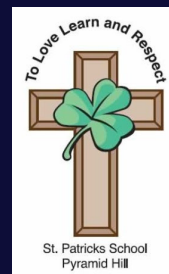# ST. PATRICK'S PRIMARY SCHOOL PYRAMID HILL

Assessment & Reporting Policy & Procedure

Rationale:

At St. Patrick's we consider assessment and reporting to be an integral part of teaching and learning. It aids in establishing open communication, gudes student learning, assists future direction and helps identify successes and areas of need.

We follow the Australian Government Student Reporting Requirements as mandated by the Australia Education Act 2013.

St. Patrick's believe that effective teaching and learning is based on ongoing assessment that is clearly defined giving immediate, positive and constructive feedback that informs future learning and encourages success enabling each Learner to be the best that they can be.

Aim:

At St. Patrick's we aim to use assessment to:

- Inform the future planning of learning and teaching.
- Develop a whole school approach to learning and teaching.
- Provide varied sources of information about Learner achievement, catering for a range of learning styles.
- Provides constant feedback to Learners on performance in a way that builds confidence and encourages continuous effort.
- Develop rich and relevant learning and teaching programs to cater for the Learners learning needs.
- Ensure common interpretations of student learning outcomes are shared with colleagues and utilise collegial expertise.
- To promote teacher's professional accountability to celebrate successes and identify areas of that require support and professional development.

Implementation:

- It is expected that teachers collect Learner data in a variety of forms and consistently to ensure that curriculum is driven by individual Learner data and targets personalised needs. All assessment records are to be archived annually with learning and teaching programs.
- School reports are written and distributed once a Semester. St. Patrick's aims to compose simple reports that are easy for all to read and understand. A follow up parent interview is always available to discuss a student report.
- Every child is assessed at the beginning, end or entry to the school in accordance with St. Patrick's Assessment Schedule, with results determining the need for further testing and/ or intervention.
- Assessment can and will include:
  - -pre and post diagnostic tasks
  - -formative and summative assessment
  - -standardised testing (eg. NAPLAN)
  - -anecdotal records
  - -student reports
  - -Individual Learning Plans (ILP's)
- A formal parent interview is offered once per Semester
- Informal and frequent communication with both Learners and parents is encouraged.
- Program Support Group (PSG's) meetings with key stakeholders for all children on Individual Learning Plans (ILP's) occurs termly

Data and Assessment collection and storage:

All Learner assessment results are collected and stored digitally using a range of technologies including:
- Google Apps for Education
- School Server
- CEVN

Assessment & Evaluation:

This policy will be reviewed annually and earlier should a need arise to do so.

APPENDIX: Testing Schedule

Reviewed: March 2019

LITERACY ASSESSMENT SCHEDULE - 2019

*Foundation Learners testing to be completed when at school full time

SEMESTER ONE - Assessment Period 1 (completed in February)				
TEST TYPE	**Foundation**	**Year 1**	**Year 2**	**Year 3-6**
Alpha Assess A - Word differentiation	YES	NO	NO	NO
Alpha Assess B (Phonetic Awareness - Comprehension)	YES	YES	YES	NO
ROL - Record of Oral Language (must be completed in February)	YES	YES - must be completed in February	YES - for students who have not yet reached maximum scores	NO
Letter Identification	YES	YES - for Learners who have not yet reached maximum scores	NO	NO
CAP - Concepts About Print	YES - Sand	NO	NO	NO
Writing Vocabulary (how many words can be scribed in 10 minutes)	NO	YES	YES	YES
Burt Word Reading Test	NO	YES	YES	YES
Running Records	YES	YES - for Learners who have not yet reached level 28	YES - for Learners who have not yet reached level 28	YES - for Learners who have not yet reached level 28
Peter's Dictation	NO	NO	YES	YES
Writing Sample - Narrative	NO	NO	YES (assess in relation to Ausvels)	YES (assess in relation to Ausvels)
ONGOING Assessment to be used throughout the year				
TEST TYPE	**Foundation**	**Year 1**	**Year 2**	**Year 3-6**
Running Records	YES	YES	YES	YES
Anecdotals Daily	YES	YES	YES	YES
Sound ID (Bertie Bears)	YES	NO	NO	NO
Pat - R To be completed prior to semester Reports	NO	NO	NO	YES
Pat - M To be completed prior to semester Reports	NO	NO	NO	YES
Fountus & Pinnell To be completed prior to semester Reports	NO	NO	NO	YES
SEMESTER TWO - Assessment Period 2 (completed in November)				

TEST TYPE	Foundation	Year 1	Year 2	Year 3-6
High Frequency Words (RAN) Checklists	YES	YES	YES	YES
Alpha Assess A - Word differentiation	YES	NO	NO	
Alpha Assess B (Phonetic Awareness - Comprehension)	YES	YES	YES	YES
ROL - Record of Oral Language (must be completed in February)	YES	YES	NO	NO
Letter Identification	YES	YES	NO	NO
CAP - Concepts About Print	YES - Stones	NO	NO	NO
Hearing & Recording Sounds in Words Form A	YES	NO	NO	NO
Writing Vocabulary (how many words can be scribed in 10 minutes)	YES	YES	YES	YES
Burt Word Reading Test	YES	YES	YES	YES
Running Records	NO	YES - for Learners who have not yet reached level 28	YES - for Learners who have not yet reached level 28	YES - for Learners who have not yet reached level 28
Peter's Dictation	NO	NO	YES	YES
Writing Sample - Narrative	NO	NO	YES (assess in relation to the Victorian Curriculum)	YES (assess in relation to the Victorian Curriculum)