



Mount Pleasant Primary School

Assessment and Reporting Policy 2015-2016

The policy expectation is that the *Australian Curriculum* is to be used as the tool for monitoring and planning for improvement. This combined with Mount Pleasant Primary School's beliefs drives this Assessment and Reporting Policy.

RESPONSIBILITY FOR IMPLEMENTATION AND COMPLIANCE

Implementation is the responsibility of the Principal and Teachers.
Compliance monitoring is the responsibility of line managers

ASSESSMENT:-

Principles of Assessment:

- *Assessment should be an integral part of teaching and learning*
- *Assessment should be educative*
- *Assessment should be fair*
- *Assessments should be designed to meet their specific purposes*
- *Assessment should lead to informative reporting*
- *Assessment should lead to school-wide evaluation processes.*

http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice/principles_and_reflections

Purpose

Assessment should promote, assist and improve student learning by:

- Identifying students' achievements and be explicit of their progress in relation to the Australian Curriculum Achievement Standards.
- Informing programs of teaching and learning.
- Providing opportunities for students to set goals for their learning.
- Providing data that can be used to plan for improvement and realistic priorities across the whole school.

The data collection directs plans for improvement at the **individual student, classroom, phase** and **whole-school** level.

Classroom Data

Teachers collect formative and summative data (see appendix 1) on their students to inform them of student achievement. Including but not limited to requirements of Whole School Assessment Schedule.

Whole School Data

Data will be collected, collated and analysed at a school level as outlined in Whole School Assessment Schedule.

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Whole School Data Collection Schedule 2015

	K	PP	1	2	3	4	5	6
Term 1	Numeracy Diagnostic First Steps screening	On-Entry Numeracy Assessment						
		Alpha Assess – Reading Level On –going until students reach level 24			Fountas and Pinnell – Reading Assessment for identified students			
	Literacy Diagnostic Speech Screening	On-Entry Literacy Screening						
		CARS (Comprehensive Assessment of Reading Strategies) CAMS (Comprehensive Assessment of Mathematics Strategies) Week 1 – Placement Test CARS and CAMS Week 4 Pre-Test CARS and CAMS conducted over 5 days						
Term 2	Alpha Assess – Reading Level On –going until students reach level 24			Fountas and Pinnell – Reading Assessment for identified students				
					NAPLAN		NAPLAN	
		Week 5 CARS and CAMS Benchmark Test 1						
		Week 11 CARS and CAMS Benchmark Test 2						
		Semester 1 Report to Parents						
Term 3	Alpha Assess – Reading Level On –going until students reach level 24			Fountas and Pinnell – Reading Assessment for identified students				
				2014 yr 3 NAPLAN		2014 yr 5 NAPLAN		
		Week 3 CARS and CAMS Benchmark Test 3						

		Week 8 CARS and CAMS Benchmark Test 5
Term 4	Alpha Assess – Reading Level On –going until students reach level 24	Fountas and Pinnell – Reading Assessment for identified students
		Week 2 CARS and CAMS Benchmark Test 5 Week 4 CARS and CAMS Summative Test
		Week 5-6 SA Spelling Test
	Semester 2 Report to Parents	

1 Literacy and 1 Numeracy Common Assessment Task (CAT) per term to be agreed upon by year level teachers.

REPORTING

Purpose:

The Reporting processes are in accordance with the Curriculum and *Assessment Outline*, following a schedule of compulsory reporting in particular curriculum areas across the years from K to Seven. The aim of a reporting policy is to regularly and reliably report to parents/ caregivers and students in a variety of informal and formal contexts. Reporting will cover all aspects of school life including social and emotional development, academic achievement, school attendance, work habits and values.

Guiding Principles:

Staff will:

- Report in a manner that is consistent with the *Curriculum and Assessment Outline* and following Sch A (attached).
- Staff will use SCASA Judging Standards to support their Assessment
- Participate in whole school and phase team moderation in order to develop consistency in judgements.
- Monitor students' progress in relation to the Australian Curriculum Achievement Standards.
- Provide informal contact with parents/caregivers through, phone calls, notes, email and meetings.
- Meet with parents of students that are identified as at Educational Risk.
- Utilise system-endorsed data such as *NAPLAN and On-Entry*, to assist teachers in making judgements about student achievement of Achievement Standards and to plan for improvement of student outcomes.

Reporting of Student Achievement in Learning Areas

The *National Education Agreement 2009* (NEA) requires the provision to parents and carers by all schools of plain language reports twice a year that:

- a. are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement;
- b. include an assessment of the student's achievement against any available standards; and
- c. include, for subjects studied, an assessment of the student's achievement:
 - i. reported as A, B, C, D and E (or an equivalent five-point scale), clearly defined against specific learning standards; and
 - ii. relative to the performance of the student's peer group.

