



Assessment & Reporting Schedule 2023

At Norris Bank Primary School we regularly use formative and summative assessment practices to guide our teaching programs and inform our biannual written student reports. Our student reports are made available through our Compass portal at the end of each semester. We also conduct a parent/teacher interview to compliment our written reports.

Level F Assessment Schedule

Assessment	App	F	M	A	M	J	J	A	S	O	N	D
Literacy												
Reading Survey - <i>Purpose: To identify reading attitudes and habits as a cohort and individually.</i>	FOR											
Reading - EOI <i>Purpose: Assesses student against all dimensions of English VICTORIAN CURRICULUM providing information about student achievement</i>	FOR											
Writing Analysis-EOI <i>Purpose: Identify, analyse and provide feedback on students skills and understanding on writing characteristics</i>	OF FOR											
Writing Moderation – using the Writing Criteria Tool Term 1 – Recount/Narrative Term 2 – Persuasive Term 3 – Procedural/Explanation Term 4 - Information Report	OF FOR											
Speaking & Listening-EOI <i>Purpose: Identify, analyse and provide feedback on students skills and strategies in oral language</i>	OF FOR											
Alphabet ID <i>Purpose: Identifies knowledge of letter identification and/or sounds</i>	OF FOR											
High Frequency Words <i>Purpose: Identifies known high frequency words</i>	OF FOR											
Running Records <i>Purpose: Guides teacher decisions regarding text difficulty, grouping, monitoring progress & observation of particular difficulties in reading</i>	OF FOR											
Independent Reading Survey <i>Purpose: To look at reading engagement and behaviours during Independent Reading</i>	FOR											
Fountas and Pinnell Benchmark <i>Purpose: To benchmark children against a national benchmark for reading. Results used for Data wall and data analysed.</i>	OF FOR											
Reading and Writing Conferences - Ongoing as part of the Workshop Model	FOR											

Feedback Protocols - eg. Exit Passes, Reader's and Writer's Notebook etc. <i>Purpose: Guides teacher and student with how a student has gone with a lesson/learning.</i>													
READING AND WRITING GOALS: <i>Purpose: To support students in becoming active participants in the learning process.</i>													
LITTLE LEARNERS ASSESSMENT <i>Purpose: Phonemic Assessment as decided by PLC</i>	OF FOR												
ESSENTIAL ASSESSMENTS: <i>Purpose: Assess reading comprehension skill. Provide information for planning and learning goals</i>	OF FOR												
VICTORIAN CURRICULUM <i>Purpose: Reporting to parents</i>	OF												
Numeracy													
Mathematics Online Interview Number <i>Purpose: Highlights student thinking and strategies. To benchmark children against a national benchmark for reading. Results used for Data wall and data analysed.</i>	OF FOR												
Numeracy Learning Goal: <i>Purpose: To support students in becoming active participants in the learning process.</i>													
Feedback Protocols - eg. Exit Passes, TAG Feedback. <i>Purpose: Guides teacher and student with how a student has gone with a lesson/learning.</i>													
ESSENTIAL ASSESSMENTS: Strands Prep and Post <i>Purpose: Assess mathematical strand as pre as post assessment.</i>	OF FOR												
ESSENTIAL ASSESSMENTS: Number and Place Value <i>Purpose: Assess reading comprehension skill. Provide information for planning and learning goals and provide information for the School Maths Data wall.</i>	OF FOR	P R E										P O S T	
Mathematics Placement Test Pre and Post Units <i>Purpose: Assess numeracy skill. Provide information for forward planning.</i>	OF FOR	As required - ongoing											
VICTORIAN CURRICULUM <i>Purpose: Reporting to parents</i>	OF												
Other													

Specialist portfolio pieces <i>Skills tests, student self-assessment or samples of work</i>	AS OF FOR											
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Level 1-2 Assessment Schedule

Assessment	App	F	M	A	M	J	J	A	S	O	N	D
Literacy												
Reading Survey - <i>Purpose: To identify reading attitudes and habits as a cohort and individually.</i>	FOR											
Writing Moderation – using the Writing Criteria Tool Term 1 – Narrative Term 2 – Persuasive Term 3 – Procedural/Explanation Term 4 – Information Reports												
Alphabet ID (needs basis only) <i>Purpose: Identifies knowledge of letter identification and sounds (Year 1 & 2's at risk)</i>	OF FOR											
High Frequency Words <i>Purpose: Identifies known high frequency words</i>	OF FOR											
Running Records <i>Purpose: Guides teacher decisions regarding text difficulty, grouping, monitoring progress & observation of particular difficulties in reading</i>	OF FOR											
Independent Reading Survey <i>Purpose: To look at reading engagement and behaviours during Independent Reading</i>	FOR											
Reading and Writing Conferences - Ongoing as part of the Workshop Model.	FOR											
Feedback Protocols - eg. Exit Passes, Reader's and Writer's Notebook etc. <i>Purpose: Guides teacher and student with how a student has gone with a lesson/learning, how their thinking is developing.</i>												
READING AND WRITING GOALS: <i>Purpose: To support students in becoming active participants in the learning process.</i>	OF FOR											
Fountas and Pinnell – Reading Benchmark <i>Purpose: To benchmark children against a national benchmark for reading. Results used for Data wall and data analysed.</i>												
Hearing Words in Sounds	OF FOR											

