



## St Maria Goretti's Catholic School

### Assessment and Reporting Procedures

Sources of Authority	
Executive Directive	Curriculum Assessment and Reporting

#### Aim

Assessment is integral to all aspects of learning to meet the learning and development needs of all students and to provide for the integration of faith, life and culture.

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.

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.

#### Scope

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



## 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 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.

The curriculum shall be inclusive and flexible to respond to the 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 IEP (Individual Education Plan) will meet with teachers, parents, and the Learning Support Team.

### 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 both Mid-Year and End of Year.

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.

Year	Term 1	Term 2	Term 3	Term 4
<b>KINDY</b>	Screen of communication skills			Pre-Literacy Screen (Early Term 4)
<b>PP</b>	<ul style="list-style-type: none"> <li>- On entry assessment</li> <li>- Running Records</li> <li>- BIG Write Baseline Assessment Week 1 (recount)</li> <li>- Letters and Sounds</li> <li>- Big Write</li> <li>- Cold Assessment (Narrative) Week 9</li> </ul>	<ul style="list-style-type: none"> <li>- Running Records</li> <li>- Letters and Sounds</li> <li>- Big Write Cold Assessment (Persuasive) Week 5</li> </ul>	<ul style="list-style-type: none"> <li>- Running Records</li> <li>- Letters and Sounds</li> <li>- Big Write Cold Assessment (Narrative) Week 6</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) Week 4</li> <li>- Letters and Sounds</li> </ul>
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>- BIG Write Baseline Assessment Week 1 (recount)</li> <li>- Running Records (PM)</li> <li>- BURT Word Reading (Week 8-10)</li> <li>- MAI – Maths (Week 3 6)</li> <li>- Letters and Sounds</li> <li>- Phonemic Awareness Assessment (Heggerty)</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Persuasive) Week 5</li> <li>- Running Records</li> <li>- Letters and Sounds</li> <li>- BURT Word Reading (Week 1&amp;2)</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Narrative) Week 6</li> <li>- Running Records</li> <li>- Letters and Sounds</li> <li>- <b>Phonics Check (New)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Recount) Week 4</li> <li>- Running Records</li> <li>- South Australian Spelling Test</li> <li>- PAT Maths Adaptive (Week 2)</li> <li>- PAT Reading Adaptive (Week 2)</li> <li>- Letters and Sounds</li> <li>- Phonemic Awareness Assessment (Heggerty)</li> </ul>

<p><b>YEAR 2</b></p>	<ul style="list-style-type: none"> <li>- BIG Write Baseline Assessment Week 1</li> <li>- (recount)</li> <li>- MAI N&amp;A (Week 3-6)</li> <li>- Running Records</li> <li>- Words Their Way</li> <li>- Primary spelling</li> <li>- Inventory</li> <li>- Brightpath Number &amp; Algebra (Test 1) Week 1</li> <li>- BURT Word Reading (Week 8-10)</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment</li> <li>- (Persuasive) Week 5</li> <li>- Running Records</li> <li>- Brightpath Maths Statistics &amp; Probability (Test 1) Week 1</li> <li>- BURT Word Reading (Week 1&amp;2)</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Narrative) Week 6</li> <li>- Running Records (PM Benchmark)</li> <li>- Words Their Way Primary spelling inventory</li> <li>- Brightpath Maths Measurement &amp; Geometry (Test 2) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Recount) Week 4</li> <li>- PAT Reading Adaptive (Week 2)</li> <li>- PAT Maths Adaptive (Week 2)</li> <li>- Running Records</li> <li>- South Australian Spelling Test</li> <li>- Brightpath Maths Number &amp; Algebra (Test 3) Week 1</li> </ul>
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<p><b>YEAR 3</b></p>	<ul style="list-style-type: none"> <li>- BIG Write Basline</li> <li>- Assessment Week 1</li> <li>- (recount)</li> <li>- NAPLAN</li> <li>- Running Records</li> <li>- Informal Prose</li> <li>- Inventory above level 30</li> <li>- Words Their Way Elementary spelling inventory</li> <li>- Lexile/Literacy Profiles</li> <li>- Brightpath Number &amp; Algebra (Test 1)</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Persuasive) Week 5</li> <li>- Running Records</li> <li>- Lexile/Literacy Profiles</li> <li>- Brightpath Maths Statistics &amp; Probability (Test 1) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Narrative) Week 6</li> <li>- Running Records</li> <li>- Informal Prose</li> <li>- Inventory above level 30</li> <li>- Words Their Way Elementary spelling inventory</li> <li>- Lexile/Literacy Profiles</li> <li>- Brightpath Maths Measurement &amp; Geometry (Test 2) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Recount) Week 4</li> <li>- PAT Reading Adaptive (Week 2)</li> <li>- PAT Maths Adaptive (Week 2)</li> <li>- Running Records</li> <li>- South Australian Spelling Test</li> <li>- Lexile/Literacy Profiles</li> <li>- Brightpath Maths Number &amp; Algebra (Test 3) Week 1</li> </ul>
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<p><b>YEAR 4</b></p>	<ul style="list-style-type: none"> <li>- BIG Write Baseline Assessment Week 1 (recount)</li> <li>- Lexile/Literacy Profiles</li> <li>- Informal Prose Inventory</li> <li>- Words Their Way Elementary spelling Inventory</li> <li>- Brightpath Number &amp; Algebra (Test 1) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Persuasive) Week 5</li> <li>- Lexile/Literacy Profiles</li> <li>- Brightpath Maths Statistics &amp; Probability (Test 1) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Narrative) Week 6</li> <li>- Lexile/Literacy Profiles</li> <li>- Informal Prose Inventory</li> <li>- Words Their Way</li> <li>- Elementary spelling Inventory</li> <li>- Brightpath Maths Measurement &amp; Geometry (Test 2) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Recount) Week 4</li> <li>- PAT Reading Adaptive (Week 2)</li> <li>- PAT Maths Adaptive (Week 2)</li> <li>- South Australian Spelling Test</li> <li>- Lexile/Literacy Profiles</li> <li>- Brightpath Maths Number &amp; Algebra (Test 3) Week 1</li> </ul>
<p><b>YEAR 5</b></p>	<ul style="list-style-type: none"> <li>- BIG Write Baseline Assessment Week 1 (recount)</li> <li>- NAPLAN</li> <li>- Lexile/Literacy Profiles</li> <li>- Informal Prose Inventory</li> <li>- Words Their Way Upper spelling Inventory</li> <li>- Brightpath Number &amp; Algebra (Test 1) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Persuasive) Week 5</li> <li>- Lexile/Literacy Profiles</li> <li>- Brightpath Maths Statistics &amp; Probability (Test 1) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Narrative) Week 6</li> <li>- Lexile/Literacy Profiles</li> <li>- Informal Prose Inventory</li> <li>- Words Their Way Upper spelling inventory</li> <li>- Brightpath Maths Measurement &amp; Geometry (Test 2) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Recount) Week 4</li> <li>- PAT Reading Adaptive (Week 2)</li> <li>- PAT Maths Adaptive (Week 2)</li> <li>- South Australian Spelling Test</li> <li>- Lexile/Literacy Profiles</li> <li>- Brightpath Maths Number &amp; Algebra (Test 3) Week 1</li> </ul>

