

Girraween's Assessment and Data

At Girraween we

- instruction and assessment go hand in hand
- assessment data informs planning throughout a teaching and learning sequence
- assessments recognise prior learning and demonstrates student progress in relation to this
- assessment should be embedded within teaching and learning tasks – and is ongoing throughout a learning sequence
- assessment strategies and evidence are varied to cater for the diversity of needs and ways of learning
- students should be active participants in constructing what and how learning is assessed. Assessment should encourage students to think about, monitor and set goals for their own learning
- assessment tasks should be as authentic as possible, allowing student purposeful contexts for demonstrating their learning
- students are clear about the criteria against which their learning is being assessed
- assessment focuses on more than 'knowledge', it provides feedback on skills, understandings and dispositions
- when we are clear about what it is we want students to learn, we ask better questions, make more useful observations and provide more relevant feedback
- there should be opportunities for self, peer and teacher assessment
- there should be platforms for data collection and time for data analysis

Strategy

So at Girraween you

- assessment capable students – know what they are learning, how they will learn it and what feedback they need to move their learning forward
- common assessment tasks created by teachers to use in QAAC
- teachers committed to designing more open ended tasks that allow for multiple ways of expressing understanding
- clarification of learning intentions framed as questions and split screen including learning powers
- teachers questioning, listening and observing to gather data as they teach
- co-construction of assessment criteria/progressions of learning
- responsive planning to bring the learning to the table
- conscious focus on making the thinking more visible using documentation as evidence to explore how students are 'sense' making as they move through an inquiry
- teachers harnessing the cycle of inquiry to track progress more explicitly – Pg. 149-152 (POI)
- teachers exploring and applying frameworks for assessing understanding e.g. Biggs' solo taxonomy, windows on understanding (pg. 136 POI), I can statements, Capacity matrix
- opportunities in classes where students self-assess, peer-assess
- data is collected at the class, PLC and whole school level to inform curriculum delivery

Whole School understandings/Underlying principles:

- Data is continually analysed at the class, year level, stage of schooling and across the school by teachers and leadership to inform future teaching and learning and target resources/interventions/professional learning.
- Girraween's data diamond reflects the various levels of assessment data that is collated across the school.
- Education NT's 'Curriculum, Pedagogy, Assessment and Reporting T-12' Framework supports Girraween's expectations and implementation around assessment. [hyperlink](#)



Frameworks that support consistent assessment and gathering of data at Girraween include:

- Curriculum, Pedagogy, Assessment and Reporting T-12
- Data Diamond
- QAAC cycle – with strong confirming processes
- Data schedule (in this document)
- Girraween's whole school reporting plan [\(hyperlink\)](#)

Platforms for data storage and access at Girraween include:

- E-Dash – A-E, attendance, NAPLAN, PAT, EAL/D
- OARS – PAT, e-write
- RAAD - NAPLAN
- Grade Expert – whole school assessments, behaviour
- SAMS – enrolment, behaviour
- SAIS – A-E, EAL/D, NCCD, FELA
- Evidence of Learning Portfolio – writing samples and maths samples

Achievement

Systemically Devised Measures of Impact

NAPLAN, A – E, ASC, PAT, FELA, eWrite

Growth

Standardised Measures
of Impact at individual
and cohort levels
Evidence of learning
assessed through:

PAT-R; 5

PAT-M; 4

FELA

ASC

Peter Westwood

eWrite

Words Their Way

PM/LLI

SA Spelling

Know Thy Impact

Girraween's
Data
Diamond

bringing whole school and class
assessment together

Progress

Teacher Devised Measures of
Impact at individual student
and whole class levels.
Evidence of learning assessed
through:

Products including Performances
Exhibitions & Projects;
Observations, Interviews &
Conferences;
Photo & Video Records;
Self & Peer Feedback & Reflection;
Checklists, Rubrics and
Progressions;
Writing analysis/Spelling
Inventories/Dictation;
Testing –teacher made tests;
Literacy/Numeracy progressions;
General Capability Continuums.

Program

Specific Program Measures of Impact

LLI



Overview of Agreed Whole School Assessments and Schedule

This is an overview of all the agreed upon assessments that occur across the school. It is the teacher's responsibility to ensure all assessments are done within the timeframe. Results are collated in the following ways:

- **PAT R/ PAT M/ Ewrite** – ACER online which feeds into grade expert and E-Dash automatically
- **FELA** - SAIS
- **Oxford Words, Running Records and Writing Samples** – Student Evidence of Learning Folders (ELF) *Evidence of Learning Folders are to contain 2 years of student samples and assessments. Prior years can be given to the student or shredded as required.*
- **PM/LLI, Peter Westwood, SA Spelling, Words Their Way**- digitally onto the whole school data base GradeExpert. PM/LLI, SA Spelling must also be updated in the training room

| Assessment | Preschool | Transition | | Year One | Year Two | Year Three | Year Four | Year Five | Year Six | | | | | |
|--|------------------|--|-----------------|-------------------------------|---|-----------------------|----------------|-----------------------|----------------|-----------------------|------------|-----------------------|------------|----|
| Oxford Wordlist | | T3 | T4 | Students at Risk | | | | | | | | | | |
| Phonological Awareness - FELA | | T2 | | Students at Risk | | | | | | | | | | |
| Assessment of Student Competencies (ASC) | Students at Risk | | | | | | | | | | | | | |
| Reading Benchmark (LLI or PM) | | T2 based on readiness | T3 | T4 | Every Semester alongside informal running records | | | | | | | | | |
| Writing Confirming | | Every Term – common and individual tasks in PLC and across SOS | | | | | | | | | | | | |
| Words Their Way Spelling Inventory | | Term 3 | Every Semester | Every Semester | Every Semester | Every Semester | Every Semester | Every Semester | Every Semester | | | | | |
| SA Spelling | | T4 on Readiness | T1 on Readiness | T3 | T1 | T3 | T1 | T3 | T1 | T3 | T1 | T3 | T1 | T3 |
| PAT Reading | | T4 | | T1 – new or catch ups | T4 | T1 – new or catch ups | T4 | T1 – new or catch ups | T4 | T1 – new or catch ups | T4 | T1 – new or catch ups | T4 | |
| EWrite | | | | | | | | | Term Three | | | | | |
| PAT Maths | | T4 | | T1 – new or catch ups | T4 | T1 – new or catch ups | T4 | T1 – new or catch ups | T4 | T1 – new or catch ups | T4 | T1 – new or catch ups | T4 | |
| Peter Westwood Fluency Test | | T1/T2 Addition | | T3/T4 Addition Subtraction | Every Term (T1 and T2 only + and -) | Every Term | Every Term | Every Term | Every Term | Every Term | Every Term | Every Term | Every Term | |
| Maths Confirming | | Every Term – common and individual tasks in PLC and across SOS | | | | | | | | | | | | |