

ST. JOSEPH'S PRIMARY LEETON



ASSESSMENT AND REPORTING POLICY

RATIONALE

As assessment informs planning and programming students are regularly assessed using a variety of approaches in order to direct our teaching and learning activities. Assessment procedures will be systematic and related to the outcomes of the syllabus.

Assessment:

- is the process of gathering and analysing information in order to make judgments about students' learning in relation to curriculum goals
- provides opportunities for teachers to gather evidence about student achievement in relation to outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Assessment activities should:

- be valid and be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of, and accessible to, all students
- be part of an ongoing process where progress is monitored over time.

The NSW Board of Studies model for developing assessment activities emphasises:

- that outcomes are central to the decisions teachers make about teaching, learning and assessment
- the importance of gathering evidence about student learning in relation to the outcomes
- how teachers use evidence to determine how well students are achieving in relation to the outcomes
- the importance of teacher feedback and student reflection
- how evidence of student achievement informs future teaching and learning. (APPENDIX 1)

This should be used in conjunction with the Balanced Assessment Quad. (APPENDIX 2)

Adopted from NSW Board of Studies, New Syllabuses for the Australian Curriculum

Assessment may include:

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| • Observations | • Comprehension tasks |
| • Anecdotal Records | • Writing samples |
| • Marking students' work | • Marie Clay Observation Survey |
| • Samples of Assessment (Student Files/Portfolios) | • NAPLAN |
| • Running Records | • South Australian Spelling |
| • Cloze passages | • A.C.E.R. PAT R Comprehension |
| • Criterion referencd Teacher designed tasks | • A.C.E.R. PAT R Vocabulary |
| • Interviews/Conferencing | • Ruth Miskin Nonsense Word Test |
| • Standardised Testing | • Burt Word Test |
| • Best Start Literacy & Numeracy (Kinder) | • PATMaths |
| | • GoMaths Semester test |

Assessment activities might include:

- Presentations
- Group work
- Written reports
- Examinations and tests (written and practical)
- Research projects
- Visual
- Appreciating/Reflecting
- Peer assessment
- Self-assessment

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

PRINCIPLES OF EFFECTIVE ASSESSMENT

Assessment for learning

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

ADJUSTMENTS FOR STUDENTS WITH ADDITIONAL EDUCATION NEEDS

Teachers may need to make adjustments to teaching, learning and assessment practices for some students with special education needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. These may be:

- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

Adopted from NSW Board of Studies, New Syllabuses for the Australian Curriculum

All classroom teachers will carry out substrand assessment tasks formally and informally throughout the year recording results in teacher assessment book (4 tasks per year per KLA). These results, along with results from compulsory tasks on grade KLA Assessment Plans (incorporated with KLA Scope & Sequence), will be used for report writing in June and December.

REPORTING

AIM

To accurately report students' progress in a variety of ways.

ASSESSMENT RECORDING PROCEDURE FOR ST. JOSEPH'S LEETON

Teachers will follow assessment plans as set out in KLA school documents (see KLA documentation).

The school scope and sequence give specific areas to be used and give a time frame. The teacher program uses the syllabus and scope and sequence to plan Learning and Teaching Activities. When planning teachers decide which activities will be assessment tasks and these will be identified in each KLA term overview. In each teacher's Mandatory Folder's Statement of Organization the teacher states where the whole class record results for this task can be found and where the child's work sample can be found.

Student assessment results are kept in student files in the office (NAPLAN, reports, May/Nov assessment results); programs; Teacher's assessment record book; reports (June and December).

Student progress is communicated through school reports in June and December. Interviews are held in June and any other time as requested by teacher or parents by phone or note. The principal is available on request.

Teachers are responsible for providing a range of opportunities for reporting to occur.

These include:

- Three way interviews (Parent, Teacher, Student) and information evenings
- Parent/Teacher Interviews
- Portfolios (end of each term)
- Written Reports (June and December)
- Written Reports from Professional Agencies
- Interviews as required by either teacher or parent.

Specialist teachers and Professional Agencies are also responsible for assessment using appropriate tools.