<p><b>YEAR 6</b></p>	<ul style="list-style-type: none"> <li>- BIG Write Basline</li> <li>- Assessment Week 1 (recount)</li> <li>- Lexile/Literacy Profiles</li> <li>- Informal Prose Inventory</li> <li>- Words Their Way Upper spelling Inventory</li> <li>- Brightpath Number &amp; Algebra (Test 1) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Persuasive) Week 5</li> <li>- Lexile/Literacy Profiles</li> <li>- Brightpath Maths Statistics &amp; Probability (Test 1) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Narrative) Week 6</li> <li>- Lexile/Literacy Profiles</li> <li>- Informal Prose Inventory</li> <li>- Words Their Way Upper spelling inventory</li> <li>- Brightpath Maths Measurement &amp; Geometry (Test 2) Week 1</li> </ul>	<ul style="list-style-type: none"> <li>- Big Write Cold Assessment (Recount) Week 4</li> <li>- PAT Reading Adaptive (Week 2)</li> <li>- PAT Maths Adaptive (Week 2)</li> <li>- South Australian Spelling Test</li> <li>- Lexile/Literacy Profiles</li> <li>- Brightpath Maths Number &amp; Algebra (Test 3) Week 1</li> </ul>
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*Rubrics require 3 star success criteria achievement descriptors  
Parents/teachers may request interviews regarding a student at any time during the year if required.*

**Formal Parent Interview – Week 10 Term 1**

Term 1	Assessment
<p>Digital learning Journeys: SEESAW Terms 1&amp;2 from Week 6 Term 1. Digital learning journeys (DLJ)</p> <p>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>Religion: Assessment task for each unit taught with a rubric or outcome at top of page – depends on task</p> <p><i>Spelling</i> - End of unit assessments from WTW or Letters and Sounds. Spelling tests, checklists</p> <p><i>Writing</i> - Pre/Post samples writing genres that were covered – Rubric completed by both teacher and student</p> <p><i>Reading</i> - Skills checklist or - Comprehension assessments (minimum of 1 per semester) –</p> <p><i>Mathematics</i> - Pre/post assessment tasks for units taught – Rubric - Only pre if necessary – one for each strand by the end of term 2</p> <p><i>HASS, Science, Technologies, Health: (examples)</i> Any tests or selected work samples- With outcome sheet Education research project, if they have been done – Rubric Pre/Post unit brainstorms of 'What I Know' <i>Specialist Music, Art , Sport,</i> 1 piece of evidence per child per semester</p>



<b>Term 2</b>	<b>Assessment</b>
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	Mid-Year Reports
<b>Term 3</b>	<b>Assessment</b>
Digital Learning Journey: as per Term 1	As per Term 1
<b>Term 4</b>	<b>Assessment</b>
Digital Learning Journey: as per Term 1	As per Term 1 Final Week - End of Year Reports

Authorised by	Mr Kim Hughes	Signature:	K. Hughes
		Date:	30/01/2025
Effective Date:	30/01/2025	Next Review:	30/01/2026

