



1004	Assessment and Reporting Policy
<b>Purpose</b>	This policy outlines the process of assessment and reporting
<b>Authority</b>	John Calvin School Rationale School Education Act (1999) School Curriculum and Standards Authority Curriculum Council Amendment Act (2011), s.14(9) Pre-Primary to year 10: Teaching, Assessing and Reporting Policy and Policy Standards (SCSA) Principles of Learning, Teaching and Assessment
<b>Policy</b>	<b>Assessment</b> is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. <b>Reporting</b> is the process of communicating the outcomes of assessments to parents, carers and students.
<b>Delegation</b>	Principal
<b>Related Policies</b>	Curriculum and Curriculum Evaluation (I001)
<b>Date approved</b>	April 2019
<b>Next Review Due</b>	July 2023
<b>Review Authority</b>	Governance
<b>Keywords</b>	Assessment; Testing; Reporting; Reports
<b>Authorised by:</b>  <b>Chairman</b>	
<b>Date:</b>	
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## Introduction

**Assessment** is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning.

**Reporting** is the process of communicating the outcomes of assessments to parents, carers and students.

## Assessment

Teachers are to assess student progress regularly and in all learning areas throughout the year.

### Assessment includes:

- *Formative assessment*: this refers to a wide variety of methods employed by teachers to evaluate student comprehension, learning needs and academic progress *during* a lesson or unit of work. It identifies where students are struggling or excelling so adjustments to the teaching and learning program can be made. (Assessment *for* learning.)
- *Summative assessment*: this refers to the assessment at the *end* of a unit of work to evaluate progress and achievement. (Assessment *of* learning.)

### Assessment Principles

The following assessment principles apply:

- *Assessment Principle 1*: Assessment should be an integral part of teaching and learning
- *Assessment Principle 2*: Assessment should be educative
- *Assessment Principle 3*: Assessment should be fair
- *Assessment Principle 4*: Assessments should be designed to meet their specific purposes
- *Assessment Principle 5*: Assessment should lead to informative reporting
- *Assessment Principle 6*: Assessment should lead to school-wide evaluation process

See Appendix 1 or <https://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions> for further expansion of these principles.

### Assessments

Teachers will develop and administer assessments in relation to the contents of the Western Australian Curriculum and their associated achievement standards/judging standards. For students with a disability or specific learning needs it may be more appropriate to monitor their progress and achievements using their individual education plan (IEP).

The teachers and/or school will:

- Use assessments to identify, monitor and assess the extent of student learning.
- Develop and administer assessments in relation to the content of the Pre-primary to year 10 Western Australian Curriculum and other areas the school deems appropriate such as Bible Studies and Church History.
- Ensure that assessments enable all students to demonstrate their knowledge, understanding and skills in relation to the year level achievement standard.



- Use data from mandated national and state wide assessments to help make judgements about student achievement.
- Make use of tools such as the SCSA work samples as a means of developing skills in making valid and reliable judgements about student achievement.
- Ensure that assessments comply with the assessment principles.

***Teachers will use assessments to:***

- Identify extent of the effectiveness of the curriculum and teaching program
- Identify areas of weakness which need to be addressed in future teaching and learning programs
- Inform students about their own learning
- Report student progress to students and parents/carers

***Assessment styles***

Teachers will provide feedback to students by making use of one or more of the following methods:

- Informal discussions.
- Verbal feedback on the students work either as the student is working or after they have completed a task.
- Written comments
- Checklists
- Observation notes
- Test results
- Marks (grades and/or percentages)
- Rubrics
- Photos of students work
- Other methods deemed suitable

***Record Keeping***

Teachers are to keep clear records of assessment which are used to guide future teaching and learning and provide the data for reporting to parents, carers and students. A variety of methods can be used for recording assessment information, including:

- Anecdotal records
- Audio and visual recordings
- Checklists
- Marks books
- Marking keys
- Portfolios
- Records of test results
- Observation notes
- Reading running records
- Seesaw



### ***Other Assessments: Standardised Tests***

A number of standardised tests are administered to primary school students to help staff assess students. These tests may include, but are not limited to:

- South Australian Spelling Test
- Sound Wave Diagnostic Tests
- PAT Maths
- Waddington Reading (year 1 & 2)
- PAT reading
- Schonell sight word reading (year 2-6)
- Written Narrative
- On Entry Testing (literacy and numeracy) (PP, Year 1)

These test results are recorded on “Staffshare” for access by all teaching staff, including the literacy support teacher. They are used to track student progress, identify learning needs and ability groupings, and identify candidacy for the literacy support program (priority in each class given to students who are functioning at 1½ - 2 years behind their peers, then those who are 1 – 1½ years behind) and inclusion in the NCCD.

Other external tests may include:

- NAPLAN (year 3, 5, 7, 9)
- INCAS (for students receiving additional literacy support)
- OLNA (for year 10 students not achieving band 8 in year 9 NAPLAN)

NAPLAN results are available via the Valuate program. INCAS results are held by the literacy support teacher. Results are again used to track student progress, identify learning needs, identify candidacy for the literacy support program as well as evaluating the effectiveness of the curriculum and the teaching and learning program.

