



SAINT ANDREW'S SCHOOL ASSESSMENT AND REPORTING PROCEDURE

Definition of Assessment

- Assessment is the process of gathering, analysing and interpreting quality information about student learning.
- Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students.
- Assessment is also demonstrably fair, valid, comprehensive, explicit and educative.
- Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning

Purpose of Assessment

- It is an essential part of the teaching and learning process.
- Promotes, improves and describes student learning.
- Informs and improves teaching & learning so that students have the opportunity to achieve
- Provides data about the progress & achievements of individual students/groups
- May vary in its nature
- May include tests, assignments, homework, bookwork, class work, practical work, exhibitions and performances.
- May be in written, oral, electronic or non-written form. Assessment may also include peer assessment and self-assessment.
- Identifies our students' achievements and the extent of their progress.
- Helps us to identify Students at Educational Risk.
- Provides feedback to students, allowing them to set goals for their learning.
- Motivates students to learn because their learning is personalized
- Improves the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- Allows us to plan for improvement by determining realistic and relevant priorities.
- Provides information for school and system planning, reporting and accountability
- Informs the reporting of student achievement to parents
- Enables parents to further assist with their child's learning

Effective assessment procedures:

- focus on what students know, understand, value and are able to do
- are directly related to the learning outcomes of the unit being studied
- are criterion based and not normative based
- ensure that the work to be assessed and the criteria used to assess learning are clear to the student

- are reliable, valid and authentic
- provide timely and targeted feedback to students on major assessment items and recommend areas for improvement
- include a variety of assessment tools

TEACHER RECORDING OF STUDENT ACHIEVEMENT

Teachers will maintain ongoing classroom based records showing each student's achievement of the outcomes and programs' objectives

The collections of work presented to parents will contain evidence of the child's learning progress both ongoing and at the conclusion of a series of learning.

The information and assessments should provide feedback for students, allowing them to reflect on their performance, as well as provide evidence to inform parents of their learning progress.

REQUIRED ASSESSMENT

NAPLAN will take place in Semester 1 and an analysis completed as part of the school profile.

BRLA testing will take place in Term 3.

K – 6 : **OLI, Ob Survey, SA Spelling, MAI, PAT- R and PAT – MATHS.**

Children presenting with difficulties in assessments will be targeted for Individual Education Programs and monitored progressively by their teachers in collaboration with the Learning Support Coordinator.

Assessment Practice

Assessment should be:

Fair

- Summative –written tests
- Formative – anecdotal, observations, peer assessments & self assessments
- Catering for different learning styles
- Suitable to children with difficulties
- Will consider gender, language acquisition, culture & ethnicity, socio-economic circumstances, personalities, talents & disabilities & opportunities for children to demonstrate learning in a variety of ways

Valid

- Consistent information that addresses desired outcome
- Purposeful & not testing for testing sake
- Quality evidence relevant to learning program

Comprehensive

Teachers structure a variety of tasks so that assessment data can be collected from a number of samples, over time, using a range of evidence collecting tools

Tasks Sources

Open/closed Anecdotal records

Short/extended Work samples

Written/oral

Models/displays Self Assessment

Teacher interviews /Peer assessment /Standard tests

Explicit

- Child friendly progress maps
- Clear & public criteria
- Marking key known before students commence work
- Consistent teacher to teacher, situation to situation

- Clear evidence to community about outcomes
- Clear concise age appropriate language
- Models, examples of tasks, completed work to clearly demonstrate the finished project.
- Students involved in assessment-reflective sheets/discussed
- In group tasks students evaluate their input
- Feedback is related to progress-constructive

Educative

Educationally Valuable

- Ongoing & fluid not just a test at the end
- Assessments inform your plan
- Plotting learning through levels to demonstrate progress

Students understand & value assessment

- Takes responsibility for his/her own learning
- Students can self & peer assess

Feedback

- Students recognise flaws & achievements
- Students should be able to gain information to assist learning
- Constructive, positive & deserving

Positive Experience

- Environment & comments encourage & emphasis improvement. Encourage goal setting
- Formative assessments – continually monitor progress during a learning task
- Summative assessments to establish level of achievement at the end of a course/ unit of study.
- Identify and record extent of progress in relation to the Curriculum Framework
- Assist with identification of students at educational risk.
- Encourage *students to set goals for their learning*

Student achievement for each learning area is reported using the following descriptors:

A Excellent

The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.

B High

The student demonstrates achievement that exceeds the expected standard.

C Satisfactory

The student demonstrates satisfactory achievement of what is expected for this year level.

D Limited

The student demonstrates limited achievement of what is expected for this year level.

E Very Low

The student demonstrates very low achievement of what is expected for this year level.

In considering the best interests of a child's development and self-esteem, teachers, in consultation with parents may replace the A-E grades by with an alternative reporting format.

Parents should not be surprised when they receive information on their child's progress and achievement. As such, in addition to formal reports, teachers report informally in a variety of ways.

REPORTING CYCLE

Term 1 Week 2 or 3

Parent Information Letters

Parent information letters for Kindergarten to Year 6 parents will be sent home. An Open Afternoon will be held from the end of the school day until around 5 or 6:00 pm.

Classroom teachers will provide information in relation to:

- classroom organisational matters;
- teaching and learning programs in the eight curriculum areas;
- assessment procedures;
- policies, including homework and behaviour management;
- parental involvement in the classroom; and
- other areas deemed to be important to the particular phase of schooling.

An opportunity will be provided for queries to be answered.

Final Week of Term 2 and Final Week of Term 4

Formal Report

Formal reports will be issued to all Year 1 to 6 students in the final week of both **Term 2 and Term 4**. This report is on a centrally developed report form which includes information about academic achievement and progress, Attitudes, Behaviour and Effort and personalised teacher comments.

Term 1 – Final week

Exercise books go home

Parents will be informed if any students are experiencing difficulties with learning and provided with information about supporting the child at home.

Term 2

Parent teacher interviews (can include student) are conducted on a pupil free day after reports have been issued.

Ongoing throughout the year:

Informal reporting, eg. phone calls, emails and letters.
Parent teacher interviews as necessary; IEP meetings etc.