Reporting and Assessment Overview and Guidelines

Originally Released: 2016
Reviewed: 2017
                         2019
                         2022
                         2023

St Mary's School offers students a balanced curriculum, providing them with opportunities to achieve the outcomes of the eight Learning Areas in accordance with the Western Australian Curriculum and Assessment Guidelines and Overview. Teachers monitor and assesses individual student achievement based on the CEWA Principles of Learning, Teaching and Assessment and the guidelines and procedures at St Mary's School.

At St Mary's School, the approaches to learning and teaching are based on the premise that all students are capable of learning, that learning should take place in inclusive classrooms where teaching strategies are employed allowing students to be effective learners, to empower students to value their own learning and to pursue personal excellence. Assessment is an integral part of the learning cycle.

Assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented. At St Mary's School, the staff employ a range of diagnostic, formative and summative assessments, which demonstrate student achievement.

At St Mary's School, the purposes of assessment and reporting are:
1. To promote, assist and improve student learning
2. Provide data to show progress and achievements of individual students or groups of students
3. To maximise learning for all students through the belief and practice that assessment and reporting are an integral part of teaching and learning, within a balanced curriculum
4. To provide students with the opportunity for revision and future planning

DEFINITIONS
Assessment is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning.

Reporting is the process of communicating the outcomes of assessments to parents, carers and students.

(School Curriculum and Standards Authority)

PRINCIPLES

The principles of assessment and reporting at St Mary's School are:

1. Assessment should be an integral part of teaching and learning.

2. Assessment should be educative.

3. Assessment should be fair.

4. Assessment should be designed to meet their specific purpose.

5. Assessment should lead to informative reporting.

6. Assessment should lead to school-wide evaluation processes.

(School Curriculum and Standards Authority)

PROCEDURES

1. Staff at St Mary's School must adhere to the Assessment Overview. Please refer to Appendix A.

2. Teachers must submit their Records and Evaluation File to the Principal in Term Two. The Principal will meet with the teachers to discuss the written feedback.

3. Students will be provided with regular feedback in regards to their learning from the staff. This feedback will be formal and informal, written and verbal. The feedback will be explicit, related to learning intentions and success criteria, and will be delivered in a timely manner.

4. All forms of assessment will inform future teaching and learning programmes and school based planning – Strategic Plan, Evangelisation Plan, School Improvement Plan, Aboriginal Education Plan and Curriculum Plan.

5. At St Mary's School, reporting will be formal and informal.

6. At St Mary's School, we will report to parents using the following modes:
   - Open classrooms to view learning area specific work books and work samples – schedule sent out at the beginning of the year for Kindy to Year Six
   - Mid Term and End of Year Report, Reports for Kindy to Year Six sent home
   - End of Term Two, compulsory Parent/Teacher Interviews for Kindy to Year Six
   - End of Term Four, requested Parent/Teacher Interviews for Kindy to Year Six

7. Semester Reports for students from Pre Primary to Year Six will be generated using the SEQTA program.

8. Students in Years One to Six will receive an overall grade (A to E) for their achievement in each learning area on their Semester Report. The five point grading scale is:
   - A - The student demonstrates excellent achievement of what is expected for their year level
   - B - The student demonstrates high achievement of what is expected for their year level
   - C - The student demonstrates satisfactory achievement of what is expected for their year level
   - D - The student demonstrates limited achievement of what is expected for their year level
   - E - The student demonstrates very low achievement of what is expected for their year level

9. Students in Pre Primary will receive an overall description for their achievement in Religious Education, English, Mathematics and Science on their Semester Report. The five point achievement scale is:
   - Exceptional - The student demonstrates exceptional achievement given the expectations for this year level
   - Exceeded - The student has exceeded the achievement expected for this year level
   - Expected - The student demonstrates the expected achievement for this year level
   - Working Towards - The student is working towards the achievement expected for this year level
   - Not Yet Demonstrated - The student has not yet demonstrated the expected achievement for this year level

10. Students in Pre Primary to Year Six will receive an Effort Grade for each learning area on their Semester Report. The four point grading scale is:
    - O - Outstanding
    - VG – Very Good
    - S - Satisfactory
    - I - Inconsistent

11. Semester Reports for students in Kindergarten will be generated using the school based designed template.

12. Parents will be provided with a paper copy of their child/children's Semester Reports. A paper copy will be filed in the Student Files, and a pdf copy saved on the St Mary's School SharePoint. Electronic copies will also be archived in SEQTA.

