ASSESSMENT AND REPORTING POLICY
2014

Date issued: March 2014
Date to be reviewed: 2016

RATIONALE:

Planning, programming, assessing and reporting involves the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus. Students’ achievement of the syllabus outcomes is the goal of planning, programming and assessing. The sequence of learning experiences that teachers provide, should build on what students already know and should be designed to ensure that they progress through the learning continuum.

As students participate in a range of learning experiences, teachers make professional judgements about what students know, what they can do and what they understand.

Assessment and Reporting then is a vital part of any teaching and learning cycle.
Effective assessment involves:

- Providing students with opportunities to demonstrate achievement
- Gathering and recording evidence about student achievement
- Using this evidence as the basis for making professional judgements about student achievement.
- Promoting student’s responsibility for their continued learning.

Reporting involves:

- The process of communicating student achievement and progress gained from the assessment process by teachers to parents/ carers and students

AIMS:

Through assessment our school will:

- Enable judgements to be made about student achievement
- Enhance student learning and promote responsibility for learning
- Cater for students with special needs
- Gather evidence both for and of learning
- Provide meaningful and valuable tasks that are diagnostic, embedded in the school curriculum and are based on standards which relate to curriculum policies.

Reporting in our school will:

- Provide both formal and informal feedback to parents, students and teachers that supports teaching and learning.
What Assessment Means:
Assessment in education involves identifying, gathering and interpreting information about students’ learning - it is an attempt to "know the students" (Rowntree, 1987).

Assessment is the process of identifying, gathering and interpreting information about students’ learning. Assessment is an essential and integral part of the teaching and learning process. The purpose of assessment is to provide information in relation to student progress and to set directions for ongoing teaching and learning.

1. Assessment for learning: acknowledges that assessment should occur as a regular part of teaching and learning and that information gained from assessment activities can be used to shape the teaching and learning process and ultimately improve learning outcomes. This approach is described as formative.

2. Assessment of learning: is the assessment for accountability purposes, to determine the students’ level of performance on a specific task or at the conclusion of a unit of teaching and learning. The information gained from this kind of assessment is summative and is often used in reporting.

3. Assessment as learning: is when students take responsibility for their own learning. They are required to be their own assessors, monitor and ask questions about their learning. They use a range of strategies to decide what they know and can do and how to use assessment to guide their new learning. The teacher and student become partners by creating learning goals to encourage growth and development. They use formal and informal feedback and self-assessment to help them understand the next steps in their learning. Peer assessment, self-assessment and reflection is encouraged. This approach is described as formative.

Principles for Assessment for Learning
Assessment for learning:

- is an essential and integrated part of teaching and learning that reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on assessment data.

Principles for Assessment of Learning

Assessment of learning:

- enables teachers to report on the status of student learning against foundation statements, at various points in the teaching and learning program
- involves teacher making professional judgements of student achievement based on evidence collected over time.
- involves teachers, students and parents reflecting on assessment data.

Assessment as learning:

- occurs when students are their own assessors
- students monitor their own learning,
- ask questions
- use a range of strategies to decide what they know and can do, and how to use assessment for new learning.
- involves students in the process of looking at their learning
- reflecting on their own abilities – strengths and weaknesses, new learnings
- guided by teacher utilising acutely focussed activities
carefully looking at the learning other students have displayed
is ongoing
is aligned to learning outcomes
provides an awareness of the student’s LEARNING process
self monitoring and self evaluation
requires careful direction and support
active – Self observation, self judgement and self reaction

Specific Student Learning Goals
- All LGs ultimately are aligned with syllabus outcomes
- Short term specific learning goals (within a unit – skill, knowledge development)
- Student LGs relate to outcomes drawn from the syllabus
- Focussed on success

Generic Student Learning Goals
- More general and longer term goals
- Could be personalised LGs or shared as a group
- Addressed over several units or areas (cross curricular) over time
  (stretch goals)
Eg. - Listen when my friends are talking
  - Choose more challenging books to read
  - Be positive when problem solving in maths
  - Recall proof reading behaviours when drafting texts
- Focussed on success

Assessment Tasks

Assessment tasks should be:

- Rich: provide assessment information across a range of KLA outcomes within one task, optimising students’ expression of their learning. Rich assessment tasks reduce the need for more assessment.

