



## **St Maria Goretti's Catholic School**

### **Assessment and Reporting Procedures**

#### **1. Aim**

Assessment is integral to all aspects of learning not just because it is required, but because it allows us to judge the effectiveness of the learning process for those presenting the material and those learning as a result of its use. It allows educators to review, refine and improve what is offered. It allows learners to know how well they have learned and what they have to do to improve future learning. It can be used at every level from early childhood to higher education and be either individual or system wide assessment.

There is no single assessment method which is best for every situation. The assessment format used should provide the best information to manage further improvement.

As our teaching approach aligns with the Walker Learning Approach our Assessment and Reporting must also reflect this philosophy to make our teaching and learning fully effective.

Sources of Authority	
Executive Directive	Curriculum Assessment and Reporting

## 2. Scope

- St Maria Goretti's Catholic School's Assessment and Reporting Procedure applies to our students, parents and teachers and CEWA.

## 3. Definitions

Assessment and Reporting Philosophies that underpin this approach are as follows:

### Early Childhood K-2

- Assessment and Reporting is used to monitor and to help teachers and children plan to extend and support children's learning.
- Assessment is not used to test children in order to rank or grade them in relation to the rest of the class.
- Observation is one of the major tools for meaningful assessment.
- Self-assessment/reflection and peer assessment/reflection are integral parts of the assessment process.
- Children, parents and teachers should share information together.
- Reporting to parents uses a range of strategies and the formal written report is one of the least important parts of the process.

### **Middle/Upper Primary**

Assessment and reporting are an integral and important aspect of learning. A holistic range of assessment and reporting strategies ensures that:

- Students are empowered to identify some of their own learning.
- Students take greater responsibility for themselves.
- Reflection and evaluation are developed, which are critical abilities throughout life in relation to careers, future study and relationships.

Focussing on the broader and richer aspects of assessment and reporting also conveys powerful messages to students and parents:

- Meaningful assessment is not about comparison with the rest of the world.
- The progress and journey of each individual needs to be carefully reflected in a wide range of assessment and reporting opportunities.

### **Curriculum**

St Maria Goretti's Catholic School will implement the Pre-primary to Year 10 Western Australian Curriculum in accordance with:

- The Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting.
- The Principles of Learning, Teaching and assessment detailed within the Outline in relation to Kindergarten:
  - Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school.
  - The Kindergarten Curriculum Guidelines guide educators to develop kindergarten curriculum for Western Australian children. It draws from the key ideas and related content from the EYLF to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning.

St Maria Goretti's Catholic School shall take students and their needs as the starting point for all curriculum decisions.

- The curriculum shall be inclusive and flexible to respond to the particular developmental needs, interests and abilities of individuals.
- The curriculum shall create opportunities for students to critique and respond to change.
- The curriculum shall be informed by evidence-based educational and pedagogical practices.

### Assessment:

St Maria Goretti's Catholic School will:

- Monitor and assess individual student achievement, referring to the Principles of Learning, Teaching and Assessment detailed within the Outline.
- Develop and administer assessments in relation to the content of the Pre-primary to Year 10 WA Curriculum.

- Ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standards.
- Develop processes to support all teachers in making valid and reliable judgements.
- Use data from prescribed national and state-wide assessments to inform teacher judgements about student achievement.
- Provide individual students with feedback on their learning through formative and summative assessments.
- Use student achievement information to plan future learning programs using whole school testing (Appendix A) and meetings between teachers, the Learning Support Team and the Leadership Team.
- Make judgements of student achievement in relation to the year-level achievement standard.
- Administer prescribed national and state-wide assessments including NAPLAN, BRLA and OLI.
- Provide information on how a student's achievement compares with the student's peer group at the school, on request from the student's parents/carers.
- Communicate with parents/carers about student progress and achievement through, but not limited to, work samples, student reflections, rubrics and test results.
- Report to parents/carers for each student at the end of each semester using a formal report for Pre-Primary to Year Six.