13. The staff of St Mary's School will examine and analyse the National Assessment Program Literacy and Numeracy (NAPLAN) and Bishops' Religious Literacy Assessment (BRLA) data on a yearly basis. This data and analysis will be used to formulate the Annual School Improvement Plan and the Curriculum Plan for the following year.

14. The Principal will provide the school community, through the School Newsletter, an overview of each year's NAPLAN and BRLA results.

15. Copies of individual NAPLAN and BRLA Reports will be filed in the Student Files. Staff can also access the data through APPRAISE and the BRLA Website.

16. Students on an Individualised Education Plan (IEP) will have their achievements reported against the outcomes set in the IEP. The standard Semester Report will not be completed.

17. References to a student's Curriculum Adjustment Plan (CAP) will be made within the corresponding learning area on the Semester Report.

18. IEP and CAP Parent Teacher Meetings are conducted once a semester at St Mary's School. At these meetings, student achievements, goals, areas of development, guidance and support are all discussed. The Learning Support Co-ordinator, Classroom Teacher and parent/s are all present at the CAP Meeting. The Principal will also attend the IEP Meetings.

19. Results from Pre and Post Assessments in Mathematics will be provided to the Principal at the end of each term for the generation of Effect Size and discussion between the Classroom Teacher and Principal.

20. Standardised Tests are conducted at various points over the course of the school year. Refer to Appendix A for the full overview.

21. St Mary's School also has a Data Wall, constructed on the basis of the research of Doctor Lyn Sharratt. The focus of the Data Wall is determined on an annual basis by the teaching staff after review of student results across all learning areas and assessment. The Data Wall informs the students who will be the focus of Case Management.

K/PP ASSESSMENT SCHEDULE

	Term One	Term Two	Term Three	Term Four
K/PP	**Literacy KINDY** **Diagnostic Data Collection** *(to guide planning):* • **Heggerty** – Kindy Baseline	**Literacy KINDY** ***Please do assessment prior to report writing.*** **Diagnostic Data Collection** *(to guide planning):* • **Portfolio –** SEL Checklist	**Literacy KINDY**	**Literacy KINDY** ***Please do assessment prior to report writing.*** **Diagnostic Data Collection** *(to guide planning):* • **Portfolio –** SEL checklist • **Heggerty – Kindy End of Year Assessment**
	Maths KINDY	**Maths KINDY** **Diagnostic Data Collection** *(to guide planning):* • **Portfolio –** SEL Checklist	**Maths KINDY**	**Maths KINDY** **Diagnostic Data Collection** *(to guide planning):* • **Portfolio –** SEL checklist
	Literacy PRE-PRIMARY **CEWA Requirement** • **On Entry** Due March **Diagnostic Data Collection** *(to guide planning):* • **Sounds Write Diagnostic** • **Heggerty –** Foundation Baseline • **Brightpath:** Oral Recount COLD task – End T1 *Discuss Dibels with LSC in Term 1 2023*	**Literacy PRE-PRIMARY** **Diagnostic Data Collection** *(to guide planning):* • **Heggerty –** Foundation Mid-Year Assessment • **Brightpath:** Oral Recount HOT task - End T2	**Literacy PRE-PRIMARY** *Discuss Dibels with LSC in Term 1 2023*	**Literacy PRE-PRIMARY** **Diagnostic Data Collection** *(to guide planning):* • **On Entry** *PP– below benchmark students from T1* • **Heggerty –** Foundation End of Year Assessment
	Maths PRE-PRIMARY **CEWA Requirement** • **On Entry** Due March	**Maths PRE-PRIMARY**	**Maths PRE-PRIMARY**	**Maths PRE-PRIMARY** **Diagnostic Data Collection** *(to guide planning):* • **On Entry** *PP– below benchmark students from T1*

