Assessment and Reporting

Teachers start the Assessment and Reporting Process by developing a clear understanding of where each student is at in his/her learning. Though assessment, teachers identify gaps in knowledge, set learning goals and gauge the level of support needed to ensure all students achieve.

Using evidence-based teaching and learning strategies, teaching is then targeted to address what each student is ready to learn next. Teachers and schools track students' progress over time against both learning goals and grade-level expectations. Finally, the evidence of learning collected at each stage is used to enable teachers to evaluate and adapt their practices to ensure that the needs of all students are being met.

The following information outlines the agreed whole-school assessments used at Flinders View Primary School.

Area	Component	Sub-Component	Assessment
English	Oral Language	Spoken Language	• Oral Language Assessment (Crevola & Vineis)
	Reading	Concepts of Print	• Concepts of Print (Anne Bayetto)
		Phonological Awareness	• PASM (Sue McCandlish)
		Phonemic Awareness	• PASM-PLUS (Sue McCandlish)
		Alphabet Awareness	• Alphabet Awareness Assessment (Anne Bayetto)
		Phonics	• Phonics Assessment (LGU)
		Phoneme/ Grapheme Correspondence	• Grapheme Awareness
		Decoding Fluency	• Fluency Reading Assessment
		Comprehension	• PAT-R • PM Benchmark • NAPLaN
		Reading	• Decodable Readers (Dandelion Launchers) • PM Benchmarks
	Writing	Language Conventions	• NAPLaN
		Spelling	• Spelling Mastery Placement Testing
		Text-Type Writing	• Australian Criterion Scale (Cold Writes) • Text-Type Writing • Learning English Achievement Progressions (EAL/D) • NAPLaN
	English	Assessment Portfolios	• Individual Student Assessment Portfolios
Mathematics	All components	All sub-strands	• NAPLaN • PAT-M • School-Based Mathematics Assessment
	Big Ideas in Number	Trust the Count Place Value Multiplicative Thinking Proportional Reasoning	• Big Ideas in Number (BIIN) Diagnostic Assessments • Tierney Kennedy BIIN Assessments
	Mathematics	Assessment Portfolios	• Individual Student Assessment Portfolios

Written school reports are issued twice per year to inform parents about their child's progress. School reports show student achievement levels for all learning areas and are a professional assessment of each child's progress and achievements.

Understanding school reports

Ratings are used by government schools to show how each child is progressing. They are:

- A is demonstrating excellent achievement of what is expected at this year level
- B is demonstrating good achievement of what is expected at this year level.
- C is demonstrating satisfactory achievement of what is expected at this year level.
- D is demonstrating partial achievement of what is expected at this year level.
- E is demonstrating minimal achievement of what is expected at this year level.

For more information, see written reports for primary and secondary students (PDF 143KB).

NAPLAN

In addition to school reports, the National Assessment Program provides a report for each child who takes part in the literacy and numeracy (NAPLAN) testing years 3, 5, 7 and 9.

For more information, see NAPLAN.