- Kindergarten teachers will hold formal interviews with all parents mid- year to communicate student progress and achievement
- Report to parents/carers with information relating to the development of other student attributes that influence learning through, but not limited to, formal and informal interviews and learning journeys.

In addition to the above processes, throughout the year, in a variety of ways and for a variety of reasons:

- Parents/carers of children who are on a CAP (Curriculum Adjustment Plan) will meet with teachers, parents, and the Learning Support Team.
- Parents/carers of children who are on an IEP (Individual Education Plan) will meet with teachers, parents, and if required, the CEWA Special Needs Consultant and the Leadership Team.
- Disseminate to parents/carers the reports from national and state-wide assessments and as appropriate, provide opportunity for discussion between teachers and parents/carers.

#### 4. Procedure

St Maria Goretti's Catholic School will:

Use plain language to report to parents/carers on the achievements of Pre-primary to Year 10 students in terms of the WA achievement standards – such reports will be provided:

Pre-primary - Year 1:

Formally, in an end of semester report using a five-point scale.



- The student demonstrates exceptional achievement given the expectations for this year level.
- The student has exceeded the achievement expected for this year level.
- The student demonstrates the expected achievement for this year level.
- The student is working towards the achievement expected for this year level.
- The student has not yet demonstrated the expected achievement for this year level.

Each report will have:

1. An overall grade for each subject area.
2. Results for your child's overall behaviour, relationship development and attitude at school.
3. A general comment.
4. Effort ratings for each subject area.
5. Comments for certain subject areas.

Years 1-6:

Formally, in an end of semester report using a five-point scale.

A: The student demonstrates excellent achievement of what is expected for this year level.

B The student demonstrates high achievement of what is expected for this year level.

C: The student demonstrates satisfactory achievement of what is expected for this year level.

D: The student demonstrates limited achievement of what is expected for this year level.

E: The student demonstrates very low achievement of what is expected for this year level.

NB: If there is a legitimate reason for a student to be following a modified curriculum, in consultation with parents/carers, the school will report on a student's progress/achievement in terms of the modified curriculum.

## St Maria Goretti's Whole School Assessment

Year	Term 1	Term 2	Term 3	Term 4
<b>KINDY</b>	<ul style="list-style-type: none"> <li>• Screen of Communication skills</li> </ul>			<ul style="list-style-type: none"> <li>• Pre-Literacy Screen (Early Term 4)</li> </ul>
<b>PRE-PRIMARY</b>	<ul style="list-style-type: none"> <li>• On entry assessment</li> <li>• Running Records</li> <li>• BIG Write Cold Assessment Week 1 (recount)</li> <li>• BIG Write Cold Assessment late term (Narrative)</li> <li>• Letters and Sounds ??</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Mid Term Big Write Cold Assessment (Narrative)</li> <li>• Letters and Sounds ??</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• On entry assessment for students identified</li> <li>• Big Write Cold Assessment (Recount) in testing week</li> <li>• Letters and Sounds ??</li> </ul>
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>• Observation Survey</li> <li>• Running Records</li> <li>• Informal Prose Inventory (IPI) above level 30</li> <li>• BIG Write Cold Assessment Week 1 (recount)</li> <li>• BIG Write Cold Assessment late term (Narrative)</li> <li>• Letters and Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Practice PAT Tests</li> <li>• Words Their Way Primary spelling inventory</li> <li>• Mid term BIG Write Cold Assessment (Exposition)</li> <li>• Letters and Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Informal Prose Inventory (IPI) above level 30</li> <li>• Practice PAT Tests</li> <li>• Mid Term Big Write Cold Assessment (Narrative)</li> <li>• Letters and Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• South Australian Spelling Test</li> <li>• PAT Maths</li> <li>• PAT Reading</li> <li>• Words Their Way Primary spelling inventory</li> <li>• Big Write Cold Assessment (Recount) in testing week</li> <li>• Letters and Sounds</li> </ul>