YEAR 1 ASSESSMENT SCHEDULE

	TERM 1	TERM 2	TERM 3	TERM 4

	Literacy YEAR 1
	
	==CEWA Requirement==
	Observational Survey: February
	• Running Records
	• Concepts About Print
	• Burt Reading
	• Hearing and Writing Sounds in Words
	
	==Diagnostic Data Collection==
	(to guide planning):
	
	• **Sounds Write Diagnostic**
	• **Sounds Write Tracking**
	• **Brightpath – Recount**
	    COLD task Beg of T1
	    HOT task End of T1
		Literacy YEAR 1
		Please do assessment prior to report writing.
		
		==CEWA Requirement==
		Observational Survey:
		• Running Records
		
		==Diagnostic Data Collection==
		(to guide planning):
		
		• **Sounds Write Tracking**
			Literacy YEAR 1
			
			==CEWA Requirement==
			Observational Survey:
			• Running Records
			
			==Diagnostic Data Collection==
			(to guide planning):
			• **Brightpath – Persuasive**
			    COLD task End Term 3
			• **Sounds Write Tracking**
				Literacy YEAR 1
				Please do assessment prior to report writing.
				
				==CEWA Requirement==
				Observational Survey:
				• Running Records
				
				PAT Reading – Adaptive
				
				SA Spelling Test
				
				==Diagnostic Data Collection==
				(to guide planning):
				
				Observational Survey:
				Students below benchmark from T1:
				• Running Records
				• Concepts About Print
				• Burt Reading
				• Hearing and Writing Sounds in Words
				
				• **Brightpath – Persuasive**
				    HOT Task Wk 6
				• **Sounds Write Tracking**

	Maths
	==CEWA Requirement==
	• **MAI (Number + Algebra)**
	==Diagnostic Data Collection==
	(to guide planning):
	
	• **Westwood 1 Minute Basic Maths Facts**
	    (Addition and Subtraction)
	    Testing mental computation
	• **Pre and post testing –** Teach Starter
		Maths
		
		==Diagnostic Data Collection==
		(to guide planning):
		
		• **Pre and post testing –** Teach Starter
			Maths
			
			==Diagnostic Data Collection==
			(to guide planning):
			
			• **Pre and post testing –** Teach Starter
				Maths
				==CEWA Requirement==
				
				• **PAT Maths** – adaptive
				
				==Diagnostic Data Collection==
				(to guide planning):
				
				• **Westwood 1 Minute Basic Maths Facts**
				    (Addition and Subtraction)
				    Testing mental computation
				• **Pre and post testing –** Teach Starter

