

# Assessment and Reporting Policy

## and Standardised Testing Schedule

**Draft: March 2014**

Reviewed: March 2016

Review: March 2018

## RATIONALE

St Anthony's School seeks to provide its students with an education which prepares them to meet the challenges of a changing society, and is committed to the development of the whole child. Assessment and reporting are essential elements of learning and teaching at St Anthony's.

Assessment in education involves identifying, gathering and interpreting data about students' learning, using outcomes as key reference points for decisions about student progress and achievement. Authentic assessment ensures that quality learning and teaching strategies are implemented to enable teachers to gather evidence of children's learning in order to: improve the educational outcomes of all students; inform teaching practice, program effectiveness and whole school programming. Assessment of students learning is an ongoing process throughout the learning cycle. The data collected should lead to modification of learning experiences in order to meet the needs of individual students and accurately reflect the student's ability. All teaching activities are potential assessment opportunities.

We believe that quality assessment experiences:

- are integral to the learning and teaching program
- focus on syllabus outcomes
- includes various modes which are appropriate for the outcomes or statement being assessed
- allow for student diversity
- are valid, reliable, equitable and feasible
- provide opportunities to demonstrate what students know and can do
- are rigorous in nature so that children can achieve at common grade scale levels
- communicate to students what is expected in order to demonstrate achievement.

Reporting involves communicating student achievement and areas for learning development to parents and students. A variety of formal and informal strategies can be used. Effective reporting encourages teachers, students and parents to work together in partnership to support student learning.

## AIM

The aim of assessment and reporting at St Anthony's is to:

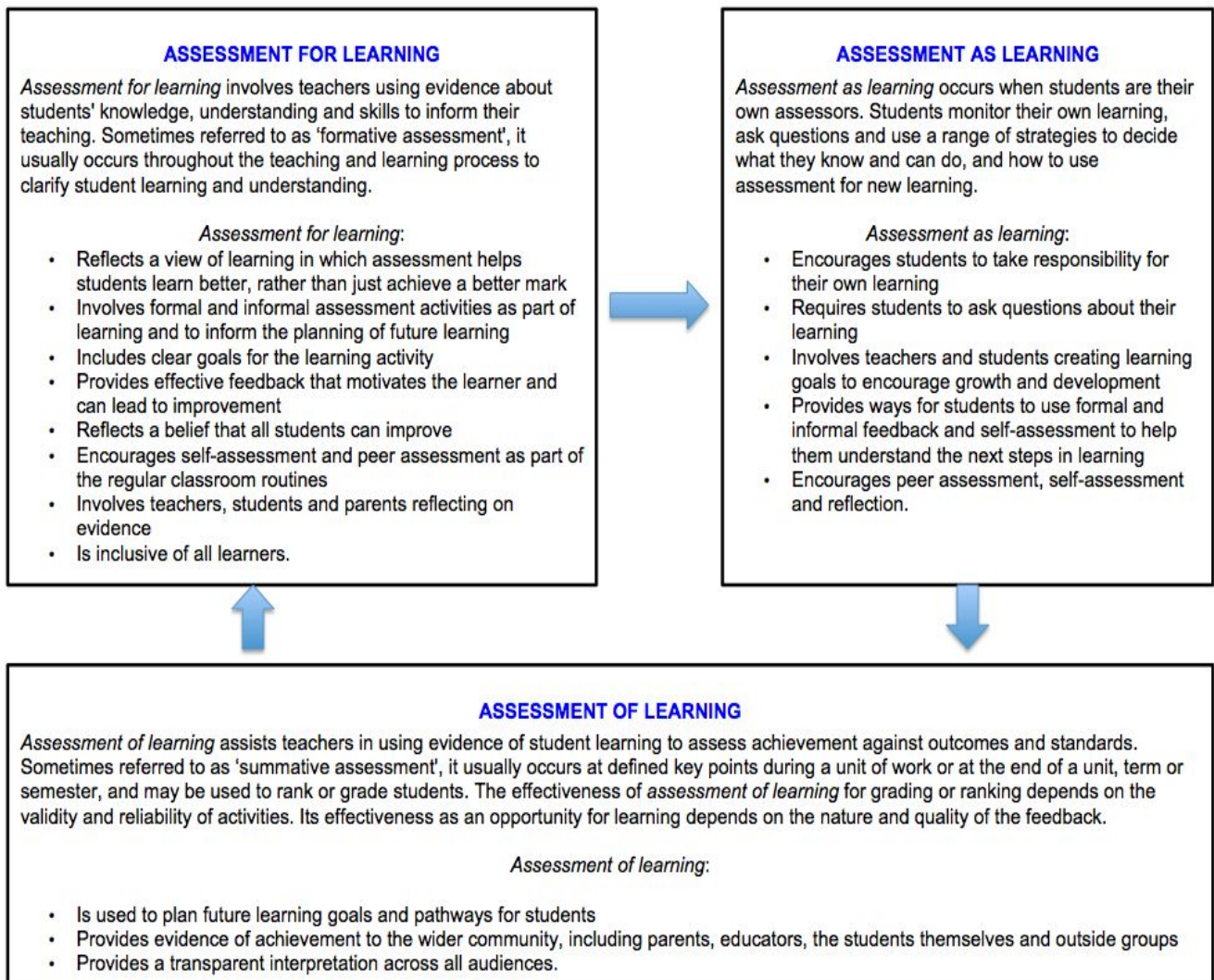
- collect and communicate data about student learning
- inform teachers about the effectiveness of learning and teaching programs and strategies
- guide teachers in determining the learning needs of students
- engage students and parents as stakeholders in learning

