ST ALBERT’S CATHOLIC SCHOOL

ASSESSMENT AND REPORTING POLICY

Rationale
Assessment is a dynamic and collaborative process of gathering information in order to form the most complete picture of a student’s achievement and development in a way which will encourage and advance learning.

Reporting is communicating to others the knowledge gained from assessing student learning.

(Assessment and Reporting of Student Achievement SACCS 1998)

Evaluation is the process of determining the effectiveness of a course or unit of work and the learning and teaching methods used within them so as to make informed decisions for their improvement.

Aims
At St Albert’s Catholic School, the assessment and learning policy aims to:

- ensure that our assessment and reporting procedures take into account the students intellectual, moral, spiritual, religious, physical, emotional and social development;
- provide flexible assessment and reporting that takes into account individual differences;
- emphasise the students’ individual growth, effort and stages of development;
- emphasise student achievement and improvement rather than success or failure.

At St Albert’s Catholic School we believe the principles of assessment and reporting need to be consistent with contemporary curriculum, constructivist learning and the school’s vision statement.

Assessment and reporting procedures used will be inclusive of race, culture, class, gender and ability. It will encourage, assist and enhance the learning of all students. Students will participate in assessing their own learning and be assisted to act on the basis of the assessment. Assessment and reporting procedures should support and enhance the relationships between teacher and student and the relationship amongst students.

Teachers in our school will provide a wide variety of assessment and reporting methods where students will use a range of process to gather and provide evidence of their learning progress. This will be done in all areas of the curriculum.

Implementation
At St Albert’s Catholic School we assess:

- learning Outcomes and Essential Learning’s;
- effort;
- social Skills;
- communication Skills;
- attitude;
- process and Strategies;
- physical and personal Development.
At St Albert’s Catholic School we will report via:

- parent Information Evenings;
- open Days;
- mid Year written report (term 2);
- mid year compulsory interview (term 1);
- end of year written report;
- end of year formal interview (optional).

Written reports will be in plain English, using an A-E scale that reflects the relative achievement against the Australian Curriculum.

The aim of Reporting
Written reports will be in plain English, using an A-E scale that reflects the relative achievement against the SACSA standards.

Reporting is a process culminating in the student’s written report and the meeting between the parents and the teacher. The process here at school aims to ensure that our reporting is understandable to parents particularly through the use of clear and straightforward written reports and parent teacher interviews. Parent teacher interviews will now be offered twice each year to complement the two written reports. Interviews and reports will be provided in terms 2 and 4. In time it would be hoped that reporting would be more consistent across the education sector.

Assessment and Reporting
Teachers will provide students with opportunities to demonstrate their learning in the context of everyday classroom activities, as well as planned assessment events.

Assessment for learning:

- is an essential and integrated part of teaching and learning;
- reflects a belief that all students can improve;
- involves setting learning goals with students;
- helps students know and recognise the standards they are aiming for;
- involves students in self-assessment and peer assessment;
- provides feedback that helps students understand the next steps in learning;
- involves teachers, students and parents reflecting on assessment data when planning the next steps in learning.

Teachers use many ways to determine a student’s progress and these include:

- work samples;
- teacher observation;
- puzzle and games which demonstrate understanding;
- interviews/self assessment;
- feedback from parents;
- feedback from students;
- reflections of other teachers;
- assessment tasks to determine a student’s understanding and knowledge;
- formal testing, written or verbal;
- the student’s own assessment;
- reflection/analysis and comparison of work samples by teachers across the year level.
Reporting plays a key role in developing effective school/family partnerships to support student learning. You will be provided with an opportunity to discuss this report with your child’s teacher.

The School report covers all learning areas:

- The Arts
- Design and Technology
- English
- Health and PE
- Languages
- Mathematics
- Religious Education
- Science
- Studies of Society and Environment

Students with general and specific learning difficulties are provided with teaching methods and learning activities at school that will allow them to experience success. Important in the reporting process related to children with general and specific learning difficulties is whether the student is achieving progress towards his or her goals. A range of other assessment and reporting processes will continue to report student progress towards specific learning outcomes.