YEAR 2 ASSESSMENT SCHEDULE

	TERM 1	TERM 2	TERM 3	TERM 4

LITERACY YEAR 2	LITERACY YEAR 2	LITERACY YEAR 2	LITERACY YEAR 2
CEWA Requirement **Observational Survey: February** *Students who are at Level 15 or below in Running Records* • Running Records • Hearing and Recording Sounds in Words **Diagnostic Data Collection** *(to guide planning):* • **Sounds Write Diagnostic** • **Dibels BM Beg** Beginning T1 – *for students reading above Level 15 in Running Records.* • **Brightpath – Recount/Narrative** COLD task Beg of T1 HOT task End of T1 • **Lexile Reading Test** *Year 2 at level 28 in Running Records* • **Sounds Write Tracking**	*Please do assessment prior to report writing.* **CEWA Requirement** **Observational Survey:** *Students who are at Level 15 or below in Running Records* • Running Records **Diagnostic Data Collection** *(to guide planning):* • **Dibels BM Middle** End T2 – *for students reading above Level 15 in Running Records.* • **Sounds Write Tracking**	**CEWA Requirement** **Observational Survey:** *Students who are at Level 15 or below in Running Records* • Running Records **Diagnostic Data Collection** *(to guide planning):* • **Brightpath – Persuasive** COLD task *End T2* **Wk 9** • **Sounds Write Tracking**	*Please do assessment prior to report writing.* **CEWA Requirement** **PAT Reading** – Adaptive **Diagnostic Data Collection** *(to guide planning):* **Observational Survey:** *Students who are at Level 15 or below in Running Records* Running Records Hearing and Writing Sounds in Words • **Sounds Write Tracking** • **SA Spelling Test** (To obtain spelling age) • **Dibels BM End** End of T4 *students reading above Level 15 in Running Records.* • **Brightpath – Persuasive** HOT task Wk 6 • **Spelling Mastery** *(for Year 3 program following year)*
Maths **Diagnostic Data Collection** *(to guide planning):* • **MAI –** Number + Algebra • **1 Minute Basic Maths Facts** (Addition and Subtraction) *Testing mental computation* • **Pre and post testing –** Teach Starter	**Maths** **Diagnostic Data Collection** *(to guide planning):* • **Pre and post testing –** Teach Starter	**Maths** **Diagnostic Data Collection** *(to guide planning):* • **Pre and post testing –** Teach Starter	**Maths** **CEWA Requirement** • **PAT Maths –** adaptive **Diagnostic Data Collection** *(to guide planning):* • **1 Minute Basic Maths Facts** (Addition and Subtraction) *Testing mental computation* • **Pre and post testing –** Teach Starter

YEAR 3/4 ASSESSMENT SCHEDULE

Year Level	Term One	Term Two	Term Three	Term Four

