ASSESSMENT & REPORTING POLICY

1.0 Rationale

At *Our Lady of the Way Primary School*, we believe that planning, programming, assessing and reporting in the primary curriculum involves the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus.

Students' achievement of the Foundation Statements/Stage Statements linked to the syllabus outcomes is the goal of planning, programming and assessing. The sequence of learning experiences that teachers provide build on what students already know and should be designed to ensure that they progress through the Stages identified in the learning continuum. As students participate in a range of learning experiences, teachers make judgements about what students know, what they can do and what they understand.

Authentic assessment ensures that quality teaching and learning strategies are implemented to enable teachers to gather evidence of children's learning in order to inform the next steps in the teaching/learning process.

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students' learning achievements and progress are also reported to other schools and to employers. This information about students' achievements is valuable for school and system wide planning and reporting. This will be dealt with later in this plan.

2.0 Assessment Principles

Assessment at *Our Lady of the Way Primary School* is guided and informed by the following key principles. In reflecting the aims of the curriculum, assessment procedures, both formal and informal will:

- be linked closely to effective teaching and learning strategies, with assessment outcomes forming an integral part of individual diagnosis, remediation or acceleration, and course construction and planning;
- ensure close links with preceding and succeeding phases of learning;
- include a variety of techniques to demonstrate the full range of knowledge, skills and attitudes that have been developed;
- relate directly to students' achievements, based on learning outcomes across the full range of areas of the curriculum;
- feature strategies that encourage personal growth and cooperative attitudes and allow for balanced judgements of student's strengths and limitations;
- provided opportunities for students to take responsibility for their learning, including peer and self-assessment;

- provide students with clear levels of achievement which focus on valuing the actual work done by the students, and reflect judgements on the quality of the work that has been completed;
- provide justice and fairness for all students by ensuring that the criteria for successful completion of assessment tasks are clearly communicated.

Underlying principles of assessment at *Our Lady of the Way Primary School* will ensure that assessment tasks:
- are integral to all teaching and learning;
- have clear direct links with outcomes;
- are valid and fair;
- engage the learner at all steps of the learning and assessment process;
- are time efficient and manageable;
- record individual achievement and progress;
- involve a whole school approach and plan;
- convey meaningful and useful information.

3.0 Aims

- To gather information about the performance of individual students, groups and cohorts of students so that it can be used to inform target setting at a range of levels.

- To gather information to inform teachers for future learning and teaching.

- To ensure that assessment and recording is an integral part of the school's performance management system.

- To impart quality feedback to students about their learning path.

- To impart quality feedback to parents about their child's progress.

- To provide information to inform the school's strategic plan and implementation goals.

- To track and monitor individual progress.

4.0 Guidelines for Assessment

Assessment Practice:
Assessment at *Our Lady of the Way Primary School* is the process of identifying, gathering and interpreting information that will relate to the progress of a student's learning development. It refers to the efforts of the teacher and the students to determine the extent to which skills, processes, attitudes and knowledge have been acquired.

Assessment has two principal purposes - a formative purpose and a summative purpose. The assessment tasks within a course may range from primarily formative to primarily summative but the overall balance of the assessment tasks must be to facilitate the learning process.

The ***formative purpose* of assessment** is to encourage a 'deep' approach to learning through students' own activity and engagement with the subject. The information gained from this approach, forms or affects the next learning experience.

The ***summative purpose* of assessment** is to lead to the certification of achievement or ability of students for external audiences. The systematic recording of information leads towards a summary of

where the student has reached at that point in time. This is an essential tool for identifying progress over time.

Other assessment practices include the *diagnostic purpose of assessment*. This is used to find out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore prevent the student from making the expected progress.

Evaluative assessment informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on the students' achievement.

The use of *criteria marking and rubrics* encourages teachers to make explicit the criteria by which students' achievements are to be judged. Before each assessment task, students are given a criteria sheet explaining what they are required to do. Once the criteria for good performance has been established, students can share with the teacher the responsibility for monitoring and evaluating their own performance.

Assessment strategies involve identifying the kinds of tasks and activities that are most likely to provide evidence that students have achieved particular learning outcomes.

