

# Assessment, Reporting and Evaluation Policy

## SACCS & AUSTRALIAN CURRICULUM STATEMENT

Assessment is central to learning and aims to improve the quality of each student's learning.

“Assessment procedures should be consistent with the school's vision and values which seek to enhance individual respect, self-esteem, searching for the truth and a desire to learn.”

## DEFINITIONS

Assessment is the process of collecting information about student achievement and performance, determining its significance and making decisions about subsequent learning.

Reporting is the communication, either written or oral, of the assessment to the student or other audiences. While commonly seen as a formal process, it may also be a more informal one.

Evaluation is the process of determining the effectiveness of a course, unit of work or the learning/teaching methods used within them and informing decisions for their improvement.

Our Assessment and Reporting Policy support and reflects our Mission Statement

In doing this we empower so that individuals may form and articulate opinions and choices so that the uniqueness, dignity and worth of each individual may be upheld.

## ASSESSMENT STRATEGIES

This is a list of some possible strategies:

Assessment	Ways of Recording
OBSERVATION	anecdotal records checklists
CONFERENCES (discussions) Roving Booked/appointments	learning logs/journals anecdotal records
SELF ASSESSMENT	journal proformas multi-media presentations
WORK ANALYSIS	samples written comments on work notes to students summary sheets Conferencing RUBRIC (assessment criteria)
PEER ASSESSMENT	proformas multi-media presentations journals letters conference groups RUBRIC (assessment criteria)

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Approval Date:	18 February 2019	Reviewed:	July 2021
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<b>Assessment</b>	<b>Ways of Recording</b>
<p>TESTS</p> <p>Written</p> <p>Oral</p> <p>Group</p> <p>Practical</p> <p>Student constructed</p>	<p>comments on work</p> <p>samples</p> <p>summary sheets</p> <p>NAPLAN (Years 3, 5 &amp; 7 only)</p> <p>Early Years Assessment</p> <p>EAL scaling</p> <p>Running records</p> <p>PAT-Reading</p> <p>PAT-Mathematics</p>
<p>NEGOTIATED ASSESSMENT TASKS</p> <p>Assignments</p> <p>Homework</p> <p>Projects</p>	<p>samples</p> <p>written comments on work</p> <p>anecdotal records</p> <p>summary sheets</p> <p>RUBRIC (assessment criteria)</p>

<b>Assessment and Reporting Procedures</b>	<b>Responsibility of:</b>
<p><i>Face – Face Contact</i></p> <p>Term 1 Week 2/3: We hold an information night for the year level group, followed by a chat with the classroom teacher on classroom procedures.</p> <p>Term 1 Week 11: Formal Parent – Teacher Discussion to discuss the child’s progress</p> <p>This may take the form of a 3 way interview with the child being involved.</p> <p>Further interviews may occur throughout the year as requested by the teacher or parents.</p> <p>Special Education/Adaptive Education/Behaviour Management/NCCD PPL planning and review meetings focussing on student needs.</p>	<p>Parents, Teachers</p> <p>Teacher, Parent, Student</p> <p>Teacher, Parent</p> <p>Class Teacher, Specialist Teachers, E&amp;E Team, Principal, Deputy Principal, Parent, Inter-agency Personnel</p>

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<p><i>Student Record Documents</i> Teachers to keep individual class records.</p> <p>All correspondence associated with students is to be placed in the central file.</p> <p>All Adaptive Education/Special Education/EAL forms and information are to be filed in their respective files.</p>	<p>Teacher</p> <p>Staff Member</p> <p>E&amp;E Team, Principal, Deputy Principal, Class Teacher, Support Staff</p>
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**CONFIDENTIAL SUPPORT REVIEW**

Class \_\_\_\_\_ Year \_\_\_\_\_

#Please list below, under the appropriate headings, those children who received extra support this year and others who would benefit from extra support next year.  
Also list those children who experienced a lot of difficulties in the 2 curriculum areas listed over the page.

Support	This Year	Would Benefit From
<p><i>Special Education</i> (Funded by the Government)</p> <p>List specific disorder</p>		Suggest Referral for:
<p><i>Adaptive Education</i></p> <p>List specific learning needs/difficulty</p>		
<p>Family Circumstances Self esteem Struggling with basic skills Reluctant learners Behaviour issues Need a friend</p>		
<p><i>EAL</i></p>		

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## CONFIDENTIAL SUPPORT REVIEW

#Include details you feel necessary

<b>MATHS</b>
<b>LANGUAGE</b>

### OTHER POINTS OF NOTE:

Please list, under the appropriate headings, any information that you believe would be beneficial for the child's teacher to know at the beginning of next year.

(This is not meant to be a comprehensive list detailing information about each child).

Include name and details

<b>Specific Strengths / Specific Talents</b>
<b>Special Interest Topics</b>
<b>Other</b> (Behaviour, interpersonal skills, social skills groups, key steps, medical condition, etc)

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