A-E GRADING SCALE

As a directive of from the NSW Board of Studies, St Joseph's School uses the A-E grading scale. The A-E grading scale lets teachers report student academic achievement at any point in time using clear standards. Teachers will make a professional on-balance judgement as to which grade best matches the standard their students have achieved. The Common Grade Scale describes performance at each of five grade levels.

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

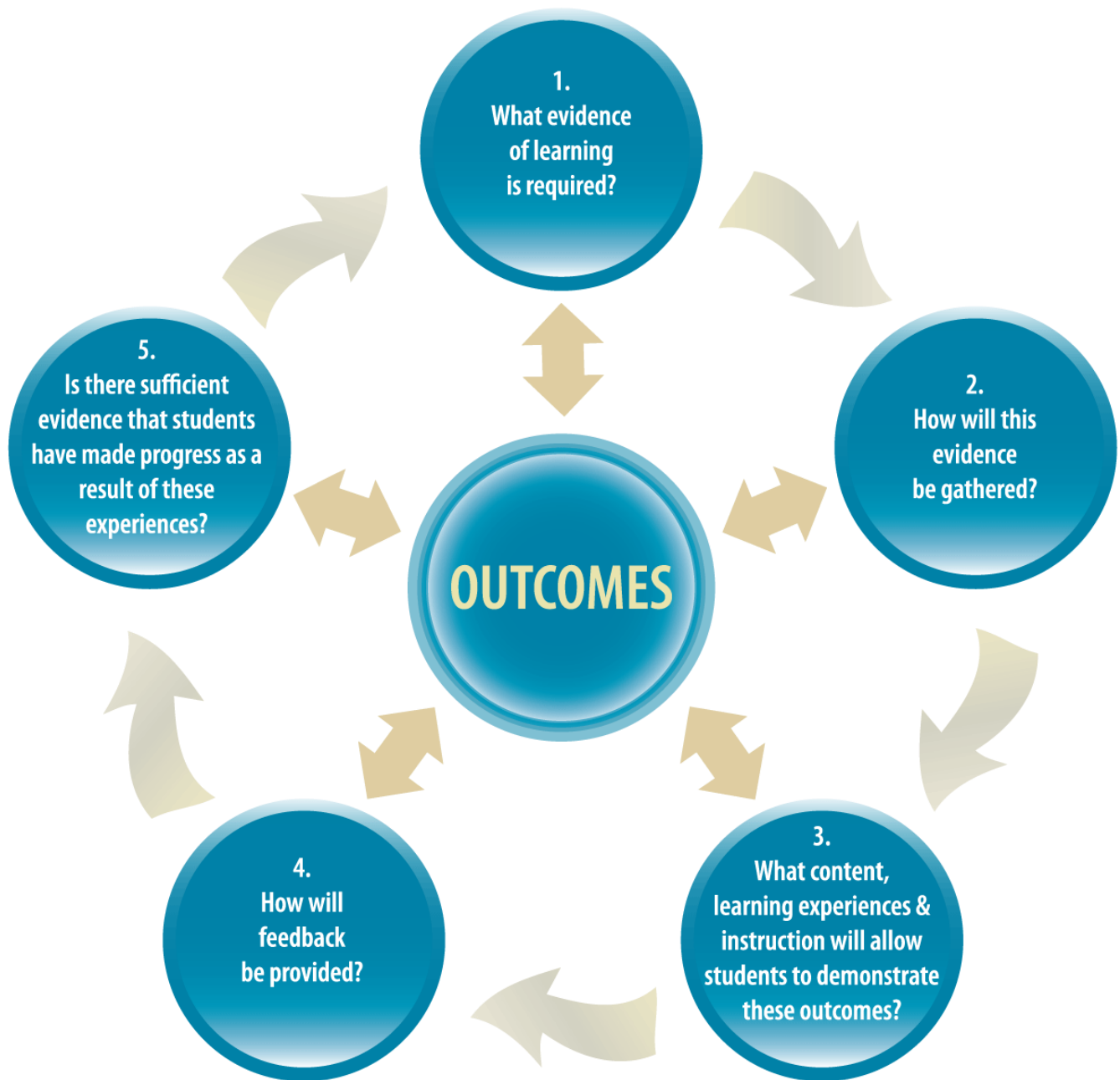
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

