



ASSESSMENT POLICY AND PLAN FEBRUARY 2017

1. PURPOSE

- i. To foster responsibility for learning by ensuring that teachers provide students, within the context of everyday classroom activities, as well as planned assessment events, with varied opportunities to demonstrate their learning (*BOS Syllabuses 2004*).
- ii. To identify the processes that are used in the school for the gathering, identification, and interpreting of information relevant to student learning.
- iii. To identify the assessment mechanisms that are used in the school.
- iv. To identify how the information that is gathered is used to inform parents, teachers and students.
- v. To identify the reporting process that the school uses to inform parents, students and other stakeholders.
- vi. To identify how the processes and procedures in relation to assessment are evaluated.

2. POLICY STATEMENT

St Patrick's Primary School seeks to recognize the individuality and dignity of young people and foster the development of each one's unique potential and spirituality. (*A Vision Statement for Catholic Schools, 2002*). Consequently, at St Patrick's, we are committed to providing quality teaching and learning programs that enable all students to maximize their individual talents and capabilities for lifelong learning. (*BOS K-10 Curriculum Framework 2002*).

3. SCOPE

This policy applies to all teaching staff at St Patrick's.

4. GUIDING PRINCIPLES

- i. Assessing student knowledge, skills and understanding and providing comprehensive feedback are critical in assisting students and parents to participate fully in the learning process. In order to improve student outcomes, it is essential that assessment practices be consistently integrated into the teaching and learning processes and be grounded in the Standards Referenced Framework. This assists schools to develop effective assessment practices based on a set of agreed principles encapsulating both assessment for learning and assessment of learning.
- ii. This policy sets out the requirements that will inform school and classroom practice, recognizing that when establishing assessment policies and procedures we should take into account the diversity of students enrolled in our school. Our assessment practices must be inclusive and consistent with the Catholic ethos.
- iii. In implementing this policy, all members of staff need to ensure that privacy laws are upheld and that confidentiality of individual students is maintained.

5. RESPONSIBILITIES

- i. **Assessment Requirements:** All teachers are required to ensure that assessment:
 - a. Is an essential and integrated part of teaching and learning.

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- b. Is inclusive of all students.
 - c. Is varied and meaningful for students.
 - d. Is appropriate and manageable in relation to the concepts being addressed.
 - e. Provides the opportunity to monitor, evaluate and inform the teaching and learning process.
 - f. Provides feedback for students as to their learning.
 - g. Assists him/her to identify and monitor students' achievements.
 - h. Allows him/her to plan for improvement in learning and to set realistic goals.
 - i. Provides the basis for reporting to parents and caregivers.
- ii. **Teachers are responsible for:**
- a. Ensuring that their assessment practices and processes meet the requirements of this policy and BOSTES registration requirements and are derived from the BOSTES syllabus documents.
 - b. Ensuring that students clearly know the 'what, when and why' relating to both formal and informal assessment and assessment tasks.
 - c. Ensuring that students develop the necessary skills to participate in age-appropriate self and peer assessment.
 - d. Planning tasks and activities which provide evidence that particular learning outcomes have been achieved.
 - e. Using assessment information to inform their teaching and learning.
 - f. Providing feedback to enable students to improve learning.
 - g. Regularly reviewing and reflecting on assessment purposes, tasks, strategies and practices.
 - h. Engaging in dialogue and collegiality in regard to standards and consistency.
 - i. Systematically analysing student work samples to moderate and develop 'on-balance' judgements within the standards framework.
 - j. Maintaining accurate and easily understood records in relation to student performance and progress.
 - k. Ensuring that NAPLAN data is used to guide the design of targeted learning and assessment activities.
 - l. Using their professional judgement, together with anecdotal records and reliable data, to build an image of what each student knows and can do.
 - m. Engaging in professional development to enhance their understanding of assessment practices and standards.
- iii. **The school executive is responsible for:**
- a. Responding to system initiatives in relation to assessment.
 - b. Leading the development, implementation and review of the school policy.
 - c. Ensuring that staff are kept up to date with Board of Studies requirements.
 - d. Ensuring that assessment policies and procedures are implemented by all teachers in the school.
 - e. Providing ongoing opportunities for collaboration between teachers to ensure consistency of judgement and the sharing of assessment strategies and recording methods.
 - f. Managing and maintaining accurate records of assessment practices and student assessments.
 - g. Providing regular opportunities for parents and carers to be informed about student progress.
 - h. Participating in the analysis and discussion of assessment data, both internal and external.
 - i. Committing appropriate resources to the ongoing development of assessment practices.
 - j. Informing parents and necessary stakeholders of assessment policies and practices (via newsletter and school website)
 - k. Reporting student achievement as required by government authorities.

