
Assessment Policy



Let Your Light Shine

2015
to be reviewed
2018

RATIONALE

St Francis Xavier's Primary School acknowledges that assessing student knowledge, skills and understanding, and providing high quality feedback are critical in assisting students and parents to participate fully in the learning process. In order to improve student outcomes, it is essential that assessment practices be consistently integrated into the teaching and learning processes *and* be grounded in the Standards Referenced Framework. This assists schools to develop effective assessment practices based on a set of agreed principles encapsulating assessment **for** learning, assessment **of** learning and assessment **as** learning.

Assessment is integral to teaching and learning and has multiple purposes. (BOS, 2013)

Assessment is about reporting on students' achievements and about teaching them better through expressing to them more clearly the goals of our curricula. It is about measuring student learning; it is about diagnosing misunderstandings in order to help students to learn more effectively. It concerns the quality of the teaching as well as the quality of the learning. (Ramsden, 2003, p 177)

This policy recognises that when establishing assessment policies and procedures we should take into account the diversity of students enrolled in our school. Our assessment practices must be inclusive and consistent with the Catholic ethos.

In implementing this policy; all members of staff need to ensure that privacy laws are upheld and that confidentiality of individual students is maintained.

AIMS

At St Francis Xavier's we aim to embed assessment as part of the teaching learning cycle:

1. Foster responsibility for learning by ensuring that teachers provide students; within the context of everyday classroom activities; as well as planned assessment events; with varied opportunities to demonstrate their learning (*BOS Syllabuses 2004*).
2. Identify the processes that are used in the school for the gathering; identification; and interpreting of information relevant to student learning.
3. Identify the assessment mechanisms that are used in the school.
4. Identify how the information that is gathered is used to inform parents; teachers and students.
5. Identify the reporting process that the school uses to inform parents; students and other stakeholders.
6. Identify how the processes and procedures in relation to assessment are evaluated.

IMPLEMENTATION

Definition

Assessment is the process of gathering; analysing and interpreting information (formative) and describing student performance in relation to stated learning outcomes on a K – 6 learning continuum (summative).

Assessment Responsibilities

As part of the teaching and learning cycle, teachers will be responsible for developing assessment experiences that:

- Meeting BOSTES and system requirements
- Incorporate *assessment for learning*, *assessment as learning* and *assessment of learning*
- Measure student achievement against BOSTES syllabus outcomes
- Are planned, open-ended and challenging to allow students the opportunity to demonstrate all levels of achievement (see Assessment Plan Appendix 2)

- Are differentiated to provide the most suitable opportunities for students to demonstrate what they know and can do (see Appendix 4)
- Include 'criteria for success' related to student performance so that students have a clear understanding of what it means to do well on particular tasks
- Provide meaningful feedback to students
- Will enable them to plan further learning and teaching
- Monitor and record student progress

Teachers will also be responsible for:

- the analysis of data from NAPLAN Years 3 and 5 and ensuring this data is used to guide the design of targeted learning activities
- engaging in professional dialogue with colleagues and using the online Assessment Resource Centre (ARC)
- recording and updating ELK
- administering, recording and tracking standardised tests and SENA (see Appendix 3)

The Executive will be responsible for:

1. responding to system initiatives in relation to assessment.
2. leading the development; implementation and review of the school policy.
3. ensuring that staff are kept up to date with BOSTES requirements.
4. ensuring that assessment policies and procedures are implemented by all teachers in the school.
5. providing ongoing opportunities for collaboration between teachers to ensure consistency of judgement and the sharing of assessment strategies and recording methods.
6. managing and maintaining accurate records of assessment practices and student assessments.
7. providing regular opportunities for parents and carers to be informed about student progress.
8. participating in the analysis and discussion of assessment data; both internal and external.
9. committing appropriate resources to the ongoing development of assessment practices.
10. informing parents and the wider community of assessment policies and practices.
11. reporting student achievement as required by government authorities.

PROCEDURE

1. Results of formal tests will be recorded on class tracking sheets. (see Appendix 5)
2. Results of all assessments are recorded; either as a numerical notation or an accepted form of grading; and kept in a folder separate to the class programme. This folder is to be handed up at the same time as programme supervision and should also be available at other times if requested.
3. Written Reports and Interview Request Forms (see Reporting Policy) will be sent home biannually (at the end of Semesters 2 and 4). Any parents who request interviews will be informed as to when and where these will occur.

BUDGET

To set an appropriate amount from within the school budget that will ensure the effectiveness of this Assessment Policy.

EVALUATION

This policy will be reviewed in 2018 then every three years after that or as required by CSO or Board of Studies amendments.