## IMPLEMENTATION

### ***Assessment***

- Assessment is an integral part of the learning and teaching cycle
  - o All assessments are to be planned collaboratively at the beginning of a unit and clear evidence needs to be in place about its relevance to the teaching and learning cycle
  - o Teachers in each grade will prepare an annual assessment plan which outlines the tasks and strategies that will be employed in each unit of work within each Key Learning Area (KLA)
    - This assessment plan is prepared for each term within each calendar year and is kept and maintained as part of the grade learning program
  - o Assessment tasks are to be designed to cater for the range of different learning abilities
  - o Grade scale awarded is to reflect the quality of student achievement/performance
    - Refer to Appendix 2: Common Grade Scale and St Anthony's 1-5 Grade Scale

- o Teachers will regularly discuss with students the learning intention for a lesson or series of lessons, as well as the success criteria by which their learning will be measured
  - Learning intentions and success criteria should be co-constructed with students as much as possible
- Teachers will employ a variety of strategies to assess student learning achievement
  - o While some of these may be 'stand alone' tasks (as in the case of a standardised test), many tasks will be a part of, and integral to, the class' learning and teaching program
  - o Assessment for learning, as learning and of learning should take place



- o Strategies that teachers will employ may include (but are not limited to):
  - Teacher observation
  - Teacher student conference
  - Marking of student work samples against agreed success criteria
  - Teacher questioning
  - Running records
  - Written tests
  - Standardised testing
  - Anecdotal records

- Observation and analysis of student self assessment
  - Observation and analysis of student peer assessment.
- A range of standardised assessments are conducted each year
  - These include tests that are determined by the school, as well as system-wide assessments determined by Catholic Education Diocese of Parramatta (CEDP), and national assessments such as NAPLAN
  - Refer to Appendix 4: Standardised Testing Schedule
- Feedback will be provided to students so that they know what they have achieved, and what are their future directions for their learning.

## ***Student Achievement Records***

- Each teacher will keep an accurate record of all achievement in assessment tasks over the course of the school year
  - This can be used as evidence to support the grade the student receives on their report
  - Appropriate records will be kept as evidence of students' performance in each KLA.
- Teachers may determine a recording method that best suits their needs and the requirements of assessment in the Key Learning Area. Evidence of student achievement must be collected and maintained for each calendar year. This may include (but is not limited to):
  - Grade/mark books or spreadsheets
  - Photographs and digital samples of student work
  - Sound or video recordings of students' verbal responses
  - Original or copies of student work samples
  - Assessment criteria and feedback in student workbooks
  - Observation checklists
  - Student Progress Lists in Reading, Writing and Mathematics in weeks 3 and 8 each term
  - Results of standardised testing.
- Teacher consistency across a grade is required when assessing and grading student achievement.
  - Teachers will consult with their grade partners prior, during and after assessment tasks to determine how learning is to be assessed and how grades are awarded.

## ***Formal Reporting Processes***

- Written student reports will be provided to parents and carers twice each year, in accordance with Commonwealth Government requirements
  - The Principal and Assistant Principal will prepare a timeline and criteria for reporting, which they will distribute to teachers prior to reporting periods
  - Written student reports will:
    - Use plain English rather than jargon
    - Comment on the student's attributes or learner profile qualities in the areas of Creative, Personal, Collaborative, Reflective and Active Thinker (refer to Appendix 3)
    - Describe the student's specific areas of achievement and areas for future learning
    - Indicate student achievement for each KLA using a five-point grading scale (with the exception of Kindergarten). St Anthony's use a 1-5 grading scale that is aligned with the E-A

descriptors of the Common Grade Scale and categorised under the headings of Working Towards (1-2), Working At (3) and Working Beyond (4-5) Refer to Appendix 2