6. **BUDGET**

The school will make provision each year in its annual budget for professional development opportunities for the staff in regard to this area.

7. **NEXT REVIEW DATE**

This policy will be reviewed in 2020 in consultation with relevant staff.

8. **DEFINITIONS**

- i. *Assessment*: The process of gathering evidence of and making judgments about students' needs, strengths, abilities and achievements.
- ii. *Assessment plan*: A document that shows the elements or units of competency or learning outcomes to be assessed, when the assessment will occur, how the assessment will occur, the assessment methods to be used and the weighting of the task.
- iii. *Assessment for learning*: Assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *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.
- iv. *Assessment of learning*: A process usually based on summative assessment practices, resulting in a summation of the learning process and is used to inform achievement against a predetermined standard.
- v. *Authentic assessment*: Students complete particular assessment tasks as part of their learning program. The tasks are worthwhile, significant and meaningful with agreed learning frameworks. Such assessment fosters disciplined enquiry, integration of knowledge and value beyond the assessment period. Students may be involved in completing a product over a period of time in collaboration with others.
- vi. *Formal assessment*: Teachers and students make decisions about the learning goals and plan assessment events to provide information about student progress.
- vii. *Formative assessment*: Teachers make judgments about student achievement and provide feedback coincident with learning in order to allow students to assess and review their progress towards learning goals. Informal assessment may be initiated by the teacher or student and may be oral or written.
- viii. *Informal assessment*: Teachers make judgments about student achievement and provide feedback coincident with learning in order to allow students to assess and review their progress towards learning goals. Informal assessment may be initiated by the teacher or student and may be oral or written.
- ix. *Learning outcome*: Learning outcomes are the basic building blocks of a module of study. They describe an action or outcome, which is demonstrable and assessable. They describe the lowest logical, identifiable and discrete sub-grouping of knowledge/Understanding and skills, which contribute to and build a unit of work.
- x. *Standards referenced assessment*: Performance is measured against a description of expectations as determined in common curriculum frameworks. Each of the levels are described as a standard against which student progress can be described. The level represents an agreed benchmark and is

based on an explicit description of level of outcomes already achieved. This assessment method supports students to continue striving to achieve their personal best.

- xi. **Summative assessment**: Processes which enable a description of progress and recognition of learning at certain defined stages, are referred to as summative assessment. It can provide information to students and others to guide further learning.
- xii. **Teacher professional judgment**: Judgments by teachers about students' learning progress come from observations of students engaging in a range of activities and from the use of a number of different strategies for assessing achievement. Through the teaching and learning program, teachers have detailed knowledge of their students' achievements. Valid and reliable assessment depends on collaboration between teachers to develop shared meanings of commonly-used criteria. Discussion, common assessment tasks and quality assessment tasks and experiences assist teachers in this process.
- xiii. **Validity**: An assessment is valid if it makes judgments and provides evidence relevant to the learning program and the intended purposes of assessment. The information collected is related to the explicit learning goals.

9. LEGISLATIVE / PROFESSIONAL GUIDELINES

- i. A Vision Statement for Catholic School. Catholic Schools Office, Diocese of Maitland-Newcastle, 2002.
- ii. Assessment K-12 policy. Catholic Schools Office, Diocese of Maitland-Newcastle, 2007.

APPENDIX: QUALITY ASSESSMENT PRACTICES

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

1. Forms of Assessment

- i. **Formative Assessment**: Is the practice of building a cumulative profile of student achievement. This usually takes place during day-to-day classroom activities and involves informal interaction and systematic observation of the student. The indicators may be used to guide teacher observations and professional judgement. While it may also include more formal assessment procedures, formative assessment provides a broader profile of the student than formal testing may provide. It is a valid and valuable part of overall assessment.
- ii. **Summative Assessment**: Is the practice of making judgements about student achievement at certain relevant points in the learning program, such as at the end of a topic or unit of work, end of term or year schooling. Formal assessment activities such as tests, projects and assignments are generally used to make summative judgements. Such assessment tools may focus on a single outcome or on a number of outcomes. Formative and summative assessments complement each other and both should be used to form a comprehensive profile of student achievement.
- iii. **Diagnostic Assessment**: Is the information gained from assessment to be used in conjunction with other information to diagnose areas of need for individuals or groups of students to determine future goals. This information informs planning and programming.