Points to Consider
- *Assessment activities should be clearly related to the relevant KLA Foundation/Stage Statements, which directly links to the outcomes being assessed.*
- *Students should be able to show what they know and can do in relation to the relevant KLA Foundation/Stage Statement.*
- *Activities and tasks should provide an authentic opportunity for students to show what they know and can do.*
- *A variety of assessment strategies should be used so that students have the opportunity to show what they know and do in different ways and cater for different learning styles.*
- *A single activity can often provide information about more than one area of a Foundation/Stage Statement for example; an assessment activity may show a student's knowledge, problem-solving skills and evaluation skills.*

Assessment *of Learning*

At *Our Lady of the Way Primary School* **Assessment *of* Learning** is assessment for accountability purposes, to determine a student's 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 used in reporting. Its purpose is summative, intended to certify learning and report to parents and students about students' progress in school, usually by signalling students' relative position compared to other students. **Assessment *of* Learning** is typically done at the end of something (e.g. a unit, course, a grade, a program) and takes the forms of assessment that may include questions drawn from the material studied during that time. In the **Assessment *of* Learning**, the results are expressed symbolically [A to E grading] across several content areas to report to parents.

Assessment *for* Learning

Assessment *for* Learning offers an alternative perspective to traditional assessment in schools. Simply put, **Assessment *for* Learning** shifts the emphasis from summative to formative assessment, from making judgements to creating descriptions that can be used in the service of the next stage of learning. In **Assessment *for* Learning**, teachers collect a wide range of data so they can modify the learning work for their students. Assessment tasks open a window on what students know and can do already and use the insights that come from the process to design the next steps in observation, worksheets, questioning in class, student-teacher conferences or whatever mechanism is likely to give them information that will be useful for their planning and teaching. Marking is not designed to make comparative judgements among the students but to highlight each student's strengths and weaknesses and provide them with feedback that will further their learning. To assist teachers their marking of assessments, rubrics are used where relevant.

Assessment *for* Learning is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, skills and understanding. **Assessment *for* learning** involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment. Teachers at *Our Lady of the Way Primary School* will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

Assessment *as* Learning

Assessment *as* Learning acknowledges that assessment should occur as a regular part of teaching and learning and that the information gathered from assessment activities will shape the teaching and learning process.

Assessment *as* Learning reinforces and extends the role of formative Assessment for Learning by emphasising the role of the student, not only as a contributor to the assessment and learning process, but also as the critical connector between them. The student is the link. Students, as active, engaged, and critical assessors, can make sense of information, relate it to prior knowledge and master the skills involved. This is the regulatory process in meta-cognition. It occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations and even major changes in what they understand. **Assessment *as* Learning** is the ultimate goal, where students are their own best assessors.

At some point, students will need to be self-motivating and able to bring their talents and knowledge to bear on the decisions and problems they may encounter. Effective assessment empowers students to ask reflective questions and consider a range of strategies for learning and acting. Students move forward in their learning when they can use personal knowledge to construct meaning, have skills of self-monitoring to realise that they don't understand something and have ways of deciding what to do next.

Features of Assessment *of, for*, and *as* Learning

Approach	Purpose	Reference Points	Key Assessor
Assessment *of* Learning	Judgments about student achievement, etc.	Other students	Teacher
Assessment *for* Learning	Information for teachers' instructional decisions	External standards or expectations	Teacher
Assessment *as* Learning	Self-monitoring and self-correction or adjustment	Personal goals and external standards	Student

Principles of Assessment

The following principles provide the criteria for *Our Lady of the Way Primary School* to judge the quality of assessment materials and practices:

> ***emphasises the interactions between learning and manageable assessment strategies that promote learning.***

In practice, this means:
- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do

> ***clearly expresses for the student and teacher the goals of the learning activity.***

In practice, this means:
- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
- students receive feedback that helps them make further progress

> ***reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark.***

In practice, this means:
- teachers use tasks that assess, and therefore encourage, deeper learning
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
- assessment is an integral component of the teaching-learning process rather than being a separate activity

> ***provides ways for students to use feedback from assessment.***

In practice, this means:
- feedback is directed to the achievement of standards and away from comparisons with peers
- feedback is clear and constructive about strengths and weaknesses
- feedback is individualised and linked to opportunities for improvement

> ***helps students take responsibility for their own learning.***

In practice, this means:
- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning

> ***is inclusive of all learners.***

In practice, this means:
- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias

Planning For Assessment

The following principles guide the teachers at *Our Lady of the Way Primary School* in their planning for assessment.