- Authentic: match the assessment criteria to the task/ assess what has been taught and learnt in unit of work.

- Marked Using Quality Criteria: marking schemes should contain criteria specific to the most important elements of the
assessment task.

- Judged Consistently: plan assessment tasks and program outcomes to be addressed collaboratively.

- Linked to Teaching and Learning: ensure the type of task is appropriate to the outcomes selected

Assessment tasks should take a variety of forms and types and may include:

- oral presentations (with or without aid of multimodal resources)
- written tasks
- assignments and research
- design and make
- performance
- experiment
- product
- formal and informal teacher observation
- questioning
- peer evaluation
- self evaluation

Feedback

Feedback should:

- Be given in a way that motivates the learner and helps students to understand
Be directed to the achievement of standards and away from comparisons with

Focus on the activity and what was expected (make use of rubrics)

be clear and constructive about strengths and weaknesses

be individualised and linked to opportunities for improvement

Reporting

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. St Joseph’s School will provide formal and informal opportunities for reporting to parents to support teaching and learning and to provide feedback for students and parents.

Parent/ Teacher Interviews

Parents/ carers are given the opportunity for the following formal interviews:

- **Term 1** - Kindergarten interviews take place as part of BEST START

- **At the end of Term 1 Yrs1-6 Profiles are sent home and Formal Parent Interviews are held to discuss their child’s progress. Students from Years 1-6 attend this interview with their parents/carers. Goals and recommendations are discussed and set.**

- **At the end of Term 2** – Official reports and portfolios are sent home. Formal Interviews are offered if required.

- **Term 4** - Formal Interviews are offered after the December Report, if Required.

The school also:

- provides opportunities for informal discussions between relevant staff, community based professionals and parents when
requested or is required.

- develops an Individual Plan (IP) for those students who receive funding or are identified as having special learning needs. These plans are discussed and developed with class teachers, principal, ANT and parents/carers at least twice each year.

**School Semester Reports**

The written report for each student will:

- be issued at the end of each semester in the school year
- use Plain English Reporting Criteria
- provide information on the students’ learning in each of the Key Learning Areas
- Use the A-E scale (except in Kindergarten) to compare student achievement in their year cohort against a Common Grade Scale (NSW)
- Include teacher comments affirming student strengths as well as addressing areas for further growth.
- Provide information about the student’s personal and social development, work habits and involvement in school programs and activities
- Be confidential

Information about grade allocation within a cohort is available to parents on request.

**Kindergarten Reporting**

- Kindergarten students will not be graded using the A-E common Grade Scale.
Two written reports will be provided to parents at the end of each semester.

- Student achievement in each area of learning will be described as Working Towards, Working At and Working Beyond.

- Comparative information is not available to parents in Early Stage 1

**Students with Disabilities and ESL Students**

Students with an intellectual disability (students who meet the Student Disability Criteria for an Intellectual Disability) and ESL ‘new arrivals’ (students enrolled in an Australian school less than one year before the reporting process) qualify from exemption from A-E reporting.

Parents of students with intellectual disabilities should be contacted by the Principal or nominee to confirm parent wishes in respect to A-E reporting.

Parents of students with a disability will be asked to choose from the following reporting options for their son/daughter:

Option A: Student Report A-E compared to their year level.

Option B: Progress in relation to IP outcomes.

**Reporting of External Testing**

For students in Years 3 and 5, in addition to school based reports, parents will be provided with a report on their child’s achievement in the external National Literacy and Numeracy assessment (NAPLAN) Individual reports will show the student’s achievement compared to nationally agreed benchmarks.

For Students in Year 6, in addition to school based reports, parents will receive a report on their child’s participation in the Diocesan Religion test which is conducted midyear.

**External Reporting - The Annual School Report**
The Annual School Report will publish student outcomes in the NAPLAN testing.

The school will provide all required performance data to the NSW Department of Education, the Catholic Education Office, the National Government (Myschool website) and the community by means of an annual report.

Reports and reporting practices will be reviewed regularly