



St Joseph's School, Boulder

Assessment and Reporting Procedures

Rationale

St Joseph's School, Boulder is committed to providing the highest quality teaching and learning programs for its students. Effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents to promote effective home/school partnerships in support of student learning.

This shared and inclusive vision provides both cohesiveness and connectedness for students and teachers. Assessment of student learning is an integral part of the teaching and learning cycle at St Joseph's, supporting students to be lifelong learners who reach their full potential.

We are committed to monitoring student progress to ensure that students are provided with the best teaching possible. St Joseph's staff uses a proactive approach to the collection and analysis of a range of student information on student achievement, academic, spiritual, social and personal development.

Our Beliefs

We believe assessment should:

- Facilitate learning
- Refer to criteria that are explicit in helping students achieve set goals
- Identify strengths and achievements
- Include a variety of strategies and sources of evidence
- Be appropriate for each phase of schooling
- Include self-evaluation and reflection
- Involve teacher judgement
- Provide opportunities for students who work together
- Be sensitive to students with special needs, allowing them to demonstrate their learning within their capabilities

Assessment

At St Joseph's we believe the primary purpose of assessment is to enhance learning. Another purpose is to enable the reporting of students' achievement. Assessment practices have a powerful impact on learning and teaching. Developing a shared understanding of the outcomes enhances the validity and consistency of judgments about students' learning. In turn, this improves learning and teaching by improving the quality of information upon which teachers and students act. Teachers

are also then able to report more credibly to other teachers, parents and the wider community.

Whether at the level of the classroom, school or system, assessment information should enable judgments to be made about students' progress towards the desired outcomes in a way that is fair and contributes to continued learning. Thus, assessment information should enable teachers, parents and students to know what students can do assisted, what they can do unassisted and what they can do when working in groups and when working alone. It should enable them to distinguish between work that is original and non-routine and work that is reproductive or memorised. Fair assessment is based on criteria which are valid and transparent and applied with consistency and without discrimination. These in turn require an assessment regime based upon multiple kinds and sources of evidence. Assessment is likely to enhance learning when the criteria are valid and explicit and when the assessment activities themselves are educative.

Reporting

St Joseph's regularly monitors, evaluates and reports on each student's achievement. Teachers exercise their professional judgement when monitoring students' progress and determining grades/levels for reporting, consistent with the school's assessment procedures, and government and system regulations. Teachers are also encouraged to use a variety of tools and resources to support them to assess student achievement. The SCSA judging standards should be used to determine final grades for students for reporting purposes.

Grading Scale for Formal Semester Reports

Reports are designed to provide, in plain language, an accurate and objective assessment of a student's progress and achievement. The grading scale will outline a student's knowledge, understanding and skill level within the nine Learning Areas and reflects a student's achievement for work undertaken during a particular semester.

The five-point grading scale for semester reports is as follows:

Pre-Primary:

- The student demonstrates exceptional achievement of what is expected for this year level
- The student has exceeded what is expected for this year level
- The student demonstrates expected achievement for this year level
- The student is working towards what is expected for this year level
- The student has not yet demonstrated what is expected for this year level

Year 1 to Year 6:

- A - The student demonstrates excellent achievement of what is expected for this year level
- B - The student demonstrates high achievement of what is expected for this year level

- C - The student demonstrates satisfactory achievement of what is expected for this year
- level
- D - The student demonstrates limited achievement of what is expected for this year level
- E - The student demonstrates very low achievement of what is expected for this year level

Reporting Cycle

Term One:

Compulsory Parent Information Sessions
 Parent/Teacher Three Way Interviews (All students)
 Interim Report and Goal Setting
 On Entry Assessment (OLI) – Pre Primary
 Case Conference Meetings for Parents/ Carers of Students on an IEP

Term Two:

Individual Formal Student Report at End of Semester
 Review Meetings for Parents/Carers of Students on an IEP
 NAPLAN for Years 3 & 5

Term Three:

Bishops' Religious Literacy Assessment (BRLA) for Years 3 & 5
 Case Conference Meetings for Parents/Carers of Students on an IEP
 Open Night/Learning Journey

Term Four:

Individual Formal Student Report at End of Semester
 Review Meetings for Parents/Carers of Students on an IEP

Parent/Teacher Meetings may be initiated by either parents/carers or teachers on a needs basis throughout the year.