## **REPORTING**

### ***Reporting to Students***

Teachers will provide regular feedback to individual students regarding their performance. This can be in the following ways (see also Assessment Styles above):

- Teacher-student interviews
- Written feedback
- Rubrics
- School reports

### ***Reporting to Parents/Carers***

Teachers regularly report to parents/carers the progress of their child/ren. This is done informally throughout the year via conversations, phone calls and emails. The formal reporting cycle is:

- End of term 1 – interim report and parent teacher interviews.
- End of term 2 – end-of-semester report
- End of term 4 – end-of-semester report



In accordance with the *National Education Agreement* (2009) the JCSA provides parents/carers with plain language reports twice a year that:

- Are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement
- Include an assessment of the student's achievement against the achievement standards
- Include, for subjects studied, an assessment of the student's achievement:
  - Reported as A, B, C, D, and E (or an equivalent 5-point scale), clearly defined against specific learning standards
  - Relative to the performance of the student's peer group (if requested).

The end-of-semester 1 kindergarten report will consist of written comments only. The end of semester 2 kindergarten report has the following achievement descriptors: independently, developing, needs help.

The following grades and achievement descriptors are used in the P-10 reports:

- A – Excellent: The student demonstrates excellent achievement of what is expected for this year level
- B – High: The student demonstrates high achievement of what is expected for this year level
- 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

Note: The expected achievement will be defined by the achievement standards as outlined in the Western Australian Curriculum (achievement of the achievement standard = a C grade). The judging standards from the School Curriculum and Standards Authority are used to determine grades.

Comments are included in the written reports to provide additional information as well as an assessment of student attitude, behaviour and effort. For the lower year levels reports are to include a description of the student's progress in personal and social learning.

Students working on an IEP that is significantly different to their peers will receive a report that reflects their progress according to their IEP.

### **Reporting to SCSA**

At the end of each year the JCSA will submit to the School Curriculum and Standards Authority grades for each learning area for individual Pre-primary to Year 10 students.



## Appendix 1 | Assessment Principles

### **Assessment Principle 1**

#### ***Assessment should be an integral part of Teaching and Learning***

Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus. They should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

To do this, assessments should provide information about fine changes in student learning related to specific aspects of that learning. They should help teachers understand where students are in their learning, what they need to learn next as well as identify any misunderstandings or misconceptions that the students have. It is this fine-grained information that enables teachers to plan programs that challenge students to go beyond what they already know, understand or can do in order to build new knowledge, understandings and skills.

There are myriad ways that teachers can find out where students are in their learning including one-to-one conferencing with individual students, the range of formative assessment strategies that allow teachers to check students' understandings during the course of the lesson, learning journals, exhibitions, portfolios as well as teacher-devised tests and standardised assessments. All the information teachers collect about their students should become an integral part of the planning of instructional activities.

Teachers need to give careful consideration to planning for assessment as well as planning for teaching. This preparation should include planning how they will draw on their own observations and planning for summative assessments. Teachers also need to consider how they will refine their teaching programs based on the information they collect.

### **Assessment Principle 2**

#### ***Assessment should be educative***

Assessment practices should be educationally sound and contribute to learning. Assessments may do this in a number of ways. Firstly, assessment activities should encourage in-depth and long-term learning. Secondly, assessments should provide feedback that assists students in learning and informs teachers' planning. Thirdly, where appropriate, assessment criteria should be made explicit to students to focus their attention on what they have to achieve and provide students with feedback about their progress.

Assessment needs to be comprehensive and balanced across various domains of learning and assess knowledge and higher order cognitive skills such as problem solving and critical thinking. Assessments need to be aligned with the curriculum and use a variety of assessment strategies, on the basis of their relevance to the knowledge, skills and understanding to be assessed and the purpose of the assessment.

Students need to be included in the assessment process. With expert support, students can learn to assess and evaluate their own learning in a way that further extends that learning. It is important that teachers are responsive to the unexpected ways students reveal their thinking. These opportunities can be used to extend or redirect teaching.

### **Assessment Principle 3**

#### ***Assessment should be fair***

Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status and not discriminate on grounds that are irrelevant to learning.



If assessments are to be fair they should provide valid information on the actual ideas, processes, products and values expected of students. A valid assessment is one that assesses what it is supposed to assess. For example, recall of facts should not be assessed if the primary purpose of the assessment is to collect information about problem solving skills.

Assessments should also provide reliable indications of students' knowledge, understandings and skills and should be based on the integration of a range of types and sources of evidence.

#### **Assessment Principle 4**

##### ***Assessments should be designed to meet their specific purposes***

Information collected to establish where students are in their learning can be used for summative purposes (assessment *of* learning) and for formative purposes (assessment *for* learning) because it is used to inform subsequent teaching. The principles of assessment apply to all forms of assessments.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the achievement standards, after completion of a unit of work or at the end of a term or semester. The aim of the assessment is to identify students' achievement at that point in time and it is particularly important that the assessments are fair and that teacher judgements are reliable.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student attainment and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers that focuses on the details of specific knowledge and skills that are being learnt. Therefore, it is essential that the assessments provide fine-grained information about student performance that supports teachers to plan learning that challenges students to go beyond what they already know, understand or can do in order to build new knowledge, understandings and skills.

#### **Assessment Principle 5**

##### ***Assessment should lead to informative reporting***

Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers. The information is also valuable for school and system-wide planning. It is important that, in addition to providing an accurate synopsis of student performance, the judgements of student achievement are reliable.

#### **Assessment Principle 6**

##### ***Assessment should lead to school-wide evaluation processes***

Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data. Teachers and school leaders need to understand current and past student achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School leaders need to plan for how they will evaluate the effectiveness of school initiatives and programs. Teachers should plan for how they will reflect on and evaluate their teaching practices. This implies that schools and teachers need to be willing to identify and evaluate both the intended and unintended consequences of any initiative or program.