Policy Name	Assessment & Reporting Policy
Related Policies and Legislation	Senior Secondary Assessment Policy (Subsidiary Policy) Lower Secondary Late Work Policy (Subsidiary Policy)
Policy Category	Education Program
Relevant Audience	All Treetops Community
Date of Issue / Last Revision	02 October 2014 21 May 2015 16 June 2016 03 August 2017 15 February 2018 21 October 2021
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Person/s Responsible for Review	Treetops Administration

Assessment & Reporting Policy

Purpose
To describe the purpose of the assessment and reporting conducted in the school; to describe the types of assessment used; and to outline the procedure for reporting.

Preamble
Assessment at Treetops Montessori School is based on each student's individual mastery of skills, knowledge and attitudes. It identifies where students are in the learning process and through reflection, helps them to set goals for learning and growth. Assessment also allows students to become active participants in their education, developing personal responsibility for their learning and actions.

Everyone concerned with assessment at Treetops – students, teachers, parents, and administrators– must have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the method by which the assessment is developed. It is an ongoing process of tracking progress, providing feedback, reporting and improving practice.

Purpose of Assessment
- To support and encourage effective teaching and learning.
- To encourage independence and the ability to work collaboratively.
- To assess and prioritize students' needs.
- To assess the students' levels of engagement against both Montessori and IB requirements.
- To provide feedback on the learning process.
- To evaluate the effectiveness of our programs.

Forms of Assessment and their Effectiveness

Pre-assessment
This type of assessment is used to determine what the students already know. Our school uses a variety of tools in this process, including globally recognized screening tests and internal benchmarking assessments.

Formative assessment
Formative assessment is considered to be assessment **for** learning and is used by teachers/students on an ongoing basis to inform and support the teaching and learning process. It allows teachers to closely observe and record, ensuring that students are provided with lessons appropriate to their stage of development. Examples of this type as assessment may include: records of ongoing assessment, teacher observation, and student self-assessment opportunities.

Summative assessment
Summative assessment is assessment **of** learning. It is an opportunity for students to demonstrate their knowledge, skills, and conceptual understanding of what has been learnt. Examples of this type of assessment may include: presenting a talk, end of unit quizzes/tests, displaying projects and performances.

Standardised assessment
Standardised assessment is used where it is useful to gain information about how a student is performing within their age cohort and where it is useful to measure improved performance over time. Classroom teachers use standardised tests, mainly in word reading, spelling and Maths. The school does participate in NAPLAN (National Assessment Program – Literacy and Numeracy) and OLNA (Online Literacy and Numeracy Assessment). See below.

Formal assessment
This term is used by the International Baccalaureate Diploma Programme (IBDP) and International Baccalaureate Career-Related Programme (IBCP) to describe all the assessments required for Year 11 and 12 students taking IBO-accredited subjects. It includes multiple-choice questions, examinations, essays, oral interviews and presentations, science fieldwork and mathematical investigations, and external examinations. It also includes the assessments developed by the school for the IBCP, including portfolios, presentations, and reflective journals.

IBO-accredited assessments are criteria referenced, which fits in well with Montessori and Treetops philosophy. For some subjects, the assessment criteria is set by the IBO. For other subjects, specifically those in the IBCP, the school is responsible for developing the assessment criteria in accordance with subject guidelines and the academic standards of the IBO. It is the responsibility of IBDP and IBCP teachers to ensure that students are familiar with the criteria against which their work will be assessed.

Effective assessments

Effective assessments allow **students** to:
• Share their learning and understanding with others.
• Demonstrate a range of knowledge, conceptual understanding and skills.
• Use a variety of learning styles, multiple intelligences & abilities to express their understanding.
• Know and understand in advance the criteria for producing a quality product or performance.
• Participate in reflection, self- and peer-assessment.
• Base their learning on real-life experiences that can lead to further exploration.
• Express different points of view and interpretations.
• Apply higher order thinking skills by analysing their own learning & understanding of what needs to be improved.

Effective assessments allow **teachers** to:
• Be informed about every stage of the teaching and learning process.
• Create plans in response to student and teacher inquiries.
• Develop criteria for producing a quality product or performance.
• Gather evidence from which sound conclusions can be drawn.
• Provide evidence that can be effectively reported & understood by the whole school community.
• Review and reflect on student performance and progress in a collaborative manner.
• Take into account a variety of learning styles, multiple intelligences and abilities.

Effective assessments allow **parents** to:
• See evidence of student learning and development.
• Develop an understanding of the student's progress.
• Provide opportunities to support and celebrate student learning.
• Understand assessment criteria.

Tracking student performance

Treetops employs a variety of assessment strategies and tools aimed at gathering and recording information about a student's learning.

Assessment Strategies	
Observations	All students are observed often and regularly, with the teacher focus varying from wide angle (focusing on the whole class) to close up (focusing on one student or one activity).
Performance assessments	The assessment of goal-directed tasks with established criteria. They provide authentic challenges that are often trans-disciplinary in nature. Audio, visual, and narrative records are frequently used for this type of assessment.
Process-focused assessments	Multiple observations are collected from different contexts to increase reliability and validity. Checklists, records, and learning logs are methods applied to this assessment.
Selected responses	Single, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. These occur more frequently in our secondary school, although are not a significant basis for student evaluation.
Open-ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, or a solution. The work, with the assessment criteria attached, could be included in a portfolio.
Student Assessment	Students frequently self-assess (on formative and summative tasks) applying criteria that may have been developed by the individual or class concerned.

