

## Victorian College for the Deaf ASSESSMENT SCHEDULE 2018 (PRIMARY)

	Beginning (February)	Middle (May/June)	End (November)	Ongoing Assessment	
JUNIOR SCHOOL - F-2	<ul style="list-style-type: none"> <li>Foundation - English Online Assessment: Module 1.</li> <li>Running Records – PM Benchmark</li> <li>AUSLAN</li> <li>Analysis of last year's term 4 data</li> <li>Text Level (Running Record)</li> <li>Full Observational Survey Includes: <i>Letter Recognition</i>; Concepts About Print, Sight Vocab test, Letter ID.</li> <li>Johnson's Basic Vocabulary Reading</li> <li>Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Sample (recount/other)</li> </ul>	<ul style="list-style-type: none"> <li>AUSLAN</li> <li>Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Running Records</li> <li>Johnson's Basic Vocabulary Reading</li> <li>Portfolio samples (writing – working copy and published).</li> </ul>	LITERACY
	<ul style="list-style-type: none"> <li>Early Years Numeracy Interview (F)</li> <li>Analysis of end of year EYN Interview results (Year 1) Growth Points for Teaching Groups; Points of Growth with Interview Questions;</li> <li>Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>EY Numeracy Interview (Year. 1)</li> </ul>	<ul style="list-style-type: none"> <li>Early Years Numeracy Interview (F)</li> <li>Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Open Ended Mathematical Tasks</li> <li>Pre &amp; Post tests for Numeracy, minimum 2 per term. Summary of results to Leadership team each term.</li> <li>Portfolio samples (showing mathematical concepts).</li> </ul>	MATHEMATICS
MIDDLE SCHOOL YEARS 3-4	<ul style="list-style-type: none"> <li>Analysis of last year's term 4 data</li> <li>Running Records – PM Benchmark</li> <li>Johnson's Basic Vocabulary Reading</li> <li>AUSLAN</li> <li>Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Sample (genre &amp; topic to be decided by team)</li> <li>Running Records – PM Benchmark</li> <li>Johnson's Basic Vocabulary Reading</li> <li>Student Portfolios</li> <li>Student Self-Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>AUSLAN</li> <li>Running Records – PM Benchmark</li> <li>Writing Sample (genre &amp; topic to be decided by team)</li> <li>Johnson's Basic Vocabulary Reading and Signing.</li> <li>Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li><u>Running Records</u></li> <li>Johnson's Basic Vocabulary Reading and Signing</li> <li>Portfolio samples (writing – working copy and published)</li> <li>Digital Portfolios.</li> </ul> <p><b>Other Documents</b> Running Record Conversion Table Narrative Writing Marking Guide (Naplan) Rubrics: Integrated Curriculum.</p>	LITERACY
	<ul style="list-style-type: none"> <li>On Demand- Maths</li> <li>Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Online Fractions &amp; Decimal Assessment- student dependent</li> </ul>	<ul style="list-style-type: none"> <li>On Demand- Maths</li> <li>Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Open Ended Mathematical Tasks</li> <li>Pre &amp; Post mathematical tests (as required/per topic)</li> <li>Portfolio samples (e.g. showing mathematical concepts)</li> </ul>	MATHS

	<b>Beginning (February)</b>	<b>Middle (May/June)</b>	<b>End (November)</b>	<b>Ongoing Assessment</b>	
<b>SENIOR SCHOOL 5-6</b>	<ul style="list-style-type: none"> <li>• Running Records – PM Benchmark</li> <li>• AUSLAN</li> <li>• Johnson’s Basic Vocabulary Reading</li> <li>• Analysis of last year’s term 4 data</li> <li>• Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Adaptive Comprehension</li> <li>• Writing Sample (genre &amp; topic to be decided by team)</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records – PM Benchmark</li> <li>• On Demand Adaptive Comprehension</li> <li>• Writing Sample (genre &amp; topic to be decided by team)</li> <li>• Johnson’s Basic Vocabulary Reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Johnson’s Basic Vocabulary Reading and Signing.</li> </ul> <p><b>Other Documents</b> Narrative Writing Marking Guide (Naplan) Rubrics: Integrated Curriculum.</p>	<b>LITERACY</b>
	<ul style="list-style-type: none"> <li>• On Demand Adaptive Number</li> <li>• Individual Learning Plan (ILP) for all students.</li> </ul>		<ul style="list-style-type: none"> <li>• On Demand Adaptive Number.</li> <li>• Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Open Ended Mathematical Tasks (fortnightly)</li> <li>• Pre &amp; Post mathematical tests (as required/per topic)</li> </ul>	<b>MATHS</b>
<b>ALL YEAR LEVELS</b>	<ul style="list-style-type: none"> <li>• All data on assessment schedule to be put onto COMPASS / on the server by beginning of March.</li> <li>• Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• All data on assessment schedule to be put onto COMPASS / on the server by end of term two.</li> <li>• All data to be transferred onto the ‘Assessment Summary Sheet,’ by the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Learning Plan (ILP) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio samples (e.g. open ended task, project based task showing mathematical concepts)</li> </ul>	

**ALL assessment should be used to diagnose student needs and inform teaching.**

- *Testing on the recognition of the Oxford Word List can commence as soon as children are ready, regardless of grade level.*
- *PM Benchmarks Running Records should continue to be done for all children under Level 20 regardless of grade level.*
- *Data to be uploaded onto COMPASS.*
- *Use of Victorian Curriculum to plan and assess student learning and teaching.*