- Indicate student achievement in Kindergarten using the descriptors: Working Towards, Working At and Working Beyond
  - Provide information on the number of students in the grade at each level of achievement in each Key Learning Area (with the exception of Kindergarten)
  - Offer an opportunity for parents/carers to meet with the class teacher to discuss information contained in the report
- A copy of each report sent home to parents and carers is made and kept in the student's file in the office.
- A student-led conference is conducted shortly after the release of the Semester 1 report each year. This is an informal meeting with parents and child where the child has the opportunity to showcase and discuss their learning. The student-led conference will give parents / carers the opportunity to come into the classroom to walk and talk through their child's learning goals, areas of achievement and challenge, work and assessment samples.
    - The students will:
      - Reflect on and evaluate the learning goals set at the beginning of terms 1 and 2
      - Identify at least 2 aspects of their learning over the semester that they believe should be celebrated
      - Identify at least 2 aspects of their learning where improvement is needed
      - Nominate the work samples they wish to present to their parents that provide evidence of their learning
      - Complete a self-reflection sheet in order to organise what they will say and present at the conference.
  - At the student-led conference, the class teacher will make themselves available for discussions with the number of families in the room. If a more formal interview is required, this is made for another time.
  - An opportunity is provided for parents to have an interview with the class teacher if desired in conjunction with the Semester 2 report.

## BUDGET

Funding is provided for the professional learning of staff, and the acquisition of resources. The principal is responsible for the management of funding and resources.

## EVALUATION

The leadership team, in collaboration with staff, will review this policy every two years.

## ASSOCIATED DOCUMENTS

School Documentation

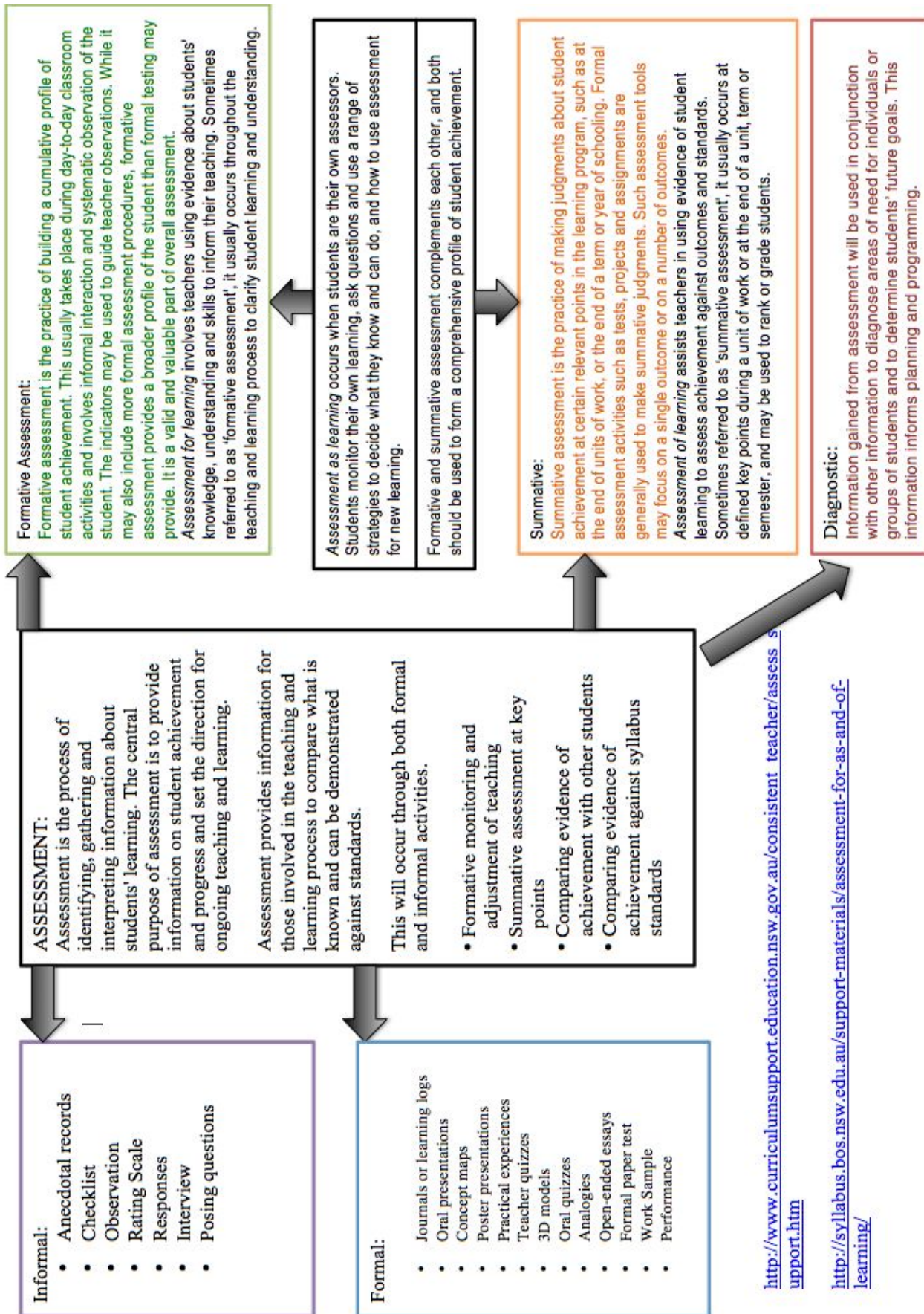
- [Mission and Vision Statement](#)

