



# Spencer Park Primary School Test Books Policy (2015)

## RATIONALE

Assessment is a key aspect of effective teaching ensuring that planning and teaching is targeted accurately. The most meaningful assessment that can be applied is the kind that relates directly to classroom learning. From an explicit teaching point of view, in our school, a weekly assessment, will give the teacher a clear understanding of how well skills and understandings have been transferred to long term memory as well as whether these skills and understandings can be applied in the range of activities where these skills and understandings are required.

Regular assessment via the weekly test books will also be a powerful way of teachers demonstrating their accountability to parents and others. They will also have capacity to improve a child's performance by helping them to clearly identify areas requiring focus and attention.

## GUIDELINES

- Weekly tests are formative assessments that inform our planning and teaching. They show:
  - whether the student/class can move on or not
  - what can be removed from the warm-up
  - what needs to be included in the warm-up
  - clearly who's got it and who hasn't
  - what needs to be revised, repeated or taught again in a different way
- All Test Books should contain the following:
  - Spelling (see Appendix 1 Applied Spelling Question Samples for examples of testing spelling application)
  - Spelling Mastery Words
  - Sound Waves list words
  - STARS
  - Grammar & Punctuation
  - Dictation
  - Maths activity (understand and calculate)
  - Mental Maths
  - Signpost Test
  - Some teacher comments giving encouragement and/or indicating areas for improvement
- For this current policy, each class Year 1 to 6 is to schedule their test period every Friday after assembly.
- It is important that:
  - All work is marked.
  - Assessments are differentiated
  - Absences noted when children miss tests, eg. include blank test sheets in test books
  - Test books are returned to students with feedback given by the teacher.
  - Tests to be dated including week noted.
  - Best presentation is expected.

### Applied Writing

Each term, 2 timed pieces of writing (You Do), using the genres taught that term, are to be included in the test books, showing applied writing skills such as sentence construction, choice of vocabulary, paragraphing and editing. Writing is to be first draft only. This writing may also be used for moderation purposes across the school.

### Applied Maths

Each term, two extended maths problem-solving activities are to be included, showing mathematical reasoning, fluency and understanding to effectively solve problems requiring multi-step calculations. This maths may also be used for moderation purposes across the school.

## LENGTH OF TEST PERIOD (PER WEEK)

35 to 45 minutes in Years 4 to 6 and 30 – 45 minutes in Years 1 to 3.

## APPLIED SPELLING QUESTION SAMPLES

a-e test 29-7-2016

rode ✓  
 rod ✓  
 hope ✓  
 hop ✓  
 note ✓  
 not ✓

It is time to go home. ✓  
 Those roses are pink. ✓  
 The mole is in his hole. ✓

In this sample, students were tested on selected words from their focus sound word list. Dictation was then given, putting alternate words from focus sound word list.

### Editing

Open night was held at Spencer Park Primary School on Wednesday night. It was a great opportunity for family and friends to see all of the awesome work the students have been doing at school throughout the year. In room 9, the students should be super proud of all their work, especially their natural disaster reports, which were absolutely outstanding. It was wonderful to see so many people making the effort to attend open night.

15/15

In this sample, students were required to locate incorrectly spelled words and make the correction; note the inclusion of a proper noun.

about ✓ He was about 10. ✓

This sample shows the teacher testing and dictating simultaneously.

Dictation

1. That person often paints pictures. ✓

2. "Her stories are always unbelievable," he said. ✓

Dictation was given following the testing of spelling list. Dictation included words within the spelling list.

Circle the correctly spelled word.	Circle the incorrectly spelled word.
1. model    modell    modl	1. Mum had to wosh the clothes.
2. chopin    choping    chopping	2. We walked along the river.

In task one, students are required to select the correctly spelled word from a variety of options. Task two requires students to identify the incorrectly spelled word in a contextual example.