



ST. ANDREW'S GRAMMAR

Kindergarten-Pre-Primary to Year 10 Assessment and Reporting Policy

<i>Date</i>	<i>Modified By</i>	<i>Ratified</i>	<i>Review</i>
April 2006	Principal	2006	2007
February 2008	Principal	2008	2009
February 2009	Vice-Principal	2009	2010
February 2010	Vice-Principal	2010	2011
April 2014	Principal	2014	2015
March 2017	Academic Director	2017	March 2018



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Assessment and Reporting Policy for Kindergarten to Year 10

OVERVIEW

“Effective teachers administer assessments that reveal how students think. They are interested in eliciting students’ misconceptions and their pre-existing understandings in order to identify appropriate starting points for individualised teaching and learning”. (Margaret Forster, ACER, Informative Assessment: Understanding and guiding learning)

POLICY STATEMENT

St Andrew’s Grammar is a vibrant, cohesive learning community committed to excellence, which inculcates the School Curriculum and Standards Authority (SCSA) Principles of Learning, Teaching and Assessment.

The policy is consistent with the requirements of the School Curriculum and Standards Authority as prescribed by the Western Australian Curriculum and Assessment Outline: Kindergarten to Year 10: Teaching, Assessing and Reporting Policy, and the Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting (October 10, 2016).

Associated Referenced Documents

- St Andrew’s Grammar Secondary 7 to 10 Assessment Policy
- St Andrew’s Grammar Year 11 and 12 Assessment and Reporting Policy
- Students with Special Needs and Disability Policy

Introduction

Assessment is the process of gathering and interpreting evidence to make judgements about student learning. It is the crucial link between learning outcomes, content and teaching and learning activities. Assessment is used by learners and their teachers to decide where the learners are at in their learning, where they need to go, and how best to get there. The purpose of assessment is to improve learning, inform teaching, help students achieve the highest standards they can and provide meaningful reports on students' achievement.

Assessing Student Achievement

The Pre-primary to Year 10 Western Australian Curriculum provides a comprehensive set of prescribed content and Achievement Standards which St Andrew's Grammar uses to plan student learning programs, assess student progress and report to parents/carers.

The Assessment Principles and the associated Reflective Questions are used to guide teachers when planning and constructing assessment tasks: These Principles state that assessment should:

- Be an integral part of Teaching and Learning
- Be educative
- Be fair
- Be designed to meet specific purposes
- Lead to informative reporting
- Lead to school-wide evaluation processes.

Each Learning Area (English, Mathematics, Humanities and Social Sciences, Science, Health and Physical, The Arts, Technologies and Languages) have Achievement Standards for each year group from Pre-primary to Year 10. The Achievement Standard describes an expected level that the majority of students are working towards by the end of that year of schooling. The expected standard for each year is described as a C grade.

Each grade (A, B, C, D or E) that may be used to indicate a student's achievement represents a wide range of student ability. Many students may receive the same grade in Semester 1 and Semester 2. Given that work in Semester 2 builds on Semester 1, maintaining a grade indicates that students have understood more advance material and have grown in their learning.

The SCSA developed Judging Standards and associated Assessment Pointers and Annotated Work Samples (where available) are used to support teachers in making valid and reliable decisions when:

- Reporting against the Achievement Standard
- Providing assessment feedback to students and parents/carers
- Examining and explaining the difference between one student's achievement and another.

Types of Assessment

Teachers at St Andrew's Grammar use an array of assessment types to support professional judgment and drive planning and learning. Assessment can be both a formative and summative process:

- Formative assessment is assessment **for** learning and is used to provide feedback to students and teachers to promote further learning. Formative assessment includes:
 - The range of strategies that allows teachers to check students' understandings during the course of each lesson.
 - Teacher judgement
 - 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 such as Fishbones, Venn Diagrams, Placemats
- Oral presentations
- IT based presentations such as Power Point and Keynote and Stop Motion productions.
- Homework
- Summative Assessment is assessment **of** learning and contributes to the judgement of student learning for reporting.

