

Assessment and Reporting Policy

and Standardised Testing Schedule

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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
 - 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
 - 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

ASSESSMENT FOR LEARNING

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

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

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

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

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

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.
 - 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
 - o 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
 - o 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
 - o This can be used as evidence to support the grade the student receives on their report
 - o 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):
 - o Grade/mark books or spreadsheets
 - o Photographs and digital samples of student work
 - o Sound or video recordings of students' verbal responses
 - Original or copies of student work samples
 - o Assessment criteria and feedback in student workbooks
 - Observation checklists
 - o Student Progress Lists in Reading, Writing and Mathematics in weeks 3 and 8 each term
 - o Results of standardised testing.
- Teacher consistency across a grade is required when assessing and grading student achievement.
 - o 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
 - **o** 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.
 - o 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

assessment provides a broader profile of the student than formal testing may

may also include more formal assessment procedures, formative

Assessment for learning involves teachers using evidence about students'

provide. It is a valid and valuable part of overall assessment

knowledge, understanding and skills to inform their teaching. Sometimes

referred to as 'formative assessment', it usually occurs throughout the

activities and involves informal interaction and systematic observation of the student. The indicators may be used to guide teacher observations. While it student achievement. This usually takes place during day-to-day classroom

Formative assessment is the practice of building a cumulative profile of

eaching and learning process to clarify student learning and understanding.

strategies to decide what they know and can do, and how to use assessment

for new learning.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of Formative and summative assessment complements each other, and both

should be used to form a comprehensive profile of student achievement.

Informal:

- Anecdotal records
 - Checklist
- Rating Scale Observation
 - Responses
- Interview

Posing questions

ASSESSMENT

Formative Assessment:

and progress and set the direction for information on student achievement purpose of assessment is to provide ongoing teaching and learning. interpreting information about students' learning. The central Assessment is the process of identifying, gathering and

Assessment provides information for learning process to compare what is those involved in the teaching and known and can be demonstrated against standards.

This will occur through both formal and informal activities.

Journals or learning logs

Formal:

Oral presentations

Concept maps

Practical experiences Poster presentations

Teacher quizzes

Oral quizzes

Analogies

3D models

- Formative monitoring and adjustment of teaching
- Summative assessment at key Comparing evidence of points
- achievement with other students Comparing evidence of

Open-ended essays

Formal paper test

Work Sample

Performance

achievement against syllabus

standards

Summative:

Summative assessment is the practice of making judgments about student achievement at certain relevant points in the learning program, such as at the end of units of work, or the end of a term or year of schooling. Formal generally used to make summative judgments. Such assessment tools assessment activities such as tests, projects and assignments are may focus on a single outcome or on a number of outcomes

Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. semester, and may be used to rank or grade students.

Diagnostic:

with other information to diagnose areas of need for individuals or groups of students and to determine students' future goals. This Information gained from assessment will be used in conjunction information informs planning and programming.

http://www.curriculumsupport.education.nsw.gov.au/consistent_teacher/assess upport.htm

http://syllabus.bos.nsw.edu.au/support-materials/assessment-for-as-and-of-

learning/

APPENDIX 2

Common Grade Scale

| GRADE | DESCRIPTION | KEY WORDS |
|-------|--|---|
| A | The student has 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 . | Extensive Readily apply Very high level of competence Apply to new situations |
| В | 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 in most situations. | Thorough High level of competence Apply to most situations |
| С | 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. | Sound Adequate level of competence |
| D | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. | Basic Limited level of competence |
| E | The student has an elementary knowledge and understanding in few areas if the content and has achieved very limited competence in some of the processes and skills. | Elementary Very limited competence in some processes |

St Anthony's 5-point grading scale

| Working Towards | | | | W | orking A | A t | Working Beyond | | | | | |
|-----------------|-----|----|----|----|----------|------------|----------------|----|----|----|--|--|
| , | 1 2 | | 2 | | 3 | | 4 | 1 | 5 | | | |
| 1a | 1b | 2a | 2b | 3a | 3b | 3c | 4a | 4b | 5a | 5b | | |

APPENDIX 3

Learner Profile Wheel



APPENDIX 4



Standardised

ANNUAL SCHEDULE

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