Teacher Professional Judgement

Teacher professional judgement of students’ achievement and progress is of critical importance in the reporting processes. Our teachers will continue to use their professional expertise in assessing whether students have met particular standards or are progressing towards them. The school provides opportunities for teachers to reflect on their assessment and reporting processes. Teacher assessment is not an individual activity as teachers in the same year level share their judgements with each other in order to achieve fair and balanced assessments.

Reporting Student Achievement using the AUSTRALIAN CURRICULUM

In our school we use the SACSA Framework to give teachers, parents and students an idea of what students are expected to know and do at particular points in their learning. Standards describe the way each child’s learning improves over time and what they are working towards during their schooling by building on what they already know. Each Standard is roughly equivalent to two school years, as shown in the table below.

The framework has five standards or levels and each level is linked across two years. For example, a child in Year 3 would be working to achieve standard 2 by the end of Year 4. The student in Year 4 would be working on the same standard but would normally be closer to achieving the standard. The following table shows the year levels and the relevant standard. You will note that a student in Year 7 will not be expected to achieve the standard until they attend high school.

Students may of course achieve the standards expected before the end of the particular year. The key to understanding the standards is to recognise that in odd year levels i.e. 1, 3, 5 and 7 students are working toward the standard and in even year levels 2, 4, 6 and 8 students would be expected to achieve the standard by the end of the year.
SACSA Standards and Year Levels

<table>
<thead>
<tr>
<th>Year Level</th>
<th>R</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
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<tbody>
<tr>
<td>SACSA Standard</td>
<td>1</td>
<td>→1</td>
<td>2</td>
<td>→2</td>
<td>3</td>
<td>→3</td>
<td>4</td>
<td>→4</td>
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**Reporting Scale A, B, C, D, E**

Our report uses the following achievement scale of A, B, C, D, E. However, it is important not to equate A, B, C, D and E with the traditional understanding of A, B, C, D, E where students were ranked according to who was seen to be the best and brightest students in the class. This was usually based on exams and tests.

Rather our scale reflects whether a student has achieved the standard required. A student who achieved the standard will be given a C because the student has achieved what is expected at this year level. Students who achieve an A or B will be granted this because they have achieved beyond what is expected at this year level. Students who receive D or E have achieved little or part of what is expected at this year level. The table below summarises the reporting scale.

**What does A, B, C, D, E mean when reporting against the Australian Curriculum?**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent achievement beyond what is expected at this year level</td>
</tr>
<tr>
<td>B</td>
<td>Good achievement of what is expected at this year level</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory achievement of what is expected at this year level</td>
</tr>
<tr>
<td>D</td>
<td>Partial achievement of what is expected at this year level</td>
</tr>
<tr>
<td>E</td>
<td>Minimal achievement of what is expected at this year level</td>
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</table>

Our reports will continue to include information about your child’s progress in relation to social and personal development skills as well as their involvement in extra curricular activities. We will also report on their attendance record as there is a strong link between achievement of the standards and a student’s regular attendance at school.

This area of the report gives you more information about what is being learned and the successes and challenges that your child is experiencing. This is an important component of the report as it describes your child as a learner and names aspects of her/his progress.

You are able to request relative and comparative achievement of the child against the child’s peer group (i.e. the school year level.) The class teacher can provide this information.
Australian Government Requirements

Our reporting system complies with the “Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004” which requires all schools to provide meaningful information to parents about their child’s progress and achievement. This Act is Australian Government legislation that describes what schools must do to receive Commonwealth funding. Every four years, the Catholic sector in South Australia enters into an agreement with the Australian Government to receive funding for our schools. The agreement struck in recent times provides clear details of a range of accountability and compliance requirements that is conditional if funds are to be received. From this year (2006), schools are required to provide specific information to parents of students in Yrs 1-10, as well at attend to a range of other compliance requirements.

Conclusion

Our school has a long history of providing good information to parents about their child’s progress. We will continue to focus on this aspect of our work as we also work towards meeting the (new) requirements of the Australian Government legislation. Assessment and reporting to parents will continue to be a vital component of the work of our teachers, who are committed to providing the most comprehensive information about an individual child’s learning.

Signed:

Chairperson School Board: Justine Fogden
Principal: Jason Mittiga

Date: September 2011 Review Date: 2014