Primary School Summative Assessments

The following tables illustrate the summative assessment activities that will be employed in Primary School. These summative assessments involve both Standardised Tests and the development of Common Assessment Task.

Spelling				
Term	Date	Years	Test	General
Term 1: Baseline Data	Week 1 – Term 1	Years 1 to 6	South Australian Graded Word Test	Record on SEQTA - Hard copy to HOP for whole of year level
Term 4: End of year graded test	Week 6 – Term 4	Years 1 to 6	South Australian Graded Word Test	

Reading				
Term	Date	Years	Test	General
Term 1: Baseline Data	Week 1 – Term 1	Years 1 to 3 Years 4 to 6	Holborn Graded Reading Test	Select the same test for each year level. Record results on SEQTA
Term 1: Comprehension Assessment Task	Week 1 – Term 1	Years 1 to 6	Achievement Standard Assessments – 1 of 40 Comprehension tests	
Term 3: Comprehension Assessment Task	Week 6 Term 3	Years 1 to 3 Years 4 to 6	Achievement Standard Assessments – 1 of 40 Comprehension tests	Hard copy to HOP for whole of year level – students rated.
Term 4: End of year graded test	Week 6 – Term 4		Waddington Graded Reading Test Holborn Graded Reading Test	

Mathematics				
Term	Date	Years	Test	General
Term 1: Baseline Data	Week 1 – Term 1	Years 1 to 6 Years 1 to 6	iMaths Tracker Book Readiness test	Select the same test for each year level.
Term 3: Common Assessment Task	Week 6 – Term 4		iMaths Tracker Book Readiness test	Collate results for each year level and record on SEQTA

Science				
Term	Date	Years	Assessment	General
Common Assessment Task for: • Years 1 and 2; • Years 3 and 4; • Years 5 and 6	Semester 2	Years 1 to 6	Use the Achievement Standards as guide for planning and assessment. Incorporate the Inquiry Skills into lessons whenever possible: • Questioning and Predicting • Planning and Conducting • Processing and analysing data and information • Evaluating / Reflection • Communicating / Recording	Common Assessment Task for each grade clearly outlining criteria for assessment in Semester 1 and 2 Topic selection and planning during collaborative meetings

Humanities and Social Sciences				
Term	Date	Years	Test	General
Semester 2 Common Assessment Task for: • Years 1 and 2; • Years 3 and 4; • Years 5 and 6	Semester 2	Years 1 to 6	• Establish the Common Assessment Task – ‘Rich Task’ • Set criteria for assessment • Ensure there is a variation/differentiation to allow grading for A, B, C Reference: SCASA Judging Standards, Work Samples and Assessment Criteria.	Select the same activity in History or Geography for: Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Years 7 to 10 Summative Assessments

Teachers will provide students with a copy of the Course Outline and Assessment Outline for their subject area. Most Learning Areas consist of a number of content or knowledge strands and the Assessment Outline usually reflect these content strands. For example: Science is organized into: Chemical Science, Physical Sciences, Biological Sciences and Earth and Space Science. Individual Assessment Outlines for each of these knowledge strands are provided to students.

Teachers employ a variety of summative assessment tasks which may include: timed test, extended answers, investigations, oral presentations, laboratory reports, research reports, construction of infographic, art work production, food preparation.

When two or more classes exist (for example 2 Year 8 English classes) teachers ensure that marks and grades are comparable across all classes. This is achieved by using common Course Outlines, common Assessment Outlines, common marking keys and rubrics, shared marking procedures. A ranked list of students is then created using the summative assessment items. When grades are allocated the teachers of all classes, in conjunction with the Head of Learning Area will examine work samples either side of grade cut offs against the Achievement Standards and Judging Standards Tools, to ensure consensus and comparability.

The Assessment Policy Year 7 to 10 2017 provides further information regarding assessment processes at St Andrew's Grammar.