3/4	LITERACY Year 3 **CEWA Requirement** - **NAPLAN** Week 7 **Diagnostic Data Collection** *(to guide planning):* - **Dibels BM Beginning (NWR, WRF, ORF, MAZE)** Wk 2 - **Lexile Reading Test** – Beg T1 - **Sounds Write Diagnostic –** *new students* - **Brightpath Narrative** – COLD task End T1 - **Sounds Write Tracking**	LITERACY Year 3 *Please do assessment prior to report writing.* **Diagnostic Data Collection** *(to guide planning):* - **Dibels BM Middle (NWR, WRF, ORF, MAZE)** Wk 7 - **Lexile Reading Test** – End T2 - **Brightpath Narrative** – HOT task End T2 - **Sounds Write Tracking**	LITERACY Year 3 **Diagnostic Data Collection** *(to guide planning):* - **Lexile Reading Test** - **Brightpath Persuasive – COLD task** Wk 9 - **Sounds Write Tracking**	LITERACY Year 3 *Please do assessment prior to report writing.* **CEWA Requirement** - **PAT Reading** - Adaptive **Diagnostic Data Collection** *(to guide planning):* - **Dibels BM End (NWF, WRF, ORF, MAZE)** Wk 7 - **Lexile Reading Test** - **Brightpath Persuasive – HOT task** Wk 6 - **SA Spelling Test** (to obtain spelling age) - **Spelling Mastery** - **Sounds Write Tracking**
	MATHS Year 3 **CEWA Requirement** - **NAPLAN** Week 7 **Diagnostic Data Collection** *(to guide planning):* - **MAI** - **1 Minute Basic Maths Facts** – *test mental computation* - **Pre and post testing** – Teach Starter	MATHS Year 3 **Diagnostic Data Collection** *(to guide planning):* - **Pre and post testing** – Teach Starter	MATHS Year 3 **Diagnostic Data Collection** *(to guide planning):* - **Pre and post testing** – Teach Starter	MATHS Year 3 **CEWA Requirement** - **PAT Maths** – Adaptive **Diagnostic Data Collection** *(to guide planning):* - **1 Minute Basic Maths Facts** – *test mental computation* - **Pre and post testing** – Teach Starter
			RELIGIOUS EDUCATION Year 3 **CEWA Requirement** **Bishops' Religious Literacy Assessment**	
	LITERACY Year 4 **Diagnostic Data Collection** *(to guide planning):* - **Dibels BM Beginning (ORF, MAZE)** – Wk 2 - **Lexile** Reading Test - **Sounds Write Diagnostic** – *new students* - **Brightpath Narrative** – COLD task End T1 - **Sounds Write Tracking**	LITERACY Year 4 **Diagnostic Data Collection** *(to guide planning):* - **Dibels BM Middle (ORF, MAZE)** – Wk 7 - **Lexile Reading Test** – End T2 - **Brightpath Narrative** – HOT task Wk 6 - **Sounds Write Tracking**	LITERACY Year 4 **Diagnostic Data Collection** *(to guide planning):* - **Lexile Reading Test** - **Brightpath Persuasive – COLD task** Wk 9 - **Sounds Write Tracking**	LITERACY Year 4 **Diagnostic Data Collection** *(to guide planning):* - **Dibels BM End (ORF, MAZE)** Wk 7 - **Lexile Reading Test** - **Brightpath Persuasive– HOT task** Wk 6 - **SA Spelling Test** (to obtain spelling age) - **Spelling Mastery** - **Sounds Write Tracking**
	MATHS Year 4 **Diagnostic Data Collection** *(to guide planning):* - **MAI** - **1 Minute Basic Maths Facts** – *test mental computation* - **Pre and post testing** – Teach Starter	MATHS Year 4 **Diagnostic Data Collection** *(to guide planning):* - **Pre and post testing** – Teach Starter	MATHS Year 4 **Diagnostic Data Collection** *(to guide planning):* - **Pre and post testing** – Teach Starter	MATHS Year 4 **CEWA Requirement** - **PAT Maths** – Adaptive **Diagnostic Data Collection** *(to guide planning):* - **Pre and post testing** – Teach Starter