What will I assess with this task?
A rich learning task provides opportunities to gain information about many things from many strands. But you're not a super-person; you decide which particular aspect(s) you will focus on. You have all year and many other learning tasks to use to inform yourself about other aspects.

Who will I assess with this task?
If you find yourself planning assessment, which attempts to assess all the students every time, reconsider. You are undoubtedly giving yourself too much work. Learning occurs in stages, so sampling your students regularly is more likely to give important information than is uniform assessment at the one time, which, by its nature, must show that many students haven't achieved the desired outcome.

How will I assess with this task?
There are many assessment strategies and more than one of them is applicable to any learning task. A variety of assessment strategies provide opportunity for a variety of students to 'shine'. Rich assessment tasks are planned collaboratively across grades to ensure they meet the desired outcomes.

When will I assess with this task?
During or after the lesson? Following a certain step in the lesson? Continuously through the lesson? Usually the answer to how, will imply the answer to when.

Who will supervise the assessment tasks for reporting student achievement?
Each semester, the school's leadership team, in consultation with the various grades, will oversee the assessment plans that contain the assessment tasks that form part of the student report.

Choosing Assessment Strategies

At *Our Lady of the Way Primary School* we believe that effective and informative assessment practice involves teachers using a variety of assessment strategies that give students lots of opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the KLA Foundation/Stage Statement.

Students indicate their level of understanding and skill development in what they do, what they say, and what they write and draw. The most appropriate method or procedure for gathering assessment information is best decided by considering the purpose for which the information will be used, and the kind of performance that will provide the information. Consequently there is a variety of ways to gather assessment information in Mathematics. Tasks given to students for the purpose of gathering assessment information include projects, investigations, oral reports or explanations, tests and practical assignments. For example, practical tasks would often be an appropriate strategy for the assessment of achievement of outcomes for Measurement.

Teachers have the opportunity to observe and record aspects of students' learning in a range of situations. When students are working in groups, teachers are well placed to determine the extent of student interaction and participation. By listening to what students say – including their responses to questions or other input – teachers are able to collect many clues about students' existing understanding. Through interviews (which may only be a few minutes in duration), teachers can collect specific information about the ways in which students think in certain situations. The students' responses to questions and comments will often reveal their levels of understanding, interests and attitudes. Records of such observations form valuable additions to information gained using other

assessment strategies, and enhance teachers' judgement of their students' achievement of outcomes. Consideration of students' journals or their comments on the process of gaining a solution to a problem can also provide valuable insight into the extent of students' mathematical thinking.

Much valuable information will be collected incidentally through observation and interaction. Other assessment information can be collected both formally and informally at regular intervals. Assessment tasks should be clearly related to learning experiences and should take into account the syllabus outcomes they are designed to measure.

At *Our Lady of the Way Primary School*, teachers are encouraged to use a variety of tasks. These could include:
- writing conferences
- reading conferences
- group discussions
- role plays
- spoken presentations
- written presentations
- independent writing
- collaborative writing
- cloze analysis
- running records
- miscue analysis
- reading responses
- reading logs
- story maps
- teacher made topic tests
- observation of learning behaviour
- listening to students
- questioning
- anecdotal records of the processes and products of learning
- checklists with descriptive measures
- dated work samples - self assessments
- peer observations
- parent questionnaires
- parent feedback following reports, interviews etc learning journals
- investigation reports
- risk taking skills
- cooperative learning strategies
- student written questions
- standardised measures
- specialist norm referenced tests - school counsellor; gifted & talented
- Early Years Testing
- National Assessment Testing - NAPLAN

5.0 Guidelines for Reporting

5.1 Reporting

Our Lady of the Way Primary School complies with the required framework for relative and comparative reporting of a child's progress and achievement against the performance of the child's peer group at the school for each year.

The student report reflects their achievement in the assessments for the various KLA's in the form of:
- Criteria marking (Kindergarten)
- a grading of E, D, C, B, or A (Years 1-6)
- clearly defined and agreed assessment criteria

All information is presented in a way that does not interfere with the privacy of an individual. The Privacy Act 1988/2014 and the related Information Privacy Principles should be consulted to ensure that information does not interfere with an individual's privacy.

