

Assessment and Reporting Policy

RATIONALE

At Booragoon Primary School we believe assessment for learning, of learning and as learning is integral to the achievement of high quality learning outcomes.

DEFINITION

Assessment is the process of gathering, analysing and interpreting quality information about student learning. Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development of the student. Assessment must be fair, valid, comprehensive, explicit and educative.

PURPOSE

The purpose of assessment is to:

- Facilitate student learning
- Inform the planning process
- Identify students' achievements and the extent of their progress
- Inform the identification of students at educational risk
- Improve student learning
- Enable students to set goals for their learning
- Improve the effectiveness of teachers' planning, teaching, monitoring and reporting to parents
- Enable planning for improvement in line with the targets and goals of the school's Strategic Plan
- Facilitate and broaden home/school links that will enable parents/caregivers to further assist with their child/ren's learning
- Provide data on the achievement of individual students/groups against the Australian Curriculum, as provided by the School Curriculum and Standards Authority, (SCaSA).

AIMS OF ASSESSMENT

- Enables teachers to monitor the progress of students and utilise assessment data to diagnose learning difficulties; and identify academically able students who require extension
- Enables teachers to provide regular feedback to students on what they need to do to improve their performance
- Enables adjustments to programs to ensure students have the opportunity to achieve the intended outcomes
- Informs subsequent learning programs
- Enables accurate reporting of student achievement and progress to parents
- Informs whole school and system planning, reporting and accountability procedures.

BELIEFS ABOUT ASSESSMENT

Assessment should:

- Facilitate learning
- Be based on explicit criteria that is known to the students

- Identify strengths and weaknesses
- Utilise a variety of tools and sources of evidence
- Be appropriate to the phase of schooling
- Include opportunities for self-evaluation and reflection
- Give primacy to teacher judgement
- Provide opportunities for students to work together
- Be appropriate for students with special needs

MEASURING STUDENT ACHIEVEMENT

- Assessment will be accordance with the Western Australian Curriculum and Assessment Outline, (Kindergarten – Year 10). The outline sets out the mandated curriculum, and the principles for teaching, learning and assessment in the assessment and reporting of student achievement.
- Teachers use a variety of assessment tools including NAPLAN, ESL Progress Maps, First Steps continua, On Entry Assessment, and standardised tests including Waddington (Reading and Spelling) and PAT-M and PAT-R to inform MIS.
- On-going classroom records are maintained showing each student’s achievement, analysis and diagnosis, and steps to remediate gaps and weaknesses at the individual student, group and/or whole class level.
- Teachers adhere to the BPS Reporting and Standardised Assessment Schedule

NATIONAL AND STATE ASSESSMENTS

- On Entry testing of all Pre Primary students will take place between week 3 and week 6 in Term One each year.
- NAPLAN testing will take place in Term Two each year in Year 3 and Year 5.

COMMON ASSESSMENT TASKS

- Teachers collaboratively plan and implement common assessment tasks with year level colleagues across the curriculum. Moderation practices will be used to support consistency of teacher judgements, particularly the determination of report grades.
- Brightpath will be used across the school. This tool allows teachers to make reliable professional judgements based on classroom assessment tasks. The software records assessment results and reports a range of formative and summative information to support learning and improvement.

ASSESSMENT IN PRACTICE

- Both formative (teacher facilitates learning during a task) and summative (establishes a level of achievement at the conclusion of a unit of work) assessment are utilised, as appropriate. Teachers will make judgements in relation to SCaSAs expected standards for each year level.
- Students are encouraged to set goals for their learning.
- Assessment practices are comprehensive, based on a range of tools including, but not limited to:

Criterion referenced tasks	Conferences
Regular, explicit feedback	Checklists and matrices
Open ended tasks	Peer assessment
Journals	Self-assessment
Observation	Monitoring of learning goals
Anecdotal records	Projects and products

REPORTING

- The Department of Education endorsed reporting templates are used to report achievement from Pre Primary to Year 6.
- Kindergarten teachers will develop a reporting format consistent with the Foundation outcomes in the WA Curriculum and Assessment Outline.