



# ASSESSMENT & REPORTING POLICY

## Scriptural Context:

*“Teach a child how they should live, and they will remember it all their life” Proverbs 22:6*

## Rationale:

At St Patrick's Primary School, Macksville, we use assessment and reporting to measure learning and inform future planning for individual students and the whole school. These assessments are used to report student achievement.

Assessment and reporting are vital parts of any teaching and learning cycle. Planning, teaching and learning, assessing and reporting are closely linked, and the goal of these processes is promoting student learning and achievement.

## Principles of Assessment:

Assessment is the process of identifying, gathering and interpreting information about students' learning. Assessment is an essential and integral part of teaching and learning processes. The purpose of assessment is to gather information on student achievement and progress and to set directions for subsequent teaching and learning.

Assessment may be conceptualised in three ways:

- Assessment for learning
- Assessment as learning
- Assessment of learning

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. This assessment approach is described as formative.

Assessment as learning acknowledges the great effect that increased student responsibility for learning and goal-setting by participating in meaningful, relevant assessments has on student outcomes and achievement.

Assessment of learning is assessment for accountability purposes, to determine 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.

**Assessment is an integral component of the teaching-learning process rather than being a separate activity.**

- 1.1 Assessment practice involves planning strategies that are naturally derived from well-structured teaching and learning programs
- 1.2 Assessment tasks should provide all students with opportunities to truly demonstrate the extent of their learning.
- 1.3 Teachers need to plan carefully the timing, frequency and nature of their assessment tasks.

**Assessment is student centred. There is cooperative interaction between teacher and students and among students themselves.**

- 2.1 Assessment is continuous and is embedded in learning activities. It informs the planning of future learning to meet the specific needs of students.
- 2.2 Assessment includes strategies for self-assessment and peer assessment, emphasising the next steps for future learning.
- 2.3 Assessment is inclusive of all learners.

**Assessment involves teachers using a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to the curriculum outcomes.**

- 3.1 Assessment opportunities are designed to explicitly test learner's ability to apply their knowledge in new and unfamiliar situations.
- 3.2 Assessment tasks need to be constructed to allow the full range of student achievement.
- 3.3 Assessment tools should be varied to reflect different ways of demonstrating understanding.

**Assessment strategies need to be directly linked to NSW and National curriculum policies and frameworks/syllabuses and Grade descriptors for Reporting.**

- 4.1 Assessment will be used to describe the standard against which student achievement is assessed.
- 4.2 Curriculum outcomes and assessment processes used should be made explicit to students.

**Students understand the learning goals and the criteria that will be applied to judge their achievement.**

- 5.1 Learners negotiate assessment criteria and assessment tasks where appropriate.

**Students receive feedback that helps them make future progress.**

- 6.1 Assessment tasks should have provision for appropriate feedback to students.

- 6.2 Feedback to students is directed to the achievement standards and away from comparisons to peers.
- 6.3 Feedback is given in such a way that motivates the learner and helps students to understand that mistakes are part of the learning and can lead to improvement.
- 6.4 Feedback is clear and constructive.
- 6.5 Feedback is individualised and linked to opportunities for improvement.

**Assessment judgements are moderated through professional collaboration to enhance fairness, reliability and validity.**

- 7.1 Assessment judgements should be based on quality of achievement demonstrated by the student.
- 7.2 Assessment practices should promote consistency of teacher judgement in relation to agreed standards of achievement for students.
- 7.3 Achievement on individual assessment tasks does not have to be represented on an A-E scale.

## **Procedures for reporting student achievement:**

**Teachers at St Patrick's Primary School, Macksville will ensure that they develop assessment processes that:**

- 1.1 Demonstrate current pedagogy that incorporates the principles of assessment for, as, and of learning.
- 1.2 Are derived from and directly related to the Lismore Diocese Religious Education curriculum, the NSW curriculum and Stage Statements as they are adopted.
- 1.3 Provide a range of opportunities that include a variety of models and strategies.
- 1.4 Ensure all students receive fair and reliable information and progress in their learning and provide meaningful feedback to students and other stakeholders.
- 1.5 Create opportunities for collaboration and planning of assessment criteria, moderation of student work, shared understandings of student learning and assessment, and balanced judgements about student achievement using the A-E Common Grade Scale.
- 1.6 Provide opportunities for all students to demonstrate a level of achievement commensurate with their abilities.
- 1.7 Monitor and record student progress.
- 1.8 Enable clear reporting of school and student performance.
- 1.9 Teachers are responsible for analysing their student data from the previous year to inform their groupings and teaching for the current year.

