



ST. ANDREW'S GRAMMAR

**ASSESSMENT AND
REPORTING POLICY
FOR
PRIMARY SCHOOL**

<i>Date</i>	<i>Modified By</i>	<i>Ratified</i>	<i>Review</i>
July 2013	Head of Primary	2013	2014
April 2014	Head of Primary	2014	2015

CRICOS- 01488G



ST. ANDREW'S GRAMMAR

Assessment and Reporting Policy for Primary School

Objective:

Assessment is used in an ongoing way to inform teaching and develop learning programmes.

The purposes of assessment are to:

- Promote, assist and improve student learning
- Provide data to show progress and achievements of individual students or groups of students
- Is an integral part of teaching and learning, within a balanced curriculum, that maximises learning for all students
- To provide students with the opportunity for revision and future planning

TYPES OF ASSESSMENT

At St. Andrew's Grammar we use:

1. Teacher Judgement
2. Summative Assessment
3. Formative Assessment

TEACHER JUDGEMENT

Occurs on a daily basis where a teacher makes a balanced judgement on the achievement level of each student in all Learning Areas.

Teacher Judgement Includes:

- Observation of students when working individually or in group situations
- Collection of anecdotal records
- Collection of data using Summative and Formative assessment

SUMMATIVE ASSESSMENT

Occurs at a specified time and provides evidence of what the students have learned. Grades or scores contribute to the overall level on a report at the end of each semester.

Summative Assessment Includes:

- Compulsory testing in Mathematics, Reading, Spelling and Writing at the beginning of each year to establish Base Line Data or show where the student is 'at' – this could include Standardised Tests
- Compulsory testing each term in Mathematics, Reading, Spelling and Writing

- NAPLAN – Literacy and Numeracy tests for Years 3 and 5 in Term 2
- NAPLAN – Even Years testing in Literacy and Numeracy for years 2, 4 and 6 in Term 3

This data drives whole school and class planning

FORMATIVE ASSESSMENT

Is the ongoing assessment of student learning and is used to identify needs and adjust teaching accordingly and provides:

- Effective feedback to students to improve performance
- Actively involves students in their own learning and enables them to assess themselves and improve their grades and work habits

Formative Assessment Includes:

- Anecdotal records, checklists and observations
- Rubrics using levelled criteria for an activity
- Tests such as; multiple choice, true – false, short answers, matching items, cloze
- Folders, files, work books and portfolios that contain work samples
- Projects and practical work – investigations, and inquiry tasks
- Open ended tasks and problem solving
- Reports, recounts, essays and extended writing
- Reflection sheets
- Self-assessment and goal setting
- Concept maps and mind maps
- Graphic organisers
- Oral presentations
- Power point presentations
- iPad presentations

Compulsory Assessment 2014

SPELLING				
TERM	DATE	YEARS	TEST	GENERAL
Term 1 – Baseline Data	Weeks 1 & 2	1 - 6	Schonnel Graded Word Test	Select same test Years 1 & 2, Years 3 & 4, Years 5 & 6.
Term 4 – End of year graded test	Week 3 - 5	1 - 6	Schonnel Graded Word Test	

READING				
TERM	DATE	YEARS	TEST	GENERAL
Term 1 – Baseline Data	Weeks 1 & 2	1 - 3	Waddington Graded Reading Test	Select same test Years 1 & 2, Years 3 & 4, Years 5 & 6.
		4 - 6	Holborn Graded Reading Test	
Term 2 – Common Assessment Task	Week 7 - 8	1 - 6	Achievement Standard Assessments – 40 Comprehension tests	
Term 3 – Common Assessment Task	Week 2 - 3	1 - 6	Achievement Standard Assessments – 40 Comprehension tests	
Term 4 – End of year graded test	Weeks 3 - 5	1 - 3	Waddington Graded Reading Test	
		4 - 6	Holborn Graded Reading Test	

MATHEMATICS				
TERM	DATE	YEARS	TEST	GENERAL
Term 1 – Baseline Data	Weeks 1 & 2	1 - 6	iMaths tests / materials	Select same test Years 1 & 2, Years 3 & 4, Years 5 & 6.
Term 2 – Common Assessment Task	Week 7 - 8	1 - 6	Common Assessment Task file available from Head of Primary	
Term 3 – Common Assessment Task	Week 2 -3	1 - 6	Common Assessment Task file available from Head of Primary	Select Either: Number or Space & Measurement
Term 4 – End of year graded test				

WRITING				
TERM	DATE	YEARS	TEST	GENERAL
Term 1 – Baseline Data	Weeks 1 & 2	1 - 6	Recount	Select same test Years 1 & 2, Years 3 & 4, Years 5 & 6.
Term 2 – Report	Week 7 - 8	1 - 6	Report	
Term 4 – Narrative & Exposition	Week 2 - 3	1 - 3 4 - 6	Narrative Exposition	

NAPLAN				
TERM	DATE	YEARS	TEST	GENERAL
Term 2 – NAPLAN	Week 3	3 & 5	Persuasive Argument Spelling Grammar and Punctuation Reading Comprehension Numeracy	Marked externally
Term 3 – Even Years Test	Week 8	2, 4 & 6	Persuasive Argument Reading Comprehension	

REPORTING TO PARENTS

Objective:

Reporting provides parents with information regarding their child's progress throughout the year. St. Andrew's Grammar has a comprehensive reporting schedule to ensure the effective progress of all students that includes:

Term 1

- Pre-primary and Kindergarten - Interim Report
- Years 1 to 6 - Parent/Student/Teacher interview and Goal Setting

Term 2

- Pre-primary and Kindergarten - Portfolio
- Years 1 to 6 – Semester Report

Term 3

- Pre-primary and Kindergarten – Parent -Teacher interview
- Years 1 to 6 – Learning Journey

Term 4

- Pre-primary and Kindergarten – End of Year Report
- Years 1 to 6 – End of Year Report

HOMEWORK

Homework is set every week night and is an integral part of student learning. It is assessed by the teacher and consolidates work covered in class. Homework may involve reading, spelling, writing, mathematics, research, projects, assignments and the completion of classroom activities.

CLASS WORK

Class work is available for parents to view through consultation with the teacher. Examples of student work are displayed in the classroom throughout the year.

PARENT CONCERNS

If parents/guardians have concerns about student progress they are encouraged to make an appointment with their class teacher to gain an understanding regarding their child's progress and to determine 'where they are at'.