



## ASSESSMENT AND REPORTING POLICY

At St. Columba's Catholic Primary School, the approaches to learning and teaching are based on the premise that all students are capable of learning, that learning should take place in inclusive classrooms where teaching strategies are employed allowing students to be effective learners, to empower students to value their own learning and to pursue personal excellence. Assessment is an integral part of the learning cycle.

Assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented. At St. Columba's the staff employ a range of formative and summative assessments, which demonstrate student achievement.

**Summative assessment** aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students the opportunities to demonstrate what has been learned. It can assess several elements simultaneously. It informs and leads to improvement in student learning and the teaching process. It measures understanding of the central idea, and prompts students towards action.

**Formative assessment** provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the student already knows and can do. Formative assessment and teaching are directly linked and function purposely together.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognise the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

### **Assessment for learning at St. Columba's includes:**

- Using representative samples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of individuals and groups
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others

- Developing clear rubrics
- Identifying exemplary work
- Keeping records of test/tasks results.

### **Whole school tracking**

Fractions and Place Value school assessments, Problem solving and Mental Computation strategies recorded, Updated reading levels, standardised tests – Pat Reading Comprehension, Vocabulary, Spelling and Maths, Early Years Literacy and Numeracy Data (EYLND), PIPS.

### **NAPLAN**

NAPLAN assessments are conducted in May each year for Year 3 and 5 students. The results from NAPLAN are examined to determine strengths and weakness and guide our planning by utilising the APPRAISE data.

**The Early Years Literacy and Numeracy Data** is an opportunity to collect and record school-based Early Years data, through the Observation Survey and the Mathematics Assessment Interview, over time.

### **PIPS**

**The PIPS On-Entry Baseline Assessment** is a CD-ROM based program which assesses students entering primary school.

It can assist with:

- assessing the progress of students in literacy, numeracy and phonological awareness
- diagnosing individual student work and providing data to indicate what areas students are achieving or underachieving
- predicting future performance for identifying individuals who might benefit from early intervention.

### **Learning Support**

Learning support meetings are held once a term or when required. Students are discussed in relation to their achievements, goals, areas of concern, guidance and support.

**IEP and CAP meetings** are conducted each semester with the class teacher, Assistant Principal and parents. The school's CEO consultant is available if required.

**Bishops' Religious Literacy Assessment** is conducted for the Year 5 class in August each year.

## Reporting

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting in all its forms (formal and informal) is to support teaching and learning by providing feedback to students, parents and teachers.

Term One – Parent-Teacher Interviews

Term Two – First Semester Report

Term Three – Portfolios

Term Four - Final Semester Report

### GRADING SCALE FOR SEMESTER REPORTS

Reports are designed to provide an accurate and objective assessment of a student's progress. The following grading scale will continue to be used when reporting this semester. This scale will outline a student's knowledge, understanding, and skill level within the nine learning areas. Please note that the Grades reflect your child's achievement for the work undertaken this semester

*The rating definitions for the grading scale are:*

**A - Well Above Standard**

*The student demonstrates achievement that **has greatly exceeded the expected standard.***

**B - Above Standard**

*The student demonstrates achievement that **exceeds the expected standard.***

**C - At Standard**

*The student demonstrates **achievement at the expected standard***

**D - Below Standard**

*The student demonstrates achievement **below the expected standard.***

**E - Well Below Standard**

*The student demonstrates achievement **well below the minimum expected standard.***

When determining a grade, a teacher will assess whether the student is 'At Standard' (C) or above or below the standard.

### Additional Support and Alternative Reporting -

Some students may receive additional support from Specialist Support Staff for Literacy, Numeracy, ESL and/or Special Education. In these instances, students might have an Individualised Education Plan (IEP) in place or a Curriculum Adjustment Plan (CAP). These students will receive a report which will accurately report their progress in relation to their adjusted curriculum plan.

**Whole School Testing 2013**

**Year 6**

PAT Maths Test Book 4  
Vocabulary Test Book 3  
Reading Comprehension Book 6  
PAT Spelling  
AGAT 6

**Year 5**

PAT Maths Test Book 3  
Vocabulary Test Book 2  
Reading Comprehension Book 5  
PAT Spelling  
AGAT 5

**Year 4**

PAT Maths Test Book 2  
Vocabulary Test Book 1  
Reading Comprehension Book 4  
PAT Spelling  
AGAT 4

**Year 3**

Reading Comprehension Test Book 3  
PAT Maths 1  
PAT Spelling  
MAI (identified students at risk)  
Observation Survey (identified students at risk)

**Year 2**

MAI  
Observation Survey  
Standardised spelling

**Year 1**

MAI  
Observation Survey

**Pre Primary**

PIPS - February and Octobe

2013

MAI PV Term 1

Fractions and Place Value Term 3 K-6