Appendix 1

Formative assessment

Formative assessment is the practice of building a cumulative profile of student achievement; this means informal and systematic observation of students as they engage with the content addressed in units of work as well as during day-to-day class and school activities. The syllabus indicators; as well as indicators developed specifically for units of work; will assist teachers to assess students' progress.

Summative assessment

Summative assessment is the practice of making judgments about student achievement at certain relevant points in the learning program; such as at the end of units of work; or at the end of a term or year of schooling. Formal assessment activities such as tests; projects and assignments are generally used to make summative judgments. Such assessment tools may focus on a single outcome or on a number of outcomes.

Formative and summative assessment complement each other; and both should be used to form a comprehensive profile of student achievement.

Diagnostic assessment

Information gained from assessment will be used in conjunction with other information to diagnose areas of need for individuals or groups of students and to determine students' future goals. This information informs planning and programming.

Assessing is the process of collecting; analysing and recording information about student progress towards achievement of syllabus outcomes. An important aspect of assessment is to design appropriate learning programs for all students.

The principles below underpin effective assessment.

- Ensure that distinction is made between the assessment of students' knowledge and understandings; skills; values and attitudes. Assessment of a student's knowledge of one aspect of subject matter; for example; should seek to identify and make judgments about what they know rather than their enthusiasm or interest in a topic.
- The focus for the assessment should be clear to the assessor. If the purpose is to determine what a student understands about the local community rather than their use of English; for example; then the student's use of their home language may assist them in demonstrating what they understand.
- The indicators in the syllabus and the support document provide valuable descriptions of learning that assist teachers to monitor the progress of students. Care should be taken not to see these as predetermined requirements; they are examples only.
- Judgements about achievement should not be based on one piece of evidence or performance in only one context. A student may indicate in a pen-and-paper test that they care for the environment; however; the student's actions in the playground or in other contexts may reveal a quite different attitude.
- The selection of assessment strategies should be informed by the parts of **the stage statements** that are relevant to your selected unit of work. The verbs used in the **stage statements** as well as the outcomes and indicators often suggest the assessment strategy that will provide opportunities for students to demonstrate what they know and can do.

Appendix 2 Assessment Plan

English

Area of Assessment	Examples of assessment tasks and strategies
Talking and Listening	Speeches; listening comprehension tasks; discussions; note taking; debating; role play; news; group work; following directions
Reading	Word attack activities; running records; cloze passages; observation; reading graph; comprehension activities; reading group comment sheets; multiple choice.
Writing	Quiz; punctuation passages; observation; criteria rubric; handwriting; letter formation; sequencing; text type samples; multiple choice.
Spelling	Weekly spelling tests; dictation; quizzes; multiple choice; writing tasks.
Values and Attitudes	Actions; written; spoken and visual texts; Likert scales; values continuums

Mathematics

Areas of Assessment	Examples of assessment tasks and strategies
Working Mathematically	Explanation and demonstration to others Sample of students work Questions posed by students Practical tasks such as measurement activities
Number and Algebra	Investigations and/or projects Students' oral and written reports Short quizzes Pen-and-paper tests
Measurement and Geometry	Comprehension and interpretation exercises Student-produced work examples Teacher/student discussion or interviews
Statistics and Probability	Observation of students during learning activities; including listening to students' use of language Observation of students' participation in a group activity Students' plans for and records of their solutions of problems Students' journals and comments on the process of their solutions

H.S.I.E – History/Geography

Area of Assessment	Examples of assessment tasks and strategies
Knowledge and Understanding	Quizzes; multiple choice or true / false; cloze or blanks in matrices; matching questions with answers; labelling a diagram or model; written or spoken texts.
Skills	
Acquiring information	Data collection; graphing; developing concept maps; completing timelines; interpreting various text types; assignments.
Using an inquiry process	Research projects; problem-solving; critical dialogue (student-teacher; student-student)
Social and civic participation	Debating; creating posters; performances; letter-writing.
Values and Attitudes	Actions; written; spoken and visual texts.

Science

Area of Assessment	Examples of assessment tasks and strategies
Knowledge and Understanding	Quizzes; multiple choice or true / false; cloze or blanks in matrices; matching questions with answers; labelling a diagram or model; written or spoken texts; experiments
Skills	
Investigating	Data collection; graphing; Venn Diagrams; developing concept maps; assignments; critical dialogue (student-teacher; student-student); problem-solving
Working Scientifically	Observation; criteria based activities; checklists; work samples; research projects; problem-solving; critical dialogue (student-teacher; student-student); student explanations.
Working Technologically	Demonstration; observation; research.
Values and Attitudes	Actions; written work; observation.