System Documentation

- [Statement on Learning](#)
- [NAPLAN Testing - Procedures](#)

# APPENDIX 1

## Assessment Overview



# APPENDIX 2

## Common Grade Scale

GRADE	DESCRIPTION	KEY WORDS
<b>A</b>	The student has <b>extensive</b> knowledge and understanding of the content and can <b>readily apply</b> this knowledge. In addition, the student has achieved a <b>very high level of competence</b> in the processes and skills and can <b>apply</b> these skills to <b>new situations</b> .	Extensive Readily apply Very high level of competence Apply to new situations
<b>B</b>	The student has a <b>thorough</b> knowledge and understanding of the content and a <b>high level of competence</b> in the processes and skills. In addition, the student is able to <b>apply</b> this knowledge and these skills in <b>most situations</b> .	Thorough High level of competence Apply to most situations
<b>C</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an <b>adequate level of competence</b> in the processes and skills.	Sound Adequate level of competence
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a <b>limited level of competence</b> in the processes and skills.	Basic Limited level of competence
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved <b>very limited competence</b> in <b>some</b> of the processes and skills.	Elementary Very limited competence in some processes

## St Anthony's 5-point grading scale

Working Towards				Working At			Working Beyond			
1		2		3			4		5	
1a	1b	2a	2b	3a	3b	3c	4a	4b	5a	5b

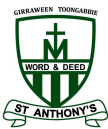
## APPENDIX 3

## Learner Profile Wheel



## APPENDIX 4





**TERM 1**

WK	ASSESSMENT	K	1	R R	E M U	2	3	4	5	6
1	Mathematics Assessment Interview (MAI)									
2-4	Writing Assessment									
3-4	EMU Assessment Interview									
2-4	Observation Survey of Early Literacy Achievement:									
	Running Record	*								
	Letter Identification			*						
	Burt Word Recognition									
	Hearing and Recording Sounds in Words									
	Writing Vocabulary									
	Clay Word Test			*						
	Concepts About Print			*						
5	Running Record *									
10	Track and monitor at-risk students									
	Running Record									

\* Notes: In Kindergarten, Running Records are only administered with students reading on entry to school.  
The Reading Recovery teacher only administers the above tests with students in Year 1 whose Observation Survey scores are in the lowest 20% of the grade  
Students at risk in reading must be assessed using a Running Record fortnightly.  
Students who come onto EMU in Year 1 or Middle Years must have an EMU Assessment Interview conducted at the start and end of the program.

**TERM 2**

WK	ASSESSMENT	K	1	R R	2	3	4	5	6
3-4	National Assessment Program – Literacy and Numeracy (NAPLAN)								
5	Running Record								
10	Track and monitor at-risk students								
	Running Record				*	*	*	*	*

\* Notes: Students who participated in Reading Recovery in Year 1 must be monitored with a Running Record in addition to any students reading at an instructional level  
Students at risk in reading must be assessed using a Running Record fortnightly.

**TERM 3**

WK	ASSESSMENT	K	1	R R	2	3	4	5	6
1	Writing Assessment								
1-5	Religious Literacy Assessment Part B (In-class task)								
5	Running Record *								
5-6	Religious Literacy Assessment Part A (Online test)								
7-8	Religious Literacy Assessment Part A (Online test)								
10	Track and monitor at-risk students								
	Running Record								
	Writing Vocabulary								

\* Notes: Students at risk in reading must be assessed using a Running Record fortnightly.

#### TERM 4

WK	ASSESSMENT	K	1	R R	E M U	2	3	4	5	6
1	Progressive Achievement Tests in Reading (PAT-R)									
5	Running Record *									
5	November MAI									
8-9	Observation Survey of Early Literacy Achievement:									
	Running Record									
	Letter Identification			*						
	Hearing and Recording Sounds in Words									
	Writing Vocabulary									
	Clay Word Test			*						
	Concepts About Print			*						
8-9	Writing Assessment									
10	Track and monitor at-risk students									
	Running Record									

\* Notes: Students who participated in Reading Recovery in Year 1 must be monitored with a Running Record in addition to any students reading at an instructional level  
 Students at risk in reading must be assessed using a Running Record fortnightly.  
 Students who participated in EMU in Year 1 or Middle Years must have an MAI conducted in November