<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Informal Prose Inventory (IPI) above level 30</li> <li>• Words Their Way Primary spelling inventory</li> <li>• Observation Survey               <ul style="list-style-type: none"> <li>○ Full assessment for students under level 20</li> <li>○ All students above level 20 do some of the survey</li> </ul> </li> <li>• BIG Write Cold Assessment Week 1 (recount)</li> <li>• BIG Write Cold Assessment late term (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Mid term BIG Write Cold Assessment (Exposition)</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Informal Prose Inventory (IPI) above level 30</li> <li>• Words Their Way Primary spelling inventory</li> <li>• Mid Term Big Write Cold Assessment (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• PAT Reading</li> <li>• PAT Maths</li> <li>• PAT Grammar</li> <li>• Running Records/IPI</li> <li>• South Australian Spelling Test</li> <li>• Big Write Cold Assessment (Recount) in testing week</li> </ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Informal Prose Inventory (IPI) above level 30</li> <li>• Words Their Way Elementary spelling inventory</li> <li>• Lexile/Literacy Profiles</li> <li>• Observation Survey for students below level 20</li> <li>• BIG Write Cold Assessment Week 1 (recount)</li> <li>• BIG Write Cold Assessment late term (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Lexile/Literacy Profiles</li> <li>• NAPLAN (week 2)</li> <li>• Mid term BIG Write Cold Assessment (Exposition)</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Informal Prose Inventory (IPI) above level 30</li> <li>• Words Their Way Elementary spelling inventory</li> <li>• Lexile/Literacy Profiles</li> <li>• Mid Term Big Write Cold Assessment (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• PAT Reading</li> <li>• PAT Maths</li> <li>• PAT Grammar</li> <li>• PAT Science</li> <li>• Running Records</li> <li>• South Australian Spelling Test</li> <li>• Lexile/Literacy Profiles</li> <li>• Big Write Cold Assessment (Recount) in testing week</li> </ul>

<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>• Lexile/Literacy Profiles</li> <li>• Informal Prose Inventory (IPI)</li> <li>• Words Their Way Elementary spelling inventory</li> <li>• BIG Write Cold Assessment Week 1 (recount)</li> <li>• BIG Write Cold Assessment late term (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile/Literacy Profiles</li> <li>• Mid term BIG Write Cold Assessment (Exposition)</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile/Literacy Profiles</li> <li>• Informal Prose Inventory (IPI)</li> <li>• Words Their Way Elementary spelling inventory</li> <li>• Mid Term Big Write Cold Assessment (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• PAT Reading</li> <li>• PAT Maths</li> <li>• PAT Grammar</li> <li>• South Australian Spelling Test</li> <li>• Lexile/Literacy Profiles</li> <li>• Big Write Cold Assessment (Recount) in testing week</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>• Lexile/Literacy Profiles</li> <li>• Informal Prose Inventory (IPI)</li> <li>• Words Their Way Upper spelling inventory</li> <li>• BIG Write Cold Assessment Week 1 (recount)</li> <li>• BIG Write Cold Assessment late term (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile/Literacy Profiles</li> <li>• NAPLAN (week 2)</li> <li>• Mid term BIG Write Cold Assessment (Exposition)</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile/Literacy Profiles</li> <li>• Informal Prose Inventory (IPI)</li> <li>• Words Their Way Upper spelling inventory</li> <li>• Mid Term Big Write Cold Assessment (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• PAT Reading</li> <li>• PAT Maths</li> <li>• PAT Grammar</li> <li>• South Australian Spelling Test</li> <li>• Lexile/Literacy Profiles</li> <li>• Big Write Cold Assessment (Recount) in testing week</li> </ul>
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>• Lexile/Literacy Profiles</li> <li>• Informal Prose Inventory (IPI)</li> <li>• Words Their Way Upper spelling inventory</li> <li>• BIG Write Cold Assessment Week 1 (recount)</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile/Literacy Profiles</li> <li>• Mid term BIG Write Cold Assessment (Exposition)</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile/Literacy Profiles</li> <li>• Informal Prose Inventory (IPI)</li> <li>• Words Their Way Upper spelling inventory</li> <li>• Mid Term Big Write Cold Assessment (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• PAT Reading</li> <li>• PAT Maths</li> <li>• PAT Grammar</li> <li>• South Australian Spelling Test</li> <li>• Lexile/Literacy Profiles</li> </ul>

