



# St. John's Mullumbimby Assessment and Reporting Policy

## **School Commitment**

The School is committed to the process of collecting, interpreting and reporting information about students' learning. Data collected through assessment tasks is used to inform teachers' planning for learning, as well as whole-school plans.

The School recognises that parents have a fundamental right to share in the decisions that affect the education of their children. Therefore, the school is committed to providing parents and guardians with formal reports, work samples and learning conferences where their child's achievements are celebrated and progress is reported on.

## **Aim**

Assessment and reporting procedures are an integral part of the education process. The aim of this policy is to ensure consistency and continuity in the assessment and reporting of student performance.

## **School Process**

Teachers at St. John's use the NSW Syllabus for the seven Key Learning Areas to collaboratively plan, program, develop meaningful learning experiences and to devise assessment tasks. There are various assessment tasks developed to assess student capabilities in all Key Learning Areas.

These assessment practices provide a framework for the assessment system within which teachers make a professional judgement about the achievements of their students. When teachers make a professional judgement about student performance they carefully consider the grade descriptions from the Common Grade Scale, together with the Syllabus Standards. At St. John's the A to E grading scale is used to report student academic performance for students in Year 1 to 6. This grade scale summarises the standard or quality of achievement associated with each grade. The scale describes:

- The *depth* of knowledge and understanding and;
- The *range* of skills that students working at that standard typically show.

<b>Grade</b>	<b>Common Grade Scale</b>
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

The school collects the cohort spread of grades across the Key Learning Areas at the end of each semester. Parents can request this comparative data which clearly shows the number of students in each of the achievement levels A- E.

Grades are only one aspect of reporting to parents at St John's. Other important tools are teacher comments, parent-teacher-student learning conferences and information about student effort, application, behaviour and work habits.

The School uses PP reports for students who are currently working on Personalised Plans. Parents may request, in writing, that their child's progress not be reported using the Common Grade Scale. In these cases, the student is not counted in the cohort and he/she must receive a special School PP Report. The school will notify parents of this option at least once per year.

Parents are issued with reports at the end of Semester One and Two. All reports are written using plain English, avoiding the use of jargon. Parents at St John's are provided with the opportunity to discuss each written report. Parents are allocated a fifteen minute interview session. During this session, the parents are shown work samples and other evidence of the child's achievements.

Copies of reports are saved electronically on our SchoolWorx system for retrieval purposes.

Evaluation and review of assessment procedures and reporting systems will be an ongoing process at St John's.

## ***Non-standardised, criteria-based assessment expectations for teachers at St. John's:***

Throughout the year teachers will collect the following assessment requirements for students in their class. Copies of these assessments will be uploaded to our MBYP Google Drive Work Samples Folder at the *end of each Term*, and sent home in paper form to parents at the *end of each Semester*.

It is expected that teachers will work collaboratively to develop common assessment tasks and criteria for assessment. All work sample assessments must have a five point grade scale and must be marked according to criteria. This may be in the form of an assessment rubric, a checklist of indicators or a teacher comment which addresses the depth to which an outcome or set of indicators have been achieved.

### ***English***

- Writing – 1 writing sample assessed using criteria based marking
- Reading – 1 reading comprehension task assessed using criteria based marking (this may take the form of a story retell, book review or other reading response task)

### ***Mathematics***

- 2 assessed outcomes from a variety of strands

### ***Religion***

- 2 work samples assessed using criteria based marking from different units

### ***History / Geography***

- 1 History task assessed using criteria based marking (Semester 1)
- 1 Geography task assessed using criteria based marking (Semester 2)

### ***Science & Technology***

- 1 Science task assessed using criteria based marking

## ***Criteria based marking systems***

All assessments developed at St John's will be assessed using a five point scale criteria based marking system. Kinder to Year 2 use a star based criteria (1 star to 5 stars). Stage 2 and Stage 3 use a word based criteria to align with the wording in report cards (extensive, thorough, sound, basic, elementary). A-E is only used on report cards.

## Standardised assessments- Literacy and Numeracy

Throughout the year, there will be opportunities for teachers to gather data about students' progression towards outcomes through standardised testing. At St. John's, we understand that standardised testing provides a snapshot of student performance on a given day. The data collected through this kind of assessment should be used in conjunction with teacher driven, formative assessments to make judgement on student performance and inform planning for future learning.

<b>Kindergarten</b>  ** on-going tracking recorded on the Diocesan Learning Plans every term	<b>Semester 1</b>	
	Best Start Assessment	Term 1, Week 1
	MAI	Term 1, Week 1
	Running Record	Semester 1
	<b>Semester 2</b>	
	Words Their Way Spelling assessment	Term 4, Week 4
	Running Record	Semester 2
<b>Year 1</b>  ** on-going tracking recorded on the Diocesan Learning Plans every term	<b>Semester 1</b>	
	MAI	Term 1, Week 1
	PAT Reading, Comprehension & Maths	Term 1, Week 4
	Words Their Way Spelling assessment	Term 1, Week 4
	Running Record	Semester 1
	<b>Semester 2</b>	
		PAT Reading, Comprehension & Maths
	Words Their Way Spelling assessment	Term 4, Week 4
	Running Record	Semester 2
<b>Year 2</b>  ** on-going tracking recorded on the Diocesan Learning Plans every term	<b>Semester 1</b>	
	MAI	Term 1, Week 1
	PAT Reading, Comprehension & Maths	Term 1, Week 4
	Words Their Way Spelling assessment	Term 1, Week 4
	Running Record	Semester 1
	<b>Semester 2</b>	
		PAT Reading, Comprehension & Maths
	Words Their Way Spelling assessment	Term 4, Week 4
	Running Record	Semester 2

<b>Stage 2</b> Year 3 NAPLAN testing Week 3, Term 2	<b>Semester 1</b>	
	MAI	Term 1, Week 1
	PAT Reading, Comprehension & Maths	Term 1, Week 4
	<i>Words Their Way</i> Spelling assessment	Term 1, Week 4
	Running Record	Semester 1
	<b>Semester 2</b>	
PAT Reading, Comprehension & Maths	Term 4, Week 4	
<i>Words Their Way</i> Spelling assessment	Term 4, Week 4	
Running Record	Semester 2	
<b>Stage 3</b> Year 5 NAPLAN testing Week 3, Term 2	<b>Semester 1</b>	
	MAI	Term 1, Week 1
	PAT Reading, Comprehension & Maths	Term 1, Week 4
	<i>Words Their Way</i> Spelling assessment	Term 1, Week 4
	Running Record	Semester 1
	<b>Semester 2</b>	
PAT Reading, Comprehension & Maths	Term 4, Week 4	
<i>Words Their Way</i> Spelling assessment	Term 4, Week 4	
Running Record	Semester 2	

\* *Running Records to be completed per Semester until a student is confident with reading and comprehension at Level 30*

### **Parent Communication**

Relationships and communication with parents and families is vital to ensure success with student learning. To enable positive relationships are built between school and home, the following is required every term:

1. Term Overview - 1 page outlining what you are teaching in each KLA
2. Timetable - outlining what is taught when and by whom
3. Newsletter / Photos of classroom learning - sent home twice (minimum) throughout the term to keep parents informed of upcoming events, and to celebrate learning
4. SeeSaw Work Samples - 1 student work sample per week (minimum) to be sent home on SeeSaw