## 1. Reporting Student Achievement

St Patrick's Primary School, Macksville utilises a range of formal and informal strategies for reporting student achievement to parents. Teachers provide meaningful feedback in order for students and parents to gather information that acknowledges what the student has learned and achieved, as well as identify areas requiring further development. These strategies include:

- informal communication through learning management system, telephone calls or emails
- formal opportunities for discussion, such as parent-teacher interviews
- student participation in university sponsored assessment programs
- samples of student work such as classroom work samples, performances, projects
- written reports such as reports that are issued according to diocesan requirements and any additional written information
- if a student has undertaken NAPLAN, a report is provided that includes the result against appropriate national benchmarks, skill bands and average achievement of the student's peer group at the school. The reports for these assessment instruments are issued by the Department of Education and Communities.

St Patrick's Primary School, Macksville uses a standards referenced framework for assessment and reporting, which involves teachers making professional judgements about student achievement at key points in the learning cycle. When teachers make a professional judgement, they carefully consider the grade descriptions from the Common Grade Scale, the Syllabus Standards, and the Stage Statements.

At St Patrick's Primary School, Macksville, the *Common Grade Scale*, developed by NESA, is used to report student academic performance for students in Years 1 to 6. Students are given an A to E grading which summarises the standard or quality of achievement and describes the depth of knowledge and understanding and the range of skills that students working at that standard typically show. Each grade level describes three important elements — the learning contexts, the quality of knowledge and understanding, and the quality of skills. Use of the Common Grade Scale enables our school to report consistent information about student achievement and supports teachers in their planning for the next steps in the learning process. An information brochure explaining the Common Grade Scale is sent to Year 1-6 parents each year.

| GRADE | COMMON GRADE SCALE  |
|-------|---|
| A     | The student has an 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. |
| B     | 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 to most situations.                               |
| C     | 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.  |
| 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.  |
| E     | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.   |

Parents and caregivers are issued with reports at the end of Semester One and Two. All reports are written using plain language, avoiding ambiguity or unclear messages. Kindergarten reports do not use the Common Grade Scale (A-E); however, they do reflect the NSW Stage Statements. Parents of students in Years 1 to 6 are provided with the opportunity to discuss the academic, personal, spiritual and social progression of their child at one formal interview session each year at the end of Term 1 and in Terms 2 and 4 at parent request. Kindergarten teachers report to parents about Best Start and MAI in early Term 1 and then conduct the formal interview session at the end of Term 2.

## 2. Communication

At St Patrick's Primary School, formal written reports are sent to parents and caregivers at the end of Term 2 and Term 4. Informal spoken reports are communicated to parents as required.

### Term 1:

#### Beginning Year Assessments

- Kindergarten parents meet with their teacher and receive feedback from their child's Best Start Interview and Maths Assessment Interview within the first 5 weeks of term.
- A formal interview will be offered to parents of students Years 1-6 to discuss the progress of their child/dren.
- By the end of Term one there is an opportunity for teachers and parents of students who have a PP or DCLP to set goals, share academic, health, social or emotional concerns. This is a vital step in building parent partnerships for the year.

### Term 2:

#### *Half Yearly Reports with optional interview*

- Reporting is directly related to assessment, and describes the level of student achievement in all Key Learning Areas.
- Parent-teacher interviews will be held for Kindergarten students at the end of Term 2, and will be offered for parents and caregivers of students in Years 1 to 6.

### Term 4:

#### *Yearly Reports with optional interview*

- Reporting is directly related to assessment, and describes the level of student achievement in all Key Learning Areas.
- Parent- teacher Interviews will be offered in Term 4 each year.
- At any time during the year a teacher or parent may request an extra interview formally or informally.

## 3. General Reporting Requirements

#### *The written report for each student will:*

- Be issued at the end of each semester in the school year.
- Use plain English.
- Provide information on a students' learning in each Key Learning Area.
- Include teacher comments that identify areas of strength and areas for further development.

- Not publish publicly the performance of individual students relative to the rest of the cohort. This information will be available to parents if requested.
- Provide information about the student's personal and social development and work habits.
- Include an offer to parents to arrange an interview with the teacher to discuss the report in order to support the student's progress at school.
- Use a Common Grade Scale for Years 1 to 6 (introduced by the Federal Government in 2006)
- Creative Arts, Music and Visual Arts are mandatory and will be reported on each semester. Drama and Dance may be reported on.

### *Kindergarten Reporting*

Kindergarten students will not be graded A-E.

Kindergarten students receive a written report based on the three levels of achievement:

- Working Towards the stage outcome
- Working At the stage outcome
- Working Beyond the stage outcome

Comparative information will not be available to parents.

### **Students with a Verified Disability**

Funded students are given the option of receiving a Common Grade Report or an individualised report based on needs identified within their PP.