Assessment Tools	
Rubrics	Rubrics use an established set of performance criteria for rating students in all areas of learning. The descriptors show/indicate a positive continuum of learning, which promotes learning and tells the assessor and students what characteristics to look for at each level on the rubric when assessing student work. Rubrics can be developed independently or collaboratively by students and teachers. Rubrics in the IBDP are developed from subject marking bands.
Checklists	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist. Checklists in the IBDP are developed from subject marking bands.
Anecdotal records	Brief written notes based on extended observations of students that provide cumulative information about development of learning objectives. These records help to support opinions concerning a child's skill and are particularly useful in identifying certain social, emotional, and behavioural traits.
Wings Literacy assessment	Aimed at identifying and understanding various aspects of a child's literacy development. It allows reading data to be collected for each student and reflects teaching and learning that takes place in a multi-literate classroom.
Diagnostic Maths Testing	Assists in identifying the strengths and weaknesses of a student's maths knowledge and skills.
South Australian Spelling Test	One of the most commonly used standardized tests for speedily placing students on a spelling continuum.
Placement Tests	These tests are often associated with a published scheme, for example MultiLit, the Reading Boxes. The tests level the students for placement on the scheme. Placement tests are also used by staff to place students on phonics programs that are being used in the teaching sessions.
IBDP marking bands, schemes and criteria	These tools are provided by the International Baccalaureate Organisation, and are used by IDBP staff to complete the internal assessment components of IBDP subjects. Examination marking bands are also used to assess practice and mock examinations.
IBCP marking bands, schemes and criteria	These tools are developed by the school in accordance with IBCP subject guidelines, and are used to assess student achievement in the relevant subject.

NAPLAN is used as a 'snapshot' measurement of how our students are performing in nationally approved subject material selected for their age group. Treetops gives students a little pre-experience of NAPLAN by using past papers so that students are familiar with the format, but we do not 'teach to the test' in terms of coaching the content areas or the questions. Since Treetops has a small cohort at each level of NAPLAN, it is useful for measuring individual performance in those particular tasks on that day, especially when compared with the same student's previous NAPLAN performances, but it is not useful as a whole cohort comparison with other schools or with national averages.

OLNA (Online Literacy and Numeracy Assessment) is for Year 10, 11, and 12 students that did not previously reach Band 8 in NAPLAN, and need to demonstrate the minimum standards of literacy and numeracy as part of their plans for Year 11 and 12.

Reporting

At Treetops, the key purpose of reporting is to provide information about the achievement and progress of each student in relation to the concepts, skills and attitudes learned, and to indicate areas for further development. This occurs through conferences, and reports. Our yearly reporting schedule is summarized in the table on page 6.

Parent/Teacher Conferences

Parent/Teacher conferences involve parents/guardian and teacher. They are designed to give the parents/guardians information about the student's development and needs. Teachers take this opportunity to gather background information, to answer the parents' questions, to address their concerns, and to help define their role in the learning process. The parents should take the opportunity to provide the teacher with the whole-child context of the student's learning. Students are expected to be fully participatory in their education and so conferences are rarely held without the student.

Montessori Three-Way Conferences

Three-way conferences involve the student, parents/guardian and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. The student, parents, and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. All of the participants must understand the format and their roles prior to the conference.

Reports

End-of-Term reports are a summative record of a student's academic as well as social/emotional progress and are sent home twice-yearly in Terms 2 and 4. They clearly indicate areas of strength and required improvement, and are seen as vital records for students, parents, and the school itself. Progress reports however, are 'snapshots' of a student's development that identifies areas of strength or concern. Year 11 and 12 students who are taking subjects through Pamoja (on-line IBDP subject provider) receive formal reports in line with the Pamoja calendar. This calendar does not always fit Treetops' term structure, so students may receive reports at times other than Terms 2 and 4. Similarly, students taking VETiS (Vocational, Education and Training in Schools) subjects through TAFE may also receive reports at times other than Terms 2 and 4.

Progress Comments, Dashboard and VETiS

IBDP students receive regular written progress comments from their Treetops teachers. These comments are addressed to the students, and are made available to parents on request. Year 11 and 12 students taking Pamoja (on line) subjects receive regular feedback via a 'dashboard' display which shows log-ins, contributions to forums, submission of assignments etc. This display is available to the in-school Site Based Co-ordinator and to parents, as well as students. The school receives regular updates from VETiS subject teachers which are passed on to students.

PARENT/TEACHER INTERVIEW AND REPORTING SCHEDULE

CLASS	TERM 1	TERM 2	TERM 3	TERM 4
CHILDREN'S HOUSE	Parent / Teacher Interviews	Semester Reports	Parent / Teacher Interviews	Viewing of Learning Reports (Pre-Primary)
WATTLE	Parent / Teacher Interviews	Semester Reports	Parent / Teacher Interviews	Viewing of Learning Reports
MARRI	Parent / Teacher Interviews	Semester Reports	Parent / Teacher Interviews	Viewing of Learning Reports
KARRI	Parent / Teacher Interviews	Semester Reports	Parent / Teacher Interviews	Viewing of Learning Reports
JARRAH	Parent / Teacher Interviews	Semester Reports	Parent / Teacher Interviews	Reports
WANDOO	Parent / Teacher Interviews	Semester Reports	Parent / Teacher Interviews	Reports
TUART	Parent / Teacher Interviews	Semester Reports	Open Morning Academic interviews (TBC)	Reports

In addition to the above:
- Interviews are offered to the parents of new students coming during the year a short time after they start.
- Parents/Guardians of students with learning difficulties are often offered more frequent interviews and are also offered interviews with class teachers or Enrichment Staff.
- All parents are encouraged to feel that they can request an interview whenever it is required.