Reporting Achievement

St Andrew's Grammar reports to parents and carers:

- formally, at the end of each semester on the achievements of students,
- informally, throughout the year as required or requested;
- by providing parental/carer access to student assessment outcomes and associated peer metrics via SEQTA.
- by disseminating reports from National and State-wide assessments,
- by providing opportunities for discussion between teachers and parents/carers at Parent-Teacher Interview Evenings.
- By providing an Interim Report for Year 7.

Formal reporting

Student progress is formally reported to parents/carers at the end of Semester 1 and at the end of Semester 2. The first semester reports require teachers to make a professional judgment regarding the achievement each student has demonstrated while considering the curriculum that has been taught and assessed to that point in time. Therefore, the first semester reports provide an interim achievement evaluation. The Semester 2 report reflects a student's achievement against the entire achievement standard over the school year.

St Andrew's Grammar reports on student achievement in all learning areas taught by using the following scale:

Letter Grade	Achievement Descriptor
A	The student demonstrates excellent achievement of what is expected for this year.
B	The student demonstrates high achievement of what is expected for this year.
C	The student demonstrates satisfactory achievement of what is expected for this year.
D	The student demonstrates limited achievement of what is expected for this year.
E	The student demonstrates very low achievement of what is expected for this year.

Table 1: Grade Achievement Descriptors.

All reports will include additional information about the student's attitude, behavior and effort as well as an overall teacher comment and may also contain any additional information St Andrew's Grammar considers relevant.

In Primary School, formal reporting includes:

Pre-primary and Kindergarten:

- Term 1: Interim Report and Parent/Teacher Interview
- Term 2: Semester Report and Portfolio
- Term 3: Interview
- Term 4: Semester Report and Portfolio

Years 1 to 6:

- Term 1: Interim Report and Parent/Teacher/Student Interview and goal setting
- Term 2: Semester Report
- Term 3: Learning Journey – parents are involved in viewing their child's work
- Term 4: Semester Report

Special Needs students:

- Students who are on an Independent Education Plan have a modified report
- The focus is on specific outcomes outlined in the IEP

The Formal Report includes:

In Kindergarten:

- Student achievement is reported using the Early Learning Framework and achievement standards.
- Assessment is based on twelve criteria
- The Assessment Descriptors are: Emerging, Developing, Achieved.
- A general comment is written by the teacher.

In Pre-Primary:

- Student achievement is reported using the achievement descriptors without the letter grade in English, Mathematics, Science, History, Greek, Physical Education & Health, Music & Dance and Visual Arts.
- The Assessment Descriptors are: Highly achieved, Achieved, Developing, Emerging, Not Evident.
- A general comment is written by the teacher and Head of Primary.
- Information regarding the student's progress in personal and social learning is also included.

In Years 1 and 2:

- Student achievement in all learning areas is reported using Letter Grades and Achievement Descriptors. (See: Table 1)
- A comment for English, Mathematics and a general comment is written by the teacher.
- A general comment is written by the Head of Primary.
- Information regarding the student’s progress in personal and social learning is also included in a Pastoral Report using the Assessment Descriptors: Consistently, Usually, Sometimes, Rarely.

In Years 3 to 6:

- Student achievement in all learning areas is reported using Letter Grades and Achievement Descriptors. (See: Table 1).
- A comment for English, Mathematics and a general comment is written by the teacher.
- A general comment is written by the Head of Primary.
- Information regarding the student’s progress in personal and social learning is also included in a Pastoral Report using the Assessment Descriptors: Consistently, Usually, Sometimes, Rarely.

In Years 7 to 10:

- Student achievement in all learning areas is reported using a letter grade. (see: Table 1).
- Information about the student’s attitude, collaboration, homework, independence and response to feedback against a 5-point scale (which ranges from Limited to Consistently Demonstrated) is provided.
- A comment from both the Form Teacher which focusses on the student’s involvement in activities outside of the classroom.
- A summarising comment from the Head of Secondary,
- The learning areas will report using in the detail as described in Table 2 below. In year 7 and 8, each of the subjects in Technologies and The Arts are semester based courses, not yearlong courses.
- St Andrew’s Grammar acknowledges that the transition from Year 6 to 7 is important. Interim reports for Year 7 students will be available via SEQTA before the end of Term 1 which will provide feedback to parents using a Likert Scale on how their child is adjusting to secondary school.
- Year 10 reports will also include a Semester 1 or Semester 2 examination mark.