YEAR 5/6 ASSESSMENT SCHEDULE

Term One	Term Two	Term Three	Term Four

5/6			
LITERACY Year 5 ==CEWA Requirement== • **NAPLAN** Week 7 ==Diagnostic Data Collection== *(to guide planning):* • **Dibels BM Beginning (ORF, MAZE)** Wk 2 • **Lexile Reading Test** – Beg T1 • **Brightpath Narrative –** COLD task End T1	**LITERACY Year 5** *Please do assessment prior to report writing.* ==Diagnostic Data Collection== *(to guide planning):* • **Dibels BM Middle (ORF, MAZE) –** Wk 7 • **Lexile Reading Test –** End T2 • **Brightpath Narrative –** HOT task Wk 6	**LITERACY Year 5** ==Diagnostic Data Collection== *(to guide planning):* • **Lexile Reading Test** • **Brightpath Persuasive –** COLD task Wk 9	**LITERACY Year 5** *Please do assessment prior to report writing.* ==CEWA Requirement== • **PAT Reading** - Adaptive ==Diagnostic Data Collection== *(to guide planning):* • **Dibels BM End (ORF, MAZE)** Wk 7 • **Lexile Reading Test** • **Brightpath Persuasive – HOT task** Wk 6 • **SA Spelling Test** (to obtain spelling age) • **Spelling Mastery**
MATHS Year 5 ==CEWA Requirement== • **NAPLAN** Week 7 ==Diagnostic Data Collection== *(to guide planning):* • **MAI** • **1 Minute Basic Maths Facts –** *test mental computation* • **Pre and post testing –** Teach Starter	**MATHS Year 5** ==Diagnostic Data Collection== *(to guide planning):* • **Pre and post testing –** Teach Starter	**MATHS Year 5** ==Diagnostic Data Collection== *(to guide planning):* • **Pre and post testing –** Teach Starter **RELIGIOUS EDUCATION Year 5** ==CEWA Requirement== **Bishops' Religious Literacy Assessment**	**MATHS Year 5** ==CEWA Requirement== • **PAT Maths** – Adaptive ==Diagnostic Data Collection== *(to guide planning):* • **1 Minute Basic Maths Facts –** *test mental computation* • **Pre and post testing –** Teach Starter •
LITERACY Year 6 ==Diagnostic Data Collection== *(to guide planning):* • **Dibels BM Beginning (ORF, MAZE)** Wk 2 • **Lexile Reading Test** – Beg T1 • **Brightpath Narrative –** COLD task End T1	**LITERACY Year 6** ==Diagnostic Data Collection== *(to guide planning):* • **Dibels BM Middle (ORF, MAZE) –** Wk 7 • **Lexile Reading Test –** End T2 • **Brightpath Narrative –** HOT task Wk 6	**LITERACY Year 6** ==Diagnostic Data Collection== *(to guide planning):* • **Lexile Reading Test** • **Brightpath Persuasive –** COLD task Wk 9	**LITERACY Year 6** ==Diagnostic Data Collection== *(to guide planning):* • **Dibels BM End (ORF, MAZE)** Wk 7 • **Lexile Reading Test** • **Brightpath Persuasive – HOT task** Wk 6 • **SA Spelling Test** (to obtain spelling age) • **Spelling Mastery**
MATHS Year 6 ==CEWA Requirement== • **NAPLAN** Week 7 ==Diagnostic Data Collection== *(to guide planning):* • **MAI** • **1 Minute Basic Maths Facts –** *test mental computation* • **Pre and post testing –** Teach Starter	**MATHS Year 6** ==Diagnostic Data Collection== *(to guide planning):* • **Pre and post testing –** Teach Starter	**MATHS Year 6** ==Diagnostic Data Collection== *(to guide planning):* • **Pre and post testing –** Teach Starter	**MATHS Year 6** ==CEWA Requirement== • **PAT Maths** – Adaptive ==Diagnostic Data Collection== *(to guide planning):* • **1 Minute Basic Maths Facts –** *test mental computation* • **Pre and post testing –** Teach Starter •

INTERVENTION ASSESSMENT SCHEDULE

Term One	Term Two	Term Three	Term Four

K- Year 1
Diagnostic Data Collection
(to guide planning): *(As required)*

- **On Entry/Observational Survey Data → Dibels BM Beginning PSF + NWF** Beg T1
- **Sounds Write Diagnostic**
- **Heggerty Phonological Awareness Screener** Wk 7
- **Sounds Write Tracker**

Year 2-6
Diagnostic Data Collection
(to guide planning): *(As required)*

- **Dibels BM Beginning PSF, NWF, WRF, ORF** Beg T1
- **Sounds Write Diagnostic**
- **Heggerty Phonological Awareness Screener** Wk 7
- **Sounds Write Tracker**

K- Year 1
Diagnostic Data Collection
(to guide planning): *(As required)*

- **Dibels BM Middle PSF, NWF** Wk 7
- **Heggerty Phonological Awareness MOY Assessment** Wk 7
- **Sounds Write Tracker**

Year 2-6
Diagnostic Data Collection
(to guide planning): *(As required)*

- **Dibels BM Middle PSF, NWF, WRF, ORF** Wk 7
- **Heggerty Phonological Awareness MOY Assessment** Wk 7
- **Sounds Write Tracker**

Diagnostic Data Collection
(to guide planning): *(As required)*

- **Sounds Write Tracker**

K- Year 1
Diagnostic Data Collection
(to guide planning): *(As required)*

- **On Entry/Observational Survey Data → Dibels BM End PSF + NWF** Wk 7
- **Heggerty Phonological Awareness EOY Assessment** Wk 7
- **Sounds Write Tracker**

Year 2-6
Diagnostic Data Collection
(to guide planning): *(As required)*

- **Dibels BM End PSF, NWF, WRF, ORF** Wk 7
- **Heggerty Phonological Awareness EOY Assessment** Wk 7
- **Sounds Write Tracker**