Religion

Area of Assessment	Examples of assessment tasks and strategies
Jesus and Scripture	<p>The DEEP pedagogy requires teachers to teach and assess with tasks that require students to use all four quadrants of the brain. Assessment in RE is within the DEEP Thinking framework.</p> <ul style="list-style-type: none"> • <i>Connected Thinking</i> – learning maps, paper chains, reflective sorting, gold panning, 3-2-1 connect, find the rule ... • <i>Explorative Thinking</i> – fill the box, postcard thinking, probing questions, question web, think-pair-share, field discussion ... • <i>Intuitive Thinking</i> – wondering questions, wallpaper thinking, think outside the square, Ying & Yang, Y charts, similes ... • <i>Critical Thinking</i> – sink the boat, 80/20 thinking, decision making matrix, four corners, fact or fib, jigsaw discussion ... • <i>Reflective Thinking</i> – hand prints, DEAF thinking, quiz champion, patchwork quilt, paraphrase passport, ticket of leave ... • <i>Elaborative Thinking</i> – character cloning, thinking sparks, Mars explorer, choose your own adventure, FALL strategy, chain reaction, truth statements ... <p>Teacher set tests and assessment tasks Creative arts tasks Classroom participation and interest</p>
History and Beliefs	
Celebration and Prayer	
Justice and Morality	

P.D.H.P.E

Area of Assessment	Examples of assessment tasks and strategies
Knowledge and Understanding	Quizzes; multiple choice or true/false tests; cloze passages; blanks in matrices; matching questions with answers; labelling diagrams or models; written and spoken texts
Skills	
Communicating	Written spoken and visual texts; movement performances; debates; multimedia presentations
Decision Making	Role-plays; scenarios; unfinished stories; mapping alternatives; identifying pros and cons
Interacting	Group performances; diary journals; group projects; peer appraisal
Moving	Dance or gym performances; skills checklists; activity journals
Problem Solving	Mind maps; essays; initiative games; action plans
Values and Attitudes	Actions; written; spoken and visual texts; Likert scales; values continuums

Creative Arts

Area of Assessment	Examples of assessment tasks and strategies
Visual Arts	<ul style="list-style-type: none">• make judgements about the qualities of finished works and works in progress based on the intentions of a unit of work, outcomes and foundation statements• observe and discuss how students have used certain techniques and explored subject matter related to the intentions of the unit, outcomes and indicators• students deliver short oral presentations about their own work or the work of others focusing on eg details, areas of interest, intentions• students collect information from exhibitions eg their own responses to works, reviews, identifying different interpretations.
Music	<ul style="list-style-type: none">• listen to, observe and discuss students' musical performances, individually or in small groups using rubrics and checklists related to the intentions of the unit, outcomes and foundation statements.• listen to and discuss students' simple compositions, created individually or in small groups using rubrics and checklists related to the intentions of the unit, outcomes and foundation statements.• have students deliver short oral presentations or written responses to examples of music they have listened to, either live or recorded.
Drama	<ul style="list-style-type: none">• observe and discuss students' drama making in groups using rubrics and checklists related to the intentions of the unit, outcomes and indicators.• discriminate the range of meanings conveyed through drama works in progress and drama performances using rubrics and checklists.• have students deliver short oral presentations or written responses to drama works they have viewed, either as live, videotaped or virtual performances.
Dance	<ul style="list-style-type: none">• observe and discuss students' dance performances, individually or in small groups using rubrics and checklists related to the intentions of the unit, outcomes and indicators• observe and discuss students' dances or movement sequences using rubrics and checklists related to the intentions of the unit, outcomes and indicators• have students deliver short oral presentations or written responses to dance works they have viewed, either as live, videotaped or virtual performances.

Appendix 3

FORMAL ASSESSMENTS

Maths (beginning term 1 and end term 4)

Kinder	Best Start	SENA 1
Year 1		SENA 1
Year 2	PAT Maths Test A	SENA 1
Year 3	PAT Maths Test 1	SENA 2
Year 4	PAT Maths Test 2	SENA 2
Year 5	PAT Maths Test 3	
Year 6	PAT Maths Test 4	

Spelling (Mid Term 2 & Term 4) (Placement tests done beginning and end of year)

Kinder	Best Start
Year 1	Ants in the Apple Placement
Year 2	Waddington Spelling 1 Ants in the Apple Placement
Year 3	Waddington Spelling 2 Ants in the Apple Placement
Year 4	Waddington Spelling 1 Ants in the Apple Placement
Year 5	South Australian Spelling (A) Ants in the Apple Placement
Year 6	South Australian Spelling (B) Ants in the Apple Placement

Comprehension / Reading (Mid term 2 and 4)