Learning areas	Reporting requirements
English	One grade (A –E)
Mathematics	One grade (A –E)
Science	One grade (A –E)
Humanities and Social Sciences	One grade (A –E)
Health and Physical Education	One grade (A –E) for Health and One grade (A –E) for Physical Education
Language	One grade (A –E)
Technologies	For Years 7 & 8: One grade (A –E) for Food Specialisation One grade (A –E) for Digital Technology
The Arts	For Years 7 & 8 One grade (A –E) for Drama One grade (A –E) for Visual Art
Electives – which may include courses from The Arts and Technologies	For Years 9 & 10 One grade (A – E) for each elective subject studied.

Table 2: Learning area reporting requirements.

Modified Reporting

Students who are following a Documented Plan where the curriculum has been modified will not receive a grade assessed against the cohort Achievement Standard. The Academic Director and the teacher, in consultation with the student and their parents/carers, will negotiate a reporting process and format which will reflect the student's achievement in terms of the modified curriculum.

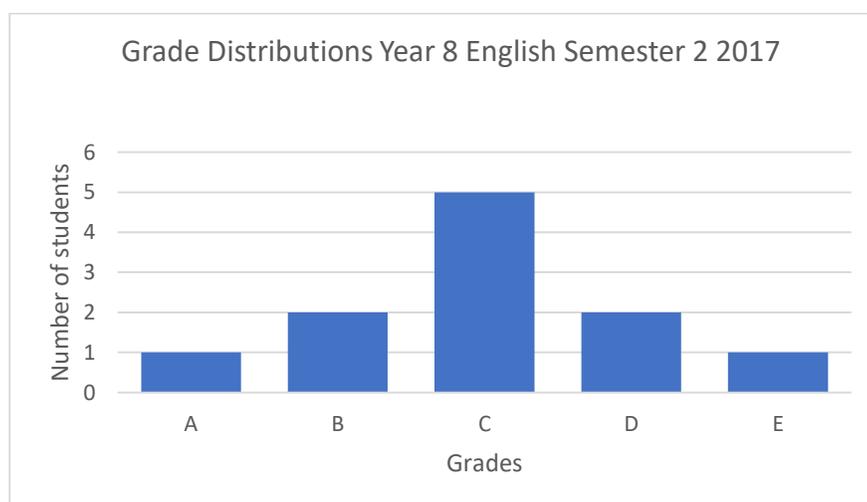
For students for whom English is an additional language/dialect, teachers may use the EAL/D Progress Map to assist in reporting achievement.

Further information about the provision of Documented Plans is provided in the 'Providing for students with Special Needs Policy'.

Year Cohort Achievement

A parent/carer may request information as to how a student's achievement compares with the student's peer group. The request needs to be directed to the Head of Secondary School for years 7 to 10, and to the Head of Primary School for Pre-primary to Year 6 students.

Parents/carers will be supplied with a graphical representation of the distribution of grades in a specific learning area or subject for the year group their child attends. An example is shown below.



Informal Reporting

Teachers make regularly judgements about student performance and provide feedback to students and their parents/carers in a variety of ways.

In Years 7 to 10, informal reporting includes:

- Explicit, transparent feedback aimed at moving the student forward in their learning will be provided for each summative assessment task in SEQTA.
- Summative assessment results are made available promptly via SEQTA.
- Phone calls, emails and letters to the parents/carers as required based upon summative or formative assessment.
- Parent, Teacher and Student Interview Nights during Term 1 and Term 2.
- Responding to parental requests for progress reports as requested.
- Staff generated SEQTA Academic Notes for commendation or concerns.
- The Academic Director reviews students' progress and will contact parents if concerned about a student's progress.

- Student participation in ICAS for English, Mathematics and Science in Years 7 to 10.

