

St Joseph's Malvern

Assessment and Reporting Procedures



St Joseph's is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

This section sets out the steps that are taken at St Joseph's to adhere to the rules of the policy and achieve the policy purpose.

Assessment is integral to the Teaching and Learning Cycle. It is the ongoing process of gathering, analysing, interpreting and using data to form judgments about a learner's understanding of the content, language, concepts and skills of a learning area and what they need to do to succeed. Teachers use assessment data to inform and modify their practice and to help learners to advance and make progress in their learning.

Methods used to assess student learning progress and achievement:

- 1.1. **Formative assessment** is integrated with the teaching and learning process. It is assessments made by teachers, learners and peers that provide information about learner progress and achievement and is used by teachers to inform adjustments to the learning program to better meet the learner's needs.
 - 1.2. **Summative assessment** is used at the end of a unit of work or learning activity to determine learner achievement against achievement standards at a point in time. Summative assessment can be used formatively to inform planning of the next steps in a whole group or individual learning program.
 - 1.3. Students with additional learning needs are assessed against the individual goals addressed in their Personalised Learning Plan (PLP) and are formally assessed (formative and summative) using modified assessment tasks.
2. **Process for developing assessment tasks:** Teachers may develop their own formal assessment tasks that are specific to their learning domain and the context in which they are teaching, for example assignments, projects, creative writing pieces, quizzes, tests etc. Effective assessment tasks are transparent and co-constructed so the learner knows the purpose of the task, what is expected and how the task will be assessed. The type of assessment task set depends on the purpose of the task. Sometimes there is an emphasis on tasks that are authentic, open-ended and require deep understanding of an area of content. In other circumstances administering a simple multiple choice assessment will provide the teacher with useful information. An effective assessment is always appropriate to its purpose and able to be readily administered by the practitioner. In selecting an appropriate assessment, consideration is given to these characteristics: reliability, validity, inclusivity, objectivity and practicality. St Joseph's has a formalised assessment schedule which outlines formative and summative assessments that occur throughout the academic year.

3. Cycle of review of assessment practices and processes

- 3.1. **Student data** is collected in accordance with the St Joseph's Assessment Schedule. The assessment schedule is evaluated annually.
- 3.2. **Collection of data** is in accordance with the assessment schedule; a number of formative and summative assessments are carried out throughout the school year. Standardised data collection includes: PAT R, PAT Maths, TORCH, PAT Spelling, SA Spelling, CUBED, ROL, Essential Assessment Pre and Post data collection, NAPLAN for Years 3 and 5
- 3.3. **Analysis of data** is continual and cyclical; it informs planning for next steps in curriculum; it measures growth in student learning; is carried out in weekly team planning sessions; is processed during whole staff meetings; it informs student handover sessions at the conclusion of the year; is utilised to assess against achievement standards and is used in reporting achievement to parents
- 3.4. **Interpretation of data:** staff at St Joseph's utilise the Student Performance Analyser (SPA), the ACER'S Online Assessment and Reporting for Schools platform (OARS) and the Essential Assessment platform to analyse and interpret data in planning sessions and staff meetings.
- 3.5. **Use of data to inform teaching and assessment practices:** data analysis enables teachers to understand what knowledge, skills and concepts the learners can demonstrate and what they have misunderstood or not yet mastered; it provides useful information about where individuals are in their learning and informs teachers in planning and delivering progressive learning opportunities; it provides useful information to report on student achievement and progress made against the standards, and assists teachers to reflect on practice, and plan and evaluate teaching and learning programs.

4. Reporting practices

- 4.1. **Formative assessment:** Teachers use formative assessment data to provide clear and specific feedback to each student to assist them to understand what they need to do to move their learning forward. The provision of feedback is integral to the teaching and learning cycle.
- 4.2. **Summative assessment:** Student achievement is measured and reported to students and parents/guardians against the Victorian Curriculum achievement standards. The achievement standards outline the essential knowledge, skills, and behaviours students are expected to demonstrate within each domain and capability.
- 4.3. **Written reports:** Student Reports are issued twice per year to parents/ guardians, at the conclusion of each semester. Parents/ guardians are able to access reports at any time online through the Nforma system and they may also access hard copies of their child's report.
- 4.4. **Student/teacher/parent** conferences take place twice per year: at the beginning of the school year in a formal information sharing session and at the beginning of Semester Two, to discuss progress as outlined in the Semester One school report and to discuss goals for the remainder of the year.
- 4.5. **Students with additional learning needs:** For students with additional learning needs where teachers are following a Personal Learning Plan, a modified report reflecting the learning goals set at the Peer Support Group (PSG) meeting is used. The Learning Diversity Leader communicates the reporting requirements to the respective teachers following the PSG meetings.