2. Equal Opportunity

Teachers will ensure equal opportunity for success regardless of students' ages, gender, physical or other disability, culture, background, language, socio-economic status or geographic location. Considerations may include:

- i. **Special Needs**: Some students with special education needs may require additional support and/or adjustments to enable them to access class work and/or demonstrate achievement of syllabus outcomes. Assessment tasks may be modified for those students with special needs. The Assessment Policy should include input from the Support Teacher. The school's Special Education Policy gives guidance to the assessment of students with special needs.
- ii. **Gifted and Talented**: Differentiation of the curriculum for gifted and talented students requires that appropriate assessment tasks are undertaken.
- iii. **Multi-Cultural Perspectives**: Tasks relevant to students' cultural backgrounds will be designed where appropriate.
- iv. **Aboriginal Perspectives**: Aboriginal students perform in many areas of the curriculum at levels that are significantly lower than non-aboriginal students. Teachers must investigate and use a range of different and engaging culturally-appropriate teaching/learning activities.
- v. **Gender Perspectives**: A gender balance should be provided in all assessment tasks.
- vi. **Learning Styles**: Students should be provided with different and varying opportunities to demonstrate their achievements. A wide range of tasks ensures individual learning needs are catered for.
- vii. **Age Appropriateness**: Teachers will ensure that tasks are appropriate to the age of the children and are consistent in design with the everyday teaching/learning activities.

3. **Place of Assessment in the Teaching/Learning Cycle**

Effective assessment strategies are derived from well-structured teaching and learning activities. The strategies provide information about student progress and achievement that help inform ongoing teaching and learning as well as the diagnosis of areas of strength and need. Teachers should decide which teaching and learning activities will provide good assessment information. A single activity or task may be useful in assessing more than one outcome

4. **Outline for Assessment Plan**

- i. External & School Determined Assessment (formative, summative and diagnostic).
- ii. Class Assessment (formative & summative).
- iii. Set and planned school activities, which may be used for assessment, e.g. cultural performances, events, musical, Masses & liturgies (formative and summative).

5. **Feedback**

Use of effective teacher feedback is a powerful strategy to improve student learning. Feedback is information about how the student performed in relation to a stated goal. Effective feedback includes evaluation and further guidance. That guidance might be specified or implied, or it might be elicited from the students by asking questions designed to get them to suggest ways in which they can improve. Feedback can be oral or written. Feedback commonly occurs during a task, while students are working to complete it, and is part of the process of informal assessment for learning. Feedback also occurs at the end of a task. Schools are to decide and state what forms of feedback to use according to grade levels with an emphasis on constructive and positive language which helps the children move forward. 'Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.' (Black & William 1998).

Types of feedback

a. Feedback to students:

- Informal e.g. individual discussion, class examples of sound responses, worked examples on board, class discussion of tasks.
- Formal e.g. written commentary, checklists (rubrics), published correct or sound examples.
- Direct, e.g. interview with child.

- Indirect e.g. whole class discussion, worked examples.
- Feedback to students can be formative, e.g. assistance given before the final submission (projects, essays) or summative, e.g. after assessment showing strengths and weaknesses.
- b. Feedback about students, including analysis (cohort, class or group as well as individual students).
 - c. Feedback to the school's teaching program, including program evaluation.
 - d. Feedback to parents and/or educational authorities.

6. Variety of Assessment

A variety of assessment tools should be used. These should range from highly structured to less structured tasks, or formal and informal tasks. Tasks should be student-centred and, ideally there should be a cooperative interaction between the teacher and the students, and among the students themselves. The syllabus outcomes and assessment processes, including assessment criteria, should be made explicit to the students when they engage in a task.

7. Teacher Judgment

Teacher judgment involves on-balance decisions about a student's progress towards the achievement of the specific standards in relation to Foundation Statements and Syllabus Outcomes. These decisions should be based on determined criteria. The reliability of teacher judgement is enhanced when teachers cooperatively develop a shared understanding of what constitutes achievement of an outcome. This is developed through cooperative programming and discussing samples of student work and achievements within the school (and between schools).

8. Assessment and Programming

Establish how teachers program their assessment tasks. Reference to assessment tasks needs to be included on programming proformas.

9. School Marking and Grading System

The school marking and grading system aims for consistency across the school. Students are awarded a number – 1, 2 or 3 – to show the degree to which they have satisfied the various components of an assessment task:

- 1 = above standard.
- 2 = at standard.
- 3 = below standard.

10. Assessment and Reporting

Practices in the school develop consistency between assessment and reporting. The school has a separate reporting policy.