In the Primary School, Informal reporting includes:

- Student portfolios in Kindergarten and Pre-primary
- Classwork is available for parents to view through consultation with the teacher.
- Work samples are displayed in classrooms throughout the year.
- Work books are available for viewing throughout the year.
- Phone calls, emails and letters to parents/carers as required.
- Ad hoc informal conversations between parents and teachers.
- Responding to parental requests for progress reports as requested.
- Requested parent-teacher interviews.
- The Head of Primary views students' workbooks at regular intervals throughout the school year and will contact parents if concerned about a student's progress.

Statewide and National Assessment

NAPLAN

The Head of Primary School, in conjunction with teachers organises the administration of NAPLAN for Years 3 and 5 in Term 2, as well as Even Years NAPLAN testing for Years 2, 4 and 6 in Term 3.

The Head of Primary School completes a comprehensive analyses the NAPLAN results once they are available and provides to each teacher a summary of the strengths and weaknesses of individual students, the cohort and the school identified by NAPLAN. A comparison of 'Like Schools' is also conducted. Individual NAPLAN results are forwarded to parents/carers by the school.

The Head of Secondary School is responsible for:

- Ensuring parents receive the 'Information for Parents Pamphlet' and notifying parents by the school newsletter when NAPLAN will be occurring.
- Test security.
- Ensuring that invigilating teachers are familiar with the Test Administration Handbook Year 7 and 9 as well as the WA Information for Teachers pamphlet.
- Ensuring compliance with the NAPLAN Handbook for Principals and the National Protocols for Test Administration.
- Distributing to parents/carers individual student reports, along with the "Student report: Information for Parents" brochure between Wednesday 17th August and Friday 23rd September 2017.

The Academic Director is responsible for ensuring:

- that students with disabilities are catered for and refers to the 'Guidelines for Disabilities Adjustments for Timed Assessments' as well as the NAPLAN Handbook for Principals to the to determine appropriate accommodations.
<http://k10outline.scsa.wa.edu.au/home/resources/disability-adjustment-guidelines>
- Teachers can access and use Valuate.

The Academic Director and the Head of English Learning Area review the NAPLAN results to:

- Ascertain areas of strengths and weaknesses for individual students, cohorts and the school in general
- Track longitudinal data to monitor student and school level changes in scores over time.
- Identify students below the benchmarks.
- Identify students who will need to participate in OLNA in Year 10.

- Prepare a report of their findings which is shared with staff. This report is then used to drive whole school Literacy and Numeracy focus and initiatives.

OLNA

The Academic Director is responsible for:

- Accessing information detailing students who need to participate in OLNA.
- Ensuring that students with disabilities are adequately accommodated with reference to the OLNA Handbook and the 'Guidelines to disability adjustments for timed assessments', and notifying SCSA of any student needing special adjustments by the specified date.
- Informing students, parents and staff of OLNA outcomes.

The Head of Secondary School is responsible for:

- Ensuring compliance in the administration of the OLNA tests.
- Raising awareness of OLNA through the School's newsletter.
- Informing invigilating staff are familiar with the 'Supervisor's Handbook'.

The Head of English Learning Area is responsible for:

- Organizing and administering practice and example tests for students sitting OLNA.

Planning for Future Learning

The Academic Director informs secondary staff about and monitors the implementation of the Western Australian Curriculum across all learning areas, with a particular focus on facilitating the implementation of the Pre-primary to Year 10: Teaching, Assessing and Reporting Policy and Standards. The Head of Primary School oversees and monitors implementation in the Primary School.

SEQTA provide teachers with access to students' historical reporting and assessment information. By accessing NAPLAN, OLNA (when applicable), summative and formative assessment items, and historical records, staff work collaboratively and under guidance from the Head of Learning Areas and the Director of Curriculum to develop suitable differentiated learning experiences to meet the needs of all students.

All curriculum materials are stored on the school's shared drive. This includes: teaching programs, assessments and marking keys or rubrics, assessment and course outlines. This material is then reviewed at the end of each year by teachers, HOLAs and the Academic Director and the Head of Primary to evaluate the effectiveness of the teaching and assessing processes at St Andrew's Grammar.