ASSESSMENT AND REPORTING POLICY

St Brendan’s Somerville

RATIONALE

Assessment and reporting are integral parts of the teaching and learning process. Accurate and comprehensive assessment and reporting of student performance assists in establishing open communication, guides student learning in developing future direction and helps to identify areas of exemplary performance as well as those areas in need of support.

PRINCIPLE

We believe that assessment and reporting are essential to:

- monitor student learning
- direct planning in learning and teaching
- provide feedback
- develop awareness of achievements

PROCEDURAL GUIDELINES

ASSESSMENT:

Teachers’ assessment exists in three ways:

- Assessment of learning, when teachers use evidence to make judgements on student achievements against goals / outcomes/ standards
- Assessment for learning, when teachers use inferences about student progress to inform their teaching, such as moderated samples of work
- Assessment as learning, when students reflect on and monitor their progress to inform their future learning goals

This is based on -but not limited to- the following:

- formative and summative assessment
- standardised testing
- anecdotal observation
- rubrics
- moderated samples of work
- checklists
- accurate assessment against standards and progression points in mandated curriculum standards
- implementation of whole school planned testing schedule
- inserviceing of parents, when needed, on assessment formats
- progressive development and assessment of learning improvement plans for students needing intervention
REPORTING:
The following reporting structures are in place:

- formal reports at the conclusion of Terms Two and Four
- twice yearly parent/teacher interviews
- reports provided to parents of Year Three and Five students after NAPLAN testing is carried out
- diaries and communication books may be used for parent/teacher communication regarding achievement
- Program Support Group meetings may be used to report achievements against Individual Education Plans

EVALUATION

This policy will be reviewed as part of the school’s review cycle.

This policy was ratified by the School Advisory Committee on March 1, 2010