

POLICY: ASSESSMENT AND REPORTING

Assessment

Definition

Assessment is the ongoing process of gathering and analysing data about student learning and achievement. The data gathered is used to:

- Inform teaching and learning programs
- Make informed judgments about student achievement
- Provide feedback to students about their learning
- Report to parents / carers

Rationale

At St Michael's we are committed to providing quality teaching and learning experiences for students. The effectiveness of teaching programs in improving student learning outcomes is dependent on the systematic and on-going collection of student achievement data.

Aim

At St Michael's our aim is to implement and maintain a consistent approach to assessment and to gather and analyse student achievement data regularly, in order to inform teaching and improve student learning.

Beliefs

At St Michael's we believe assessment:

- is ongoing and involves continual feedback to the student and to the parent,
- is an important element in the teaching and learning cycle,
- should provide children with opportunities to demonstrate achievement,
- should inform teaching and learning programs,
- should take a variety of forms, both formal and informal (including standardised and diagnostic testing),
- form the basis of reporting to parents,
- should involve the regular collection and analysis of data and student work samples,
- is the responsibility of all teachers

Assessment of, for and as learning

Assessment must be reliable, in that it consistently produces results that accurately reflect student capabilities and achievement. Assessment tasks must be clearly described in teaching programs.

- Assessment for learning determines the teaching / learning cycle and is essential if we are to provide for the needs of each student.
- Assessment of learning determines a student's level of achievement and is essential in identifying student growth over time.
- Assessment as learning involves students monitoring their own progress by reflecting on teacher feedback.

Formal Assessment

At St Michael's, assessment will include (but will not be limited to) the following:

- Early Years Assessment (K-2)
- Running Records
- Pat-R Reading Comprehension
- MAI (Mathematics) (K-6)
- Neale Analysis of Reading *
- CELF (Clinical Evaluation of Language Fundamentals)*

- K-BIT (Kaufman Brief Intelligence Test)*
- Focused observations by teachers
- Annotated work samples (according to Syllabus Outcomes and Literacy Continuum)
- Teacher devised assessments (based on Syllabus Outcomes)
- Teacher-student conferences

At times, the school might request other assessments that need to be administered by specialist providers as follows:

- Speech and Language assessments *
- WISC Cognitive assessment *
- Occupational Therapy Assessment *

Request for assessments marked with * must be made through the Principal and Learning support Team. No Parent is to be contacted before permission is sought from the Principal.

Request for Student Information about student achievement from outside agencies and specialists

From time to time outside agencies and specialists (pediatricians, occupational therapists, educational psychologists, counselors etc) request information about student achievement or behavior. Without exception ALL requests need to be in writing and are then referred to the Principal. All information / observation notes are to be photocopied on school letterhead, signed and dated by the person providing the information. The information is then forwarded to the Principal for further comment and a copy is placed on the students file.

Information that has been requested must be posted, faxed or emailed directly to the specialist, who has requested it. **Under NO circumstances is the information to be handed to the Parent / Carer.**

Reporting Student Achievement

Rationale

The purpose of student achievement reports is to provide parents with information about the academic and social progress of each child from Kindergarten to Year 6. At St Michael's we believe that student reports should outline clearly and concisely, each student's strengths and challenges in each Key Learning Area and in their social and learning behaviour.

Practice

- Formal written reports will be produced twice each year
- Students in Years 3 and 5 will receive a formal NAPLAN report in Term 3
- All student achievement reports (with the exception of NAPLAN) will be written in plain English
- Student progress will be reported against an E-A scale (Years 1-6)
- As part of the reporting process, St Michael's will offer parents the opportunity to attend Parent/Teacher /Student interviews in Terms 2 each year. At other times, parents or teachers may request an interview at a mutually agreeable time.