Our Lady of the Way school will provide parents or guardians reports relating to their child that:
- use plain language and are able to be readily understood by the parents or guardians

- are timely and given at least twice each school year and at least 7 days before the end of the school year

- give an accurate and objective assessment of the child's progress and achievement, including an assessment of the child's achievement:
  (i) against national standards, if such standards are available
  (ii) relative to the performance of the child's peer group at the school

- Comparative data for Stages 1, 2 & 3 is included in the report

- are confidential and deal with the child's academic and social skills development

- allow parents the opportunity to view the reports

- allow an opportunity for the child and the parents or guardians to meet with the child's teachers to discuss all aspects of the report and for the school to give constructive advice about supporting the child's further progress at school.

5.2 Archives
A copy of each child's report will be kept at school in accordance with legislated requirements.

5.3 Guidelines for Writing Semester 1 & Semester 2 Reports

General Considerations:

1. **For semester 1 reports focus on first half of the year in KLA comments.**

2. **For semester 2 reports focus on second half of the year in KLA comments.**

3. **Use A-E descriptors in comments (Years 1-6):**

To put the A-E reporting system into perspective, it may be helpful to look at the analogy below for driving a car.

Kindergarten	Experiencing Difficulties	Working Towards	Achieved	Working Beyond	
Years 1-6	E	D	C	B	A
Formal Terms	Limited achievement	Basic achievement	Sound achievement	High achievement	Outstanding achievement
OLOW Descriptions	Experienced difficulty	Did OK	Celebrate this work	Beyond expectations	Amazing achievement
Looking at this like a driving licence.	A person on their **L plates** must always be accompanied by an experienced driver.	A person on their **P plates** drives independently but is still learning and developing their skills.	A person who has their full **driver's licence** is independent to drive on their own without restrictions.	An **advanced driver** can navigate through many obstacles and has extra skills.	A **Formula One driver** strives for excellence - conquering one challenge and then moving on to the next and even bigger challenge.

5.4 RE comment should include content knowledge and lived faith – For example:

Julie has displayed a basic understanding of the studied parables on forgiveness and of Advent as a time of waiting. She gives life to the Gospel by her care of others, acting as Jesus would. (192 characters)

Helen has a sound knowledge of the scriptures; giving detailed and clear explanations of the parables. Her participation in class prayer and social justice activities, are examples of her lived faith. (199 characters)

Joy has an excellent understanding of the messages of the parables; adapting their message to our current world. She is to be congratulated for her leadership of the Rosary and her willingness to act as an altar server. (220 characters)

5.5 KLA comments need to reflect what sets this child's learning apart…

- If most children in the class can do something - does it need to be repeated on each child's report?

- Include observations from class activities.

- Over reliance on assessment tasks can give 'skewed' information if the task was set too low and didn't allow for 'exceeding beyond.'

- Are there skills & knowledge that set this child apart – for good or bad?

- What are your MAIs telling you?

- What are your running records / readers circle notes/ annotated writing telling you?

5.6 The character count gives us some limitations – look for synonyms & short cuts

   e.g.   demonstrates …… shows

explains …. tells

recount … retell

Further revision in division… vs   Revising division…

Joseph has demonstrated that he can recount….

VS

Joseph can recount…

5.7 General comment allows for summarising and celebrating achievements for the whole year.

- What has set this child apart?

- Demonstrate how well you have come to know this child over the year.

- Celebrate something that you set as a direction in Semester 1 report, and which they have achieved.

- What shows their growth?

- For example:-

  Joseph has shown more attention to class discussions and activities during the second half of the year.

5.8 Supplementary Reports – for any student who will receive an 'E'

- Supplementary report to be referred to on main report.

- Diversity Support staff to provide class teachers with copy of Personalised Plan for them to highlight their ideas around the areas for inclusion. These areas are then finalised through collaborative discussion.

- Diversity Support staff will then format report, using school template, and tick boxes after discussion with class teacher.

- These areas are to reflect Personalised Plan areas; therefore there will be individual variations.

6.0 PRINCIPLES FOR THE USE OF EXTERNAL ASSESSMENT DATA

Preamble
As Catholic Educators we believe that assessment is central to the provision of quality teaching and learning at *Our Lady of the Way School*. Consequently, data that arise from the processes of assessment can be effectively used for the promotion of learning and the development of quality teaching, contributing to the overall growth of the child as a whole person.