In Western Australia, student achievement in the learning areas taught is reported on a five-point scale for all years from Pre-primary to Year 10.

At Mount Pleasant Primary School the following table of letter grades and achievement descriptors will be used for Pre-primary to year 6

Letter grade	Achievement Descriptor
A – Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B - High	The student demonstrates high achievement of what is expected for this year level.
C - Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D - Limited	The student demonstrates limited achievement of what is expected for this year level.
E - Very low	The student demonstrates very low achievement of what is expected for this year level.

Parents/Caregivers will:

- Be provided with a range of opportunities to be involved with their child’s learning.
- Be provided with a range of opportunities to be informed on their child’s learning.
- Be provided with the opportunity to be involved in the development of their child’s IEP plan (if the child is identified at risk).

FORMAL REPORTING TO PARENTS SCHEDULE

Term 1	Term 2	Term 3	Term 4
Week 3 Class Meeting	Week 10 Summative Report	Week 8 Open Night	Week 10 Summative Report

TYPES OF ASSESSMENT

At Mount Pleasant Primary School teachers will conduct both Summative and Formative Assessment practices in order to develop a clear picture of student achievement.

SUMMATIVE:- Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the achievement standards, after completion of a unit of work or at the end of a term or semester. The aim of the assessment is to identify students' achievement at that point in time and it is particularly important that the assessments are fair and that teacher judgements are reliable.

FORMATIVE:- Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student attainment and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers that focuses on the details of specific knowledge and skills that are being learnt.

EXAMPLES OF ASSESSMENT PRACTICES AT Mount Pleasant Primary School

SUMMATIVE	FORMATIVE
CARS and CAMS	CARS and CAMS
NAPLAN	Running Records
On Entry Assessment	Questions
Standardised tests	Anecdotal Notes
Phonological Tests	Observations
Lit Net	First Steps
First Steps	Checklists
Formal Report	Rubrics
Written Assignments	Annotations
Work Samples	Work Samples
Multiple Choice	Spelling Tests
Anecdotal Records	Oral Presentations
Common Assessment Tasks	Lit Net
SA Spelling	Case Management
	Photographs

2015 – 2016 REPORTING TO PARENTS

	Semester 1 2015	Semester 2 2015	Semester 1 2016	Semester 2 2016
English – AC	Reading & Viewing PP-7	Reading & Viewing PP-7	Reading & Viewing PP-6	Reading & Viewing PP-6
	Writing PP-7	Writing PP-7	Writing PP-6	Writing PP-6
	Speaking and Listening PP-7	Speaking and Listening PP-7	Speaking and Listening PP-6	Speaking and Listening PP-6
Mathematics – AC	Number and Algebra PP-7	Number and Algebra PP-7	Number and Algebra PP-6	Number and Algebra PP-6
	Measurement and Geometry PP-7	Measurement and Geometry PP-7	Measurement and Geometry PP-6	Measurement and Geometry PP-6
	Statistics and Probability PP-7	Statistics and Probability PP-7	Statistics and Probability PP-6	Statistics and Probability PP-6
Science – AC	Science Inquiry Skills PP-7	Science Inquiry Skills PP-7		
	Science Understanding PP-7			
Humanities and Social Sciences – AC			History PP-6	History PP-6
Society and the Environment	Investigating, communication and participation 1-7	Investigating, communication and participation 1-7		
	Culture 1-7	Natural and Social Systems 1-7		
Health and PE	Interpersonal Skills 1-7	? 1-7		
	Skills for Physical Activity 1-7	Skills for Physical Activity 1-7		
Technology and Enterprise	Technological Process 1-7	Technological Process 1-7		
	Materials 1-7	Systems 1-7		
Arts – visual	Skills and Process 1-7	Skills and Process 1-7		
	Art Ideas 1-7	Art Ideas 1-7		
		Arts in Society 4-7		
Arts – music	Skills and Process 1-7	Skills and Process 1-7		
	Art Ideas 1-7	Art Ideas 1-7		
		Arts in Society 4-7		
LOTE	Listening, Responding & Speaking 3-7	Listening, Responding & Speaking 3-7		
	Viewing, Reading & Responding 4-7	Viewing, Reading & Responding 4-7		
	Writing Yr 6-7	Writing Yr 5-7		
General Comments in the Report	Self management and interpersonal skills 1-7 – See Health Syllabus (Embedded in ALL learning areas)	Self management and interpersonal skills 1-7		

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