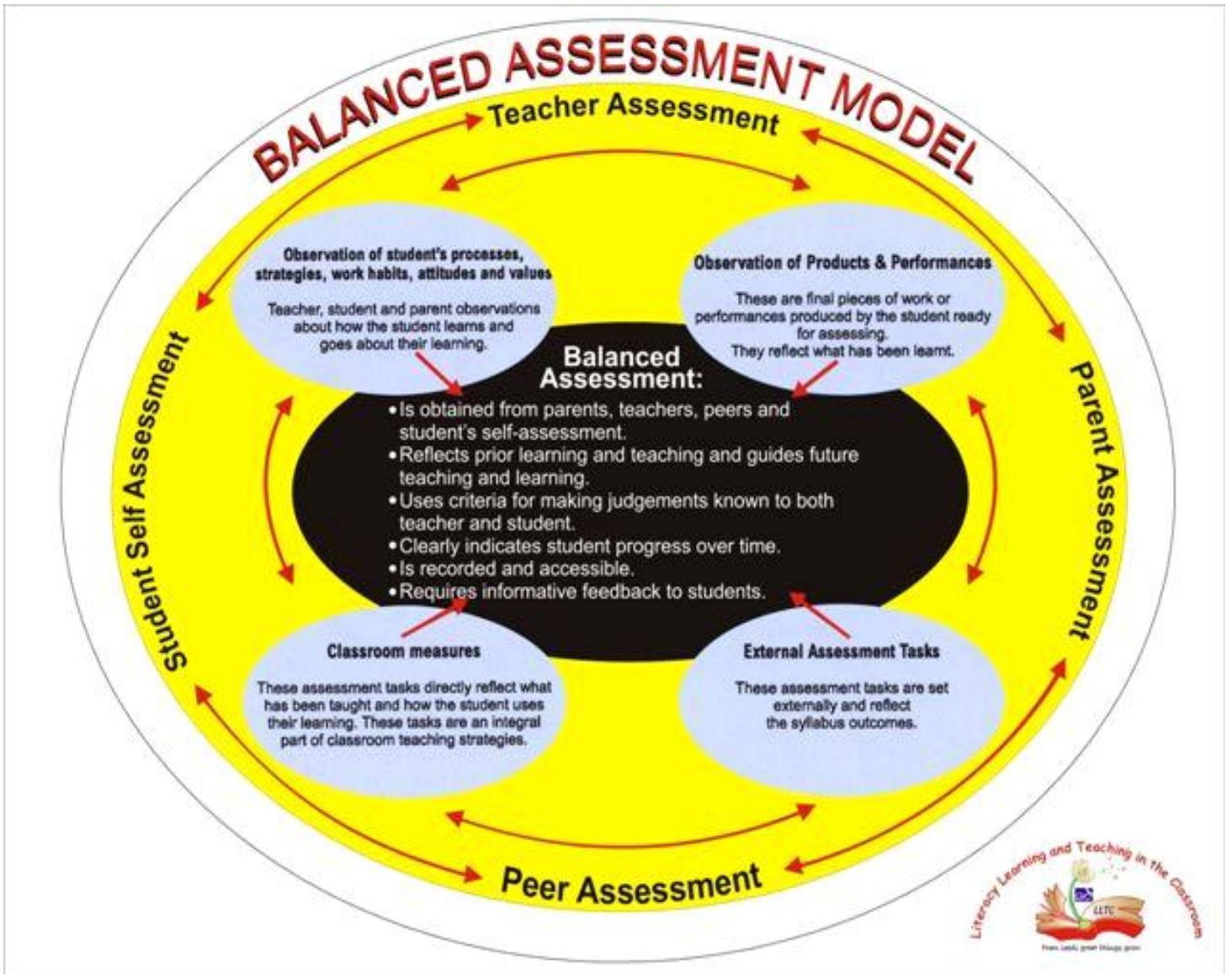
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Adopted from the NSW Government Board of Studies NSW Assessment Resource Centre





This policy was reviewed in 2010 and to be reviewed again in 2015
Reviewed 2013 for desk audit