Proper use of such data, especially data arising from national tests, needs to be founded on agreed principles based in sound teaching, learning and assessment methodologies. Legislative, policy and practical considerations have led to the development of the following assessment and reporting principles, which underpin Catholic sector involvement in and reporting of all current external testing programs:
- National Assessment Testing Program (Years 3 and 5) - Spelling; Grammar; Punctuation; Writing; Reading; Numeracy.

Principles

- Each student is a unique individual and must be treated with respect and integrity. *Our Lady of the Way* school community is unique and has a local context which needs to be recognised.
- Assessment should support student learning, development and self-esteem.
- Assessment of student achievement is integral to learning and teaching, not an end in itself.
- No single assessment strategy is sufficient to provide a complete picture of student achievement.
- Every form of assessment is limited and includes some error.
- Assessment data need to be interpreted; taking into account the constraints of the ways the data were gathered as well as student and school characteristics.
- *Our Lady of the Way* values their accountability to their students, their parents, the local Church and wider community.
- *Our Lady of the Way* acknowledges the role of assessment processes in providing data for accountability purposes.
- *Our Lady of the Way School's* accountability includes meeting legitimate State and Commonwealth government requirements.

7.0 Budget

A budget will be provided for the professional development of staff and acquisition of resources.

8.0 Evaluation

The Principal, with delegated responsibility to the Leadership Team members will be responsible for the planning, implementation and review of this policy.

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Appendix: Support & Information for Staff

Area for Assessment	Typical Outcome Verbs	Assessment Activities
Knowledge, Recall and Understanding	Knows, tells, lists, recites, explains, describes, identifies, names, recounts, answers, recognizes, forms, copies, uses, recalls, names, understands, reproduces, completes, locates, labels	Background knowledge quiz- multiple choice, true/false. Listing activities – words, numbers, pictures, crosswords. Outlining – using words, short phrases, and brief sentences. Fill in blank exercises – using cloze or blanks in a matrix. Matching exercises – words for meaning, questions with answers, pictures. Labelling a diagram. Basic – calculating and fieldwork and interviews
Skills in Analysis and Critical Thinking	Explains, analyses, investigates, measures, explores, asks, recognises, identifies, separates, sorts, collects, describes, gathers, argues, reasons, organises, discerns, observes, assesses, selects	Categorizing – sorting information. Defining – recognizing discriminating features. Pros and cons – recognizing advantages and disadvantages. Analysing case studies – analysing, evaluating and expressing opinions. Investigations, data collection, interviews. Researching Debating Discussions

