment should incorporate open ended rich tasks that engage students and allow them to demonstrate varying degrees of achievement and progress in relation to learning statements and their learning journey. Assessment is gathered in order to inform future planning, build a picture of a child's learning and development and record point-in-time judgements. It is important that assessment is streamed through the learning cycle with multiple and varied opportunities to measure students' progress as learning occurs and should be moderated with teaching partners.

Assessment of student learning can take many forms:

- Standardised tests
- Classroom tests
- Classroom observations
- Running records
- Work samples
- Assessment task criteria sheets
- Comments regarding independent learning skills
- Comments regarding work ethic
- Consideration of social and emotional needs

During Term 4 children who are entering or continuing in our school the following year should undergo some common testing and tasks in order to make effective judgements for their future considerations. The following table lists the essential tools that **MUST** be used.

***Note: DRA is conducted in both Terms 2 and 4**

Prep	Year 1 & 2	Year 3 & 4	Year 5
<ul style="list-style-type: none">• DRA	<ul style="list-style-type: none">• I Can Do Maths (Year 1: Level A, Year 2: Level B)• DRA• Soundwaves Diagnostic Spelling Test• Writing sample – with marking criteria	<ul style="list-style-type: none">• PAT Maths (Year 3: Test A, Year 4: Test 1)• DRA• Soundwaves Diagnostic Spelling Test• Writing sample – with marking criteria	<ul style="list-style-type: none">• PAT Maths: Test 2• DRA• Soundwaves Diagnostic Spelling Test• Writing sample – with marking criteria