Level 3 & 4 Assessment Schedule

Assessment	Ap p	F	M	A	M	J	J	A	S	O	N	D
Literacy												
Reading Survey - <i>Purpose: To identify reading attitudes and habits as a cohort and individually.</i>	FOR											
SPELLING INDIVIDUAL ANALYSIS <i>Purpose: Identifies spelling pattern errors</i>	OF FOR											
NAPLAN <i>Purpose: Provide information on student performance across a number of levels of achievement (Year 3's)</i>	OF											
VICTORIAN CURRICULUM <i>Purpose: Reporting to parents</i>	OF											
Writing Moderation – using the Writing Criteria Tool Term 1 – Narrative Term 2 – Persuasive Term 3 – Procedural/Explanation Term 4 – Information Reports												
Running Records <i>Purpose: Guides teacher decisions regarding text difficulty, grouping, monitoring progress & observation of particular difficulties in reading</i>	OF FOR											
Independent Reading Survey <i>Purpose: To look at reading engagement and behaviours during Independent Reading</i>	FOR											
Reading and Writing Conferences - Ongoing as part of the Workshop Model												
Feedback Protocols - eg. Exit Passes, Reader's and Writer's Notebook etc. <i>Purpose: Guides teacher and student with how a student has gone with a lesson/learning, how their thinking is developing.</i>												
READING AND WRITING GOALS: <i>Purpose: To support students in becoming active participants in the learning process.</i>	OF FOR											

Level 5 & 6 Assessment Schedule

Assessment	App	F	M	A	M	J	J	A	S	O	N	D
Literacy												
Reading Survey - <i>Purpose: To identify reading attitudes and habits as a cohort and individually.</i>	FOR											
SPELLING INDIVIDUAL ANALYSIS <i>Purpose: Identifies spelling pattern errors</i>	OF FOR											
Running Records <i>Purpose: Guides teacher decisions regarding text difficulty, grouping, monitoring progress & observation of particular difficulties in reading</i>	OF FOR											
Independent Reading Survey <i>Purpose: To look at reading engagement and behaviours during Independent Reading</i>	FOR											
Reading and Writing Conferences - Ongoing as part of the Workshop Model	FOR											
Feedback Protocols - eg. Exit Passes, Reader's and Writer's Notebook etc. <i>Purpose: Guides teacher and student with how a student has gone with a lesson/learning, how their thinking is developing.</i>												
READING AND WRITING GOALS: <i>Purpose: To support students in becoming active participants in the learning process.</i>	OF FOR											
Fountas and Pinnell Reading Benchmark <i>Purpose: To benchmark children against a national benchmark for reading. Results used for Data wall and data analysed.</i>												
ESSENTIAL ASSESSMENTS: <i>Purpose: Assess reading comprehension skill. Provide information for planning and learning goals</i>	OF FOR											
NAPLAN <i>Purpose: Provide information on student performance across a number of levels of achievement (Year 5's)</i>	OF FOR											
VICTORIAN CURRICULUM <i>Purpose: Reporting to parents</i>	OF											

Writing Moderation – marked using the Writing Criteria Tool Term 1 – Narrative Term 2 – Persuasive Term 3 – Procedural/Explanation Term 4 – Information Reports													
Little Learners Love Literacy Assessment For children reading under level 20 <i>Purpose: To assess areas of need in sound patterns and blends.</i>													
Numeracy													
Mathematics Online Interview Number <i>Purpose: Highlights student thinking and strategies used to solve problems for children at risk.</i>	OF FOR												
Numeracy Learning Goal: <i>Purpose: To support students in becoming active participants in the learning process.</i>													
Feedback Protocols - eg. Exit Passes, TAG Feedback. <i>Purpose: Guides teacher and student with how a student has gone with a lesson/learning.</i>													
ESSENTIAL ASSESSMENTS: Strands Prep and Post <i>Purpose: Assess mathematical strand as pre as post assessment.</i>	OF FOR												
ESSENTIAL ASSESSMENTS: Number and Place Value <i>Purpose: Assess reading comprehension skill. Provide information for planning and learning goals and provide information for the School Maths Data wall.</i>	OF FOR												
VICTORIAN CURRICULUM <i>Purpose: Reporting to parents</i>	OF												
Other													
Specialist portfolio pieces <i>Skills tests, student self assessment or samples of work</i>	AS OF FOR												

