



St Michael's Parish Primary School

Assessment and Reporting Policy

Statement of Faith:

Our schools are communities of faith, learning and transformation founded upon the person of Jesus Christ, the Way, the Truth and the Life, where the Gospel is proclaimed and lived within the communion and the rich tradition of the Catholic Church.

Our Mission Statement - Quality Education

Incorporate the values of Jesus in all aspects of quality, professional learning and teaching programs and practices by:

- *Basing learning and teaching programs and practices on the Diocesan Religion Program and the NSW Syllabus documents*
- *Teaching all KLA's from a Catholic perspective*
- *Including comprehensive assessment procedure so that reporting to parents or carers is accurate, honest and meaningful*
- *Supporting the professional development of all staff members*

Purpose

To ensure that decisions about student achievement in an outcomes environment are based on more than a single performance, achievement in more than one context and on reliable data acquired in a fair and challenging environment. The purpose is to also provide teachers, parents, carers and students with a comprehensive account of student attainment and achievement.

Expectations

Teaching programs incorporate assessment as an integral component. Teachers use a variety of appropriate assessment experiences to assess as, of and for learning. Teachers collect and record assessment information to:

- Guide ongoing teaching and learning
- Monitor and evaluate student progress
- Collect work samples in report journals for students to share with parents at formal meetings in Semester One (*Appendix One*). Samples are collected each term and report journals go home at the end of the academic year.
- Report achievement to parents, carers and relevant authorities in accordance with school requirements and the Catholic Education Office policy

St Michael's Parish Primary School provides parents and carers throughout the school year with formal and informal opportunities to receive information about their child and their learning achievements whether it be below or above staged expectations. These opportunities include:

- Information Nights to provide relevant information
- Term One and Term Three Parent/Teacher Conferences - an optional opportunity for parents to formally meet the classroom teacher
- Term Two Formal Interview with Student, parent and teacher to discuss student's report
- Term Four optional formal interview to discuss the Semester 2 report
- Informal opportunities - conversations at pick-up and drop off times, emails and set up meetings when required

Definitions

Assessment - The process of collecting, analysing and recording information about student progress towards achievement of the NSW syllabus outcomes. An important purpose of assessment is to design appropriate learning programs for all students.

Reporting - The process of providing information both formally and informally about the progress of student achievement.

Guidelines

Effective assessment and reporting is to the provision of quality teaching and learning. Assessments tasks are:

- Realistic
- Require professional judgement

- Asking students to 'do' something with their learning
- Encouraging students to achieve their learning goal
- Assess the student's ability to efficiently and effectively use repertoire of knowledge and skills to negotiate a complex task
- Allow appropriate opportunities to rehearse, practice, consult resources, get feedback on and refine performances and products
- Embed moderation amongst colleagues in particular staff members on the same stage

Procedures

Assessment

Teachers at St Michael's Parish Primary School incorporate assessment **for** learning, assessment **of** learning and assessment **as** learning in their teaching and learning programs. In planning their assessment activities teachers use outcomes to decide:

- What evidence of learning is required
- How evidence will be gathered
- What content, learning experiences and instruction will allow students to demonstrate these outcomes
- How feedback will be provided
- Is there sufficient evidence that students have made progress as a result of these experiences?

Assessment is embedded in learning activities and is part of daily learning experiences. Teachers indicate assessment activities in their teaching programs and ensure students understand the learning intention and the success criteria that will be applied to judge the quality of their achievement.

St Michael's Parish Primary have a Diagnostic Testing Schedule embedded across the school that consists of structured assessments (*Appendix Two*). Assessment also includes strategies for self assessment and peer assessment and encompasses a range of experiences such as practical tests or assignments, written tests or reports, projects, investigations, oral reports or explanations. Each year students in year 3 and year 5 undertake assessment in reading, writing, language conventions and numeracy (NAPLAN) and are then reported against national benchmarks, achievement levels and average peer group at St Michael's. These results are analysed by staff using the SMART data system online to assist them to plan for future learning of their students.

After data has been collected from all assessment tasks the teacher will plot students at regular intervals using the data walls in the staff room and moving students on the continuum using the ELK website.