Kinder	Best Start
Year 1	P.M. Reading (Reading Recovery level) Waddington Reading (1)
Year 2	**P.M. Reading / Sails (Reading Recovery level) Waddington Reading (2)
Year 3	**P.M. Reading / Sails (Reading Recovery level) *Torch Grasshoppers Lizards Love Eggs Waddington Reading (1)
Year 4	**P.M. Reading / Sails (Reading Recovery level) **Torch Waddington Reading (2) or Waddington Reading Advanced (1)
Year 5	**Torch Waddington Reading Advanced (2)
Year 6	**Torch Waddington Reading Advanced (1)

Torch Test Administration

“The tailoring of tests to individual students is advisable since administering a test that is far too difficult or far too easy for an individual will most likely fail to produce a clear picture of what they are able to do.” (Pg 2 Torch Manual)

*As this is the first year the children do the test begin all the class on ‘Grasshoppers’.

Any children who score in the top three stanines should be retested on ‘the next level.

**Check the students [tracking sheet](#) before administering tests. Give children the same test as the last one they did the previous year then, depending on the results, proceed with the next test.

TORCH TESTS TO BE USED (in order)

Grasshoppers (A1)
Lizards Love Eggs (A3)
Getting Better (A4)
Feeding Puff (A5 & B1)
The Cats (A7)
A Horse of her Own (B3)
Iceberg Towing (B4)
I want to be Andy (B7)
The Accident (A8 & B5)
The Killer Smog of London (B6)
The Red Ace of Spades (B8)

Waddington Reading Test Administration

The children will initially do the test in Year 1 and their reading age will be recorded on the tracking sheet (see appendix 6). Children will move onto the advanced test initially in Year 4 if their reading age has moved past 11 (according to the Waddington Standard reading test). In Year 5 and Year 6 all children will do the advanced test unless their reading age is below 11.

SENA Administration

All children in Kinder will be assessed on SENA 1 mid to late Term 4 with all results recorded on Class summary sheet (see appendix 6) and tracked in ELK 2.

SENA benchmarks of achievement:

By end of Year 1 all children will be achieving in the top three areas of SENA 1

By end of Year 2 all children will have achieved the top area of SENA 1

By end of Year 3 all children will be achieving in the top three areas of SENA 2

By end of Year 4 all children will be achieving in the top area of SENA 2

Appendix 4

Strategies for Assessment with Special Needs Students

- It may be necessary for some KLA's to provide some students with an alternative assessment task or activity that is more suited to their ability level
- Give the students modified versions of whole class written tasks so that the content covered is the same but the amount of detail required in answers is less
- Shorten the actual assessment task/project or test
- Provide a reader and/or scribe for the student
- Teach test taking strategies
- Teach the format of an upcoming test such as multiple choice; short answer etc
- Give students modified versions of whole class assessment tasks/projects
- Be very specific about criteria and expectations prior to assessment/test; providing students with a list of expectations would also be helpful if the assignment is a detailed one
- Allow the student to present their assessment task/project in a different format e.g.; scrapbook instead of essay
- Allow students more time to complete assessment tasks/projects or tests
- Leave more space or provide answer boxes for students to write their answers on written tasks
- Use a variety of question types e.g.; multiple choice; short answer; sentence completion; gapped paragraphs
- Provide an example for each type of task item
- Read task directions aloud to the student and clarify understanding
- Rewrite task instructions in simple language and/or highlight/underline key points
- Keep directions brief and simple
- Provide prompts such as 'begin here'
- Use of oral questioning and answering
- Giving short rest breaks during tasks without penalty
- Allow tasks to be taken in a different area to the classroom
- For matching items; keep all matching items and choices on the same page
- Do not penalise for poor spelling or punctuation

PAT MATHS

Class:		Teacher:																		Date of Assessment:																					
PATMaths Test A																																									
[Column Sort]																								Item Type Key																	
Question Number																				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	NC	Number
Item Difficulty																				22	25	26	20	25	25	18	29	28	26	24	13	18	19	18	29	40	19	24	22	S	Space
Item Type																				NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	S	S	S	M	M	M	CD	CD	CD	M	Measurement
																				NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	S	S	S	M	M	M	CD	CD	CD	CD	Chance & Data
Surname	First Name	Student ID																		Total	Scale Score	Year 1 %ile	Year 2 %ile	Year 3 %ile	Year 4 %ile																
			C	D	B	E	C	C	A	E	A	C	D	D	A	B	C	B	B	E	C	A																			
Sample	Jan	124	N	N	N	Y	N	N	N	Y	Y	N	N	Y	N	Y	N	N	Y	N	N	N	6	14.4	32	2	1	1													
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