5. **Personalised Learning Plans:** Teachers and school staff work collaboratively to identify and respond to the additional learning and support needs of students. This includes consultation and collaborative planning between school staff, led by the Learning Diversity Leader, students and their parents and carers, support staff and specialist staff (internal and external providers) to address individual student needs and to set SMART goals to direct learning. PSG meetings occur each term, with staff members, the student, parents and specialists reflecting on student achievement in relation to PLP goals.
- 5.1. **NCCD data:** Throughout the school year, teachers use evidence, including discussions with parents, guardians and carers, to inform decisions about the educational adjustments that they make for students with disability. For this data collection, we record evidence that shows we have made adjustments or incorporated support within quality differentiated teaching practice for each student. All teachers incorporate notes regarding these adjustments in their weekly work programs and learning support officers complete a daily journal outlining the nature of the support given to individual students in the classroom. We collect this data throughout the school year, and for the purposes of NCCD submissions, the record of adjustments cover a minimum period of ten weeks of school education (excluding school holiday periods), in the 12 months preceding the NCCD.
- 5.2. **Participation in national testing programs such as NAPLAN:** St Joseph's participates in the annual NAPLAN testing program.

Definitions

Formative assessment is integrated with the teaching and learning process. These are the assessments made by teachers, learners and peers that provide information about learner progress and achievement and is used by teachers to inform adjustments to the learning program to better meet the learner's needs.

Summative assessment is used at the end of a unit of work or learning activity to determine learner achievement against achievement standards at a point in time. Summative assessment can be used formatively to inform planning of the next steps in a whole group or individual learning program.

Ongoing assessment is the integration of learning, performance, assessment and feedback in a cycle that promotes solid progress along the learning continuum. Frequent assessment and feedback to learners improves motivation and engagement in learning and enhances learning achievement.

Feedback is the communication about learning to a learner or teacher. Effective feedback to a learner is specific and constructive. It identifies strengths in the learner's work, highlights important areas to be developed and offers strategies for developing them. Learners provide feedback to a teacher through interactions, such as the questions they ask, the answers they give to questions, discussion and the work they submit. This feedback enables the teacher to reflect on their practice and make changes to improve learner progress and achievement.

Self-assessment encourages the learner to take ownership of their learning; they evaluate their progress or achievement and make adjustments to their learning strategies to improve their learning. The learner assesses their own progress against the learning criteria and success criteria.

Rubric -describes the quality expected in a learner's response to a task. It may be the success criteria or an elaboration of the success criteria. A rubric is made known to the learners before they

attempt a task and is discussed and may be negotiated to ensure learner understanding of the task requirements and to encourage learner ownership of their learning. A rubric provides the standard against which learners can evaluate and reflect on their performance and either continue with their learning strategies or modify them to improve their performance. It ensures assessment is transparent and fair.

Success criteria describe how learners will know when they have met a learning intention. Success criteria are made known to learners with the learning intention to ensure they understand the criteria by which the practitioner will assess their work and make judgments about their learning. Involving learners in the development of success criteria encourages them to take ownership of their learning and to self-evaluate as they work.

Moderation is a process whereby teachers develop a shared understanding of what achievement of the standard at a particular level looks like and then compare individual teacher assessments to either confirm or adjust them. The aim is to ensure teacher assessments are consistent and comparable.

Learning goal - used to distinguish the overarching aims of a unit of work or subject from the specific learning intention.

Learning intention - a description of what learners are expected to know, understand and do by the end of a lesson, unit of work or program. During the learning process, learning intentions may be modified according to the learning achievement demonstrated by learners. If developed in collaboration with the learners, they are more likely to take ownership of their learning. Learning intentions are expressed in language students can understand.