Reporting

St Michael's Parish Primary School uses a range of strategies to report student achievement that include:

- Informal communication such as student CAPER books, workbooks, phone calls or emails
- Formal opportunities for meetings each term
- Samples of student work in classroom workbooks, on chromebooks and report journals

Written Reports

- The student report is a significant form of communication with parents and carers. St Michael's Parish Primary School uses the Diocesan web based report format that includes information regarding student attendance
- Two reports per year are followed by an opportunity to discuss the reports with parents and carers.
- One report is issued in Semester One, the other in Semester Two
- The reports are inclusive of students' non-academic learning such as work habits, personal and social development and extra curricular activities. Teachers are required to make comments in Religion, English, Mathematics and a general comment.
- Student achievement in each Key Learning Area is relative to specific learning standards using the Common Grade Scale A - E which is determined by BOSTES.
- Student A to E achievement comparative to the student's peer group within the Diocese of Wilcannia-Forbes can be shown on parents request
- Report Journals are shown with the Semester reports

Students with Independent Education Plans

Students who are on IEP's for certain KLA's will not be graded A - E. IEP's are created with the collaboration of the classroom teacher, special education teacher, student and parents or carers. Each term IEP's are revisited and student progress is assessed in order to create new goals.

Related Policies and Guidelines

- Student Attendance

Policy Administration

This policy has been ratified by St Michael's Parish Primary School staff and will be reviewed every three years, or in the event of any information or incident that indicates the need for review, or following relevant legislative change.

Date of Last Review: **June 2016**

Date of Next Review: **June 2019**

Appendix One



Assessment Collection for Classes in 2016

This process is not aimed at increasing the workload of teachers, it is focused on achieving consistent assessment practices across the school. All teachers would no doubt conduct numerous assessments and observations through their current practices, this is so specific assessment is consistently carried out each term.

Each term the following items are assessed and collected (can be either physical work sample or an electronic doc) which needs to be put in students portfolio books.

- 1 Writing Piece for each text type taught (open ended)
- 1 Reading Response 30+ (open ended) or 1 Running Record for readers <30
- 1 Spelling assessment
- 1 Maths Assessment (Topics covered from last Assessment)
- 1 Piece of work from Health, History, Science/Tech, Creative Arts and Religion
- Term Self Reflection and Learning Goals Document

Writing samples needs to have a rubric and other samples should be marked and commented on. Assessments are collected in an **Assessment Tub** with each assessment kept as a class group. Apply the 80/80 rule, **“80% of the student's work meets this quality or above 80% of the time”**

- **Writing Piece:** This could take on many forms, it would be closely linked with one of the text types you are focusing on during the term. The task would have little to no scaffolding for students and should encourage students to use the structure and language features they have learnt. ***Eg Create a biography poster on a listed person. To help with your layout and use of language feature refer to your English book and our previous learning***
- **Reading Response:** This could and should take on many forms during the year. It is an open ended response to a shared text and should allow students to demonstrate their understanding of the text. ***Eg Complete a PMI (Plus, Minus, Interesting) poster about our text. Remember to use because statements to back up your opinion and page numbers where possible.***
- **Spelling Assessment:** There is no pressure for this to be a standardised test or something long and laborious. Teachers should test the students on a list of words linked with the spelling grammar they have covered that term. ***Eg A 20 word test containing examples of the following rules and words adding the suffix ous and or, “ee” sound on the end of words is a “y”, adding “ing” to words ending in “e” and the suffix “ally”***
- **Maths Assessment:** This is an assessment task that tests students knowledge of key concepts covered during units taught from last assessment. It can take the form of a test, investigation or open ended task. Teachers are encouraged to work together to create assessment in line with scope and sequence.
- **History/Science & Tech/Creative Arts/Health/Religion:** These assessment pieces would demonstrate students understanding on an entire topic or key concepts of the topic taught. They could take on many formats from posters, online research tasks, speeches, etc. The frequency that these are collected would be consistent between all teachers.

- Self Reflection & Learning Goals Doc

Appendix Two

Diagnostic Testing Schedule - St Michael's Parish School 2016				
Early Stage One	Term 1	Term 2	Term 3	Term 4
Marie Clay - writing vocab, concepts of print, letter ID				
Reading Benchmark - once a term				
Mathematics Assessment Interview Test (MAI)				
Stage One	Term 1	Term 2	Term 3	Term 4
PAT Spelling Year 2 (Online)				
PAT Comprehension (Online)				
Marie Clay - writing vocab and letter ID for students who received a stanine 3 or below in their previous assessment				
Reading Benchmark - once a term				
Mathematics Assessment Interview Test (MAI)				
PAT Mathematics (paper copy)				
Stage Two	Term 1	Term 2	Term 3	Term 4
PAT Spelling (Online)				
PAT Comprehension (Online)				
Reading Benchmark - once a term				
Mathematics Assessment Interview Test (MAI)				
PAT Mathematics (paper copy)				
Year 3 NAPLAN				
Stage Three	Term 1	Term 2	Term 3	Term 4
PAT Spelling (Online)				
PAT Comprehension (Online)				
Reading Benchmark - once a term				
Mathematics Assessment Interview Test (MAI)				
PAT Mathematics (paper copy)				

Year 5 NAPLAN

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