School Policy
Statement 2013

Assessment Policy
## What is Assessment?

**At Mitchelton Special School** what does assessment mean and look like? The Melbourne Declaration of Educational Goals for Young Australians defines three broad purposes for assessment.

<table>
<thead>
<tr>
<th>Assessment FOR learning</th>
<th>Assessment AS learning</th>
<th>Assessment OF learning</th>
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<tbody>
<tr>
<td><strong>We must use assessment to continuously monitor progress of student learning in the classroom to:</strong></td>
<td><strong>We must develop students’ (and parents’) capacity to monitor the quality of their own (their child’s) learning:</strong></td>
<td><strong>We must collect evidence of student achievement against standards:</strong></td>
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<tr>
<td>- Know where each student is at and what needs to come next for their learning.</td>
<td>- Share learning intentions and achievement goals with students and parents.</td>
<td>• Collect evidence of student achievement against standards for summative purposes.</td>
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<td>- Use the information to make decisions about, or changes to, planned teaching and learning.</td>
<td>- Support students and parents in reflecting on and monitoring progress.</td>
<td>• Use data to plan &amp; sequence teaching &amp; learning.</td>
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<td></td>
<td>- Support students and parents in using feedback to plan the next steps for learning.</td>
<td>• Use data to evaluate whether the standards are being achieved at a whole-school level.</td>
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### What is important in our school? What will teachers in this school do?

We need to understand important balance between assessment in each of the following areas;

1. Formal diagnostic testing used to access to specialist services.
2. Assessment of student’s knowledge.
3. Assessment of student’s skills
4. Assessment of student’s behaviours
5. Assessment of Unit / Program Planning and Intent.
6. Assessment of IEP Achievements

### What will teachers in this school do?

**Teachers will;**

- Follow a schedule of assessment as detailed on page 2.
- Record and file student progress using school wide formats and classroom/teacher specific formats
- Use data to inform planning and program priorities.
- Use data to discuss with parents learning progress.
- Use data to ensure accountability and appropriateness of teaching and learning within classrooms.
- Use a range of classroom based measures to monitor student learning.

### What we will do at a school level?

**Our school will;**

- Identify relevant assessment tools for all students in priority learning areas.
- Detail an assessment schedule for school wide implementation.
- Provide teachers with the training and tools to deliver quality assessment.
- Develop school wide methods of storing and tracking student performance.
- Promote the importance of Community Based Instruction and adaptive skills training as a valid form of assessment AS learning.
- Share information/data sets with parents / students, stakeholders and EQ school based specialists.

### What are our key assessment tools?

**Specialist Assessments;**

- Cognitive Assessment (e.g. The Standford Binet IV, WISC IV, WPPSI III, Non -verbal Wechsler, DAS II - Differential Ability Scales)
- Adaptive Behaviour Scale (e.g. ABAS II or Vinelands II)

**School Assessment tools include;**

- MSSS Adaptive Behaviours
- Communication Matrix
- Speaking and Listening Developmental Continuum
- Number Developmental Continuum
- Reading Developmental Continuum
- QSA Literacy and Numeracy Indicators
- PM Benchmarks
- DOLCH word lists
- Blanks Level of Questioning
## Specialist Assessment Timeframes

### Formal School Wide Assessment Timeframes

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
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<td>5</td>
<td>Student Sample Placemat</td>
<td>Individual Student Plan Development in consultation with Parents/stakeholders/specialists</td>
<td>Assessment Week 2</td>
<td>Assessment Week 4 Communication Focus</td>
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<td></td>
<td>Individual Student Plan Development in consultation with Parents/stakeholders/specialists</td>
<td>Literacy Focus</td>
<td>and/or Speaking and Listening Developmental Continuum Teachers will access support from SLP as required.</td>
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<td>10</td>
<td>Assessment Week 1 Adaptive Behaviour Focus</td>
<td>Individual and Class Program Reporting Process</td>
<td>Assessment Week 3</td>
<td>Individual and Class Program Reporting Process</td>
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<td>Adaptive Behaviour Profile</td>
<td>Number Developmental Continuum Teachers will refer to data gathered from our suite of numeracy tools.</td>
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<td>Teachers will access support from OT and PT as required.</td>
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### Classroom, Curriculum and Teacher Based Assessment and Work Sampling

- Teachers will refer to data gathered from our suite of literacy tools.

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Please Note:

1. P&C endorse the notion that students within our school seek exemption from Naplan Data Testing. **Completion of an Application for Test Exemption** is required by each parent by end of term 1 each year.
2. As a school we seek a range of assessments tools to ensure relevance to the range of student needs we support. This is an ongoing process of review.