	<ul style="list-style-type: none"> <li>• BIG Write Cold Assessment late term (Narrative)</li> </ul>			<ul style="list-style-type: none"> <li>• Big Write Cold Assessment (Recount) in testing week</li> </ul>
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*Note:*

*Rubrics require 3 star success criteria achievement descriptors*

*Parents/teachers may request interviews regarding a student at any time during the year if required.*

Term 1	Assessment
Weeks 1-3	Parent interviews to gather information on child
<p><b>Digital learning Journeys: SEESAW</b></p> <p><b>Terms 1&amp;2 from Week 6 Term 1.</b></p> <p>Digital learning journeys (DLJ) will replace our progress files and fall more in line with our Walker learning approach. Each child will need to have one piece of evidence indicating learning in each learning area(adjacent) across the semester. This can be done each day in line with focus children. Every 3 weeks a child will have a piece of evidence placed on their DLJ accompanied by rubric and achievement. Each child's piece of learning evidence maybe be in a different form from the other. Learning Evidence is not limited to but can come in the form of tests, projects, photographs, videos.</p>	<p><b>Religion:</b> Assessment task for each unit taught with a <b>rubric or outcome</b> at top of page – depends on task</p> <p><b>Spelling</b> - End of unit assessments from WTW or Letters and Sounds. <b>Spelling tests, checklists</b></p> <p><b>Writing</b> - Pre/Post samples writing genres that were covered – <b>Rubric completed by both teacher and student</b></p> <p><b>Reading</b> - Skills checklist or - Comprehension assessments (minimum of 1 per semester) –</p> <p><b>Mathematics</b> - Pre/post assessment tasks for units taught – <b>Rubric</b> - Only pre if necessary – one for each strand by the end of term 2</p> <p><b>HASS, Science, Technologies, Health: (examples)</b> Any tests or selected work samples- <b>With outcome sheet</b> Education research project, if they have been done – <b>Rubric</b> Pre/Post unit brainstorm of 'What I Know'</p> <p><b>Specialist Music, Art , Sport,</b> 1 piece of evidence per child per semester</p>

Term 2	Assessment
Week 1	Parent teacher interview Monday of Week 1 using Digital Learning Journey, standardised tests and class work as basis for discussion and expected Semester 1 grades to be discussed.
Week 3	NAPLAN Year 3,5
DLJ continues all term	See above in Term 1
Year 3-6 Expo	Expos will be held individually by each class for students to articulate their learning with their Education Research Project to their parents. Each class is to organise from Week 5, Term 2 in conjunction with Assistant Principal and then communicate to parents and office staff. (These oral discussions/presentations may even form part of a student's assessment).
Week 9	Reports Due
Week 10	First Semester Reports sent home
Term 3	Assessment
Digital Learning Journeys: Terms 3&4 as per semester 1	<p><b>Religion:</b> Assessment task for each unit taught with a <b>rubric or outcome</b> at top of page – depends on task</p> <p><b>Spelling</b> - End of unit assessments from WTW or Letters and Sounds. <b>Spelling tests, graph of results</b></p> <p><b>Writing</b> - Pre/Post samples writing genres that were covered – <b>Rubric completed by both teacher and student</b></p> <p><b>Reading</b> - Skills checklist or - Comprehension assessments (minimum of 1 per semester) - <b>Rubric</b></p> <p><b>Mathematics</b> - Pre/post assessment tasks for units taught – <b>Rubric</b></p>

	<p>- Only pre if necessary – one for each strand by the end of Term 3</p> <p><i>HASS, Science, Technologies, Health: (examples)</i> Any tests or selected work samples- <b>With outcome sheet</b> Education research project, if they have been done – <b>Rubric</b> Pre/Post unit brainstorms of 'What I Know'</p> <p><i>Specialist Music, Art , Sport:</i> 1 piece of evidence per child per semester</p>
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Authorised by	Mr Darren McDonald	Signature:	
		Date:	13/12/21
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