11. Formative and Summative Assessment

Teachers need a variety of assessment tools to assess students. These reflect self-assessment and peer assessment. In the following Key Learning Areas we will collect information using some of the following strategies:

i. RELIGION

- a. Unit provided assessment worksheets.
- b. Group activities.
- c. Role play.
- d. Pen/paper assessments.
- e. Liquid pictures.

- f. Annotations on bookwork.
- g. Drawing/art responses.
- h. Cloze passages.
- i. Photos.
- j. Contributions to class discussions.

i. ENGLISH

- a. Phonemic awareness.
- b. Benchmarking.
- c. Sight words/ Dolch word drills.
- d. Oral presentations/ speeches.
- e. Writing samples/ text types/ story quiz.
- f. Debating.
- g. Running records/oral reading fluency.
- h. Comprehension strategies.
- i. Spelling tests.
- j. Discussions/ group involvement.
- k. Observations.
- l. Formal written assessment.

iii. MATHEMATICS

- a. Involvement in discussions.
- b. Observation (Hands on activities).
- c. Anecdotal records.
- d. Pen/paper tests.
- e. ARC open ended problem solving.
- f. Photos of group activities.
- g. Verbal justification of understanding.
- h. Worksheets/ teacher made tests to assess each outcome.

iv. OTHER KLAS

- o Computer skills, e.g. Movie Maker, padlet, prezzi.
- o Research & report.
- o Photos of work samples.
- o Design-and-make tasks/ Model making.
- o Class / group participation.
- o Observation.

12. Diagnostic (Tracking) School Assessment Plan (Literacy)

Year	TERM 1	TERM 2	TERM 3	TERM 4
K	Wk 1 Best Start Literacy Wk 9 Literacy Continuum		Running records	Wk 2/3 Literacy Continuum Waddington reading
1	Wk 9 Literacy Continuum Oral reading fluency Running records		Running records Oral reading fluency	Wk 2/3 SA spelling test Waddington reading Literacy Continuum
2	Wk 9 Literacy Continuum Running records Oral reading fluency		Running records Oral reading fluency	Wk 2/3 PAT Comprehension SA Spelling test Waddington reading

				Literacy Continuum
3	Wk 9 Literacy Continuum Running records Oral reading fluency	NAPLAN	Running records Oral reading fluency	Wk 2/3 PAT Comprehension SA Spelling test Literacy Continuum
4	Wk 9 Literacy Continuum Oral reading fluency			Wk 2/3 PAT Comprehension SA Spelling test Literacy Continuum
5	Wk 9 Literacy Continuum	NAPLAN		Wk 2/3 PAT Comprehension SA Spelling test Literacy Continuum
6	Wk 9 Literacy Continuum			Wk 2/3 PAT Comprehension SA Spelling test Literacy Continuum
Standardised			Curriculum based	
<ul style="list-style-type: none"> • South Australia Spelling Test (SAST) • Sutherland Phonological Awareness test (SPAT) –administered by LST when needed • Progressive Achievement Tests in Comprehension (PAT) • Waddington reading test (K-2) 			<ul style="list-style-type: none"> • Best Start Literacy • Literacy Continuum K-6 • Oral reading fluency (Paul Sleishman) - Years 1 to 6, until students reach a fluent level of reading. • Running records (e.g. PM benchmark) - K-3, until students reach minimum levels of 16 to 18. 	

13. **Diagnostic (Tracking) School Assessment Plan (Numeracy)**

Year	TERM 1	TERM 2	TERM 3	TERM 4
K	Wk 1 Best Start Numeracy Numeracy Continuum			Numeracy Continuum
1	Numeracy Continuum			Wk 2/3 PAT Maths Numeracy Continuum
2	Numeracy Continuum			Wk 2/3 PAT Maths Numeracy Continuum
3	Numeracy Continuum	NAPLAN		Wk 2/3 PAT Maths Numeracy Continuum
4	Numeracy Continuum			Wk 2/3 PAT Maths Numeracy Continuum
5	Numeracy Continuum	NAPLAN		Wk 2/3 PAT Maths Numeracy Continuum
6	Numeracy Continuum			Wk 2/3 PAT Maths Numeracy Continuum
Standardised			Curriculum based	
<ul style="list-style-type: none"> • Progressive Achievement Tests in Maths (PAT) • NAPLAN 			<ul style="list-style-type: none"> • Best Start Numeracy • Numeracy Continuum K-6 • SENA 1&2 (K-6 as needed) 	

[Record results in Whole school tracking excel](#)