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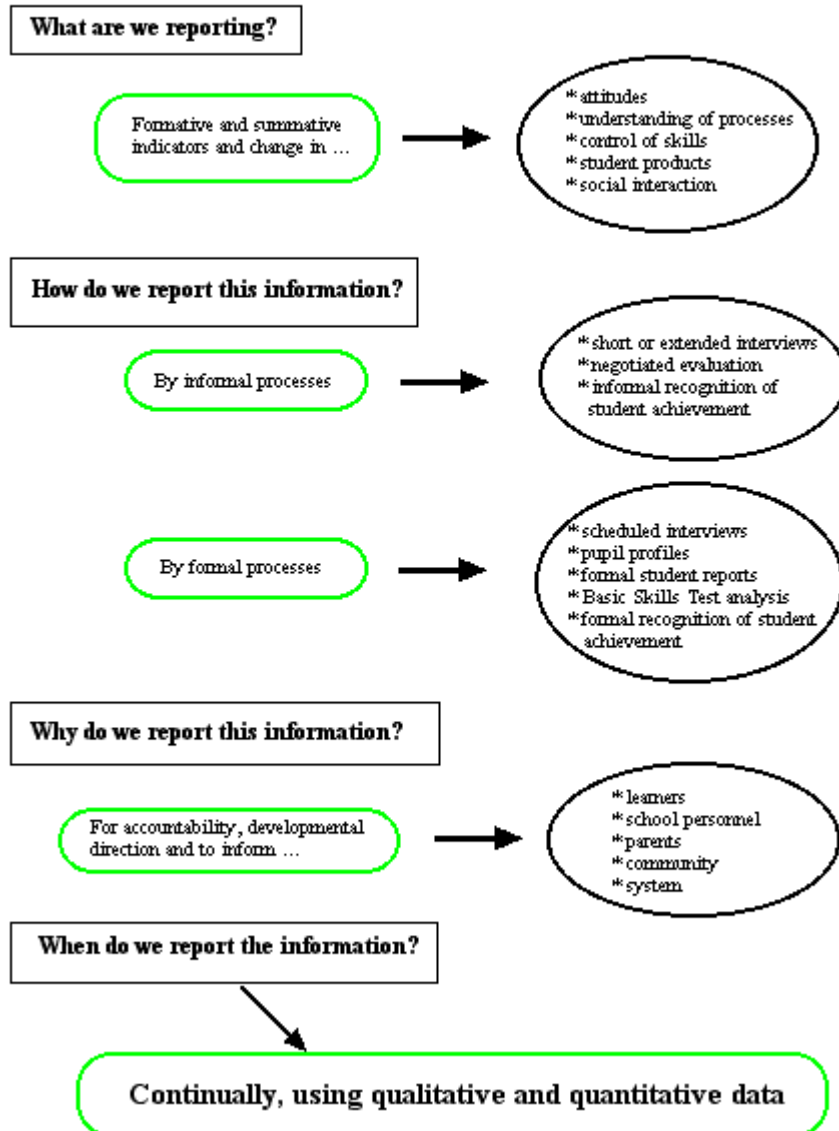| Area for Assessment	Typical Outcome Verbs	Assessment Activities
Skills in Synthesis and Creative Thinking	Develop, displays, interprets, initiates, summarises, infers, generalises, changes, co-ordinates, plans, constructs, presents, determines, graphs, compares, contrasts, designs	Summary writing – journals Analogies Concept maps Dialogues Work sample folders Narratives Poems Diary – journals Designing Experiments
Skills in Problem Solving	Asks, investigates, observes, answers, applies listens, solves, develops, recognizes, relates infers, forms, assesses, interprets, selects, describes, predicts, explains, argues, demonstrates, decides, hypothesizes, reasons, estimates, compares, contrasts, generalizes, designs, constructs, identifies	Problem-solving principles Problem recognition Finding solutions Question development for problem solving Selecting best strategies Research Critical dialogue, learners as researchers

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Area for Assessment	Typical Outcome Verbs	Assessment Activities
Skills in Application and Performance	Recites, directs, moves, instructs, reproduces, communicates, acts, demonstrates, applies, co-operates, discerns, observes, develops, discusses, relates, catches, contributes, expresses, displays, engages, interprets, co-ordinates, strikes, constructs, performs, presents, draws, reads, designs, speaks, initiates, participates	Paraphrasing Finding applications Models Projects – poster evaluations Demonstrations Musical performance Dance performance Dramatic performance Physical performance Artistic performance – role play Debates Peer tutoring
Skills in Evaluation	Decides, discerns, summarises, selects, predicts, evaluates, argues, reasons, measures, computes, infers, generalizes, relates, compares, contrasts, concludes, assesses	Essay writing Reports – written and oral Mind maps Evaluative reports – oral/written Graphing – diagrams Problem posing Presentations

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Appendix: Support & Information for Staff

Features of Effective Reporting

What are we reporting?

Formative and summative indicators and change in … →
* attitudes
* understanding of processes
* control of skills
* student products
* social interaction

How do we report this information?

By informal processes →
* short or extended interviews
* negotiated evaluation
* informal recognition of student achievement

By formal processes →
* scheduled interviews
* pupil profiles
* formal student reports
* Basic Skills Test analysis
* formal recognition of student achievement

Why do we report this information?

For accountability, developmental direction and to inform … →
* learners
* school personnel
* parents
* community
* system

When do we report the information?

Continually, using qualitative and quantitative data

Assessment & Reporting Policy

Appendix: Support & Information for Staff

When designing reports, it is useful to consider that effective and informative reporting practice:
- has clear direct links with outcomes
- is integral to teaching and learning
- is balanced, comprehensive and varied
- engages the learner
- values teacher judgement
- is time efficient and manageable
- recognises individual achievement and progress
- involves a whole school approach
- actively involves parents
- conveys meaningful and useful information