



### **What is Assessment and Reporting**

Assessment is the continuous process of gathering, analysing and reflecting on evidence of student learning and skill acquisition, to inform future teaching and facilitate improvement and growth. It should enable teachers to make consistent judgements that comply with the standards outlined in the Australian Curriculum (AC) and the South Australian Certificate of Education (SACE).

### **Purpose**

The assessment and reporting cycle at EFS, aims to provide all stakeholders with understanding of student achievement, their growth as learners and how they can achieve their next steps in learning; it is therefore central to the teaching and learning process at EFS. *See Appendix 1 and Appendix 2.*

### **To achieve this, assessment can serve various purposes:**

- Assessment for learning (formative) - *provides information about learner's progress to inform teaching. Regular formative assessment can help to map student progress and continue to build the learning.*
- Assessment of learning (summative) - *Teachers use evidence of student learning to make judgements on student achievement against goals and standards at a point in time.*
- Diagnostic Assessment - (NAPLAN, PAT-R, PAT-M, Running Records) *determines the nature of the students' learning and provides appropriate feedback for intervention.*

Effective assessment practices should help teachers to:

- Identify an individual student's learning needs and starting points for teaching
- Diagnose a student's strengths and difficulties to help determine appropriate intervention
- Provide constructive feedback to the learner.

### **Assessment and Reporting Cycle**

#### **Learning Design**

At EFS teachers work collaboratively to design learning that facilitates varied, flexible, inclusive, equitable and frequent assessment opportunities for all students. Learning activities should *provide all learners with the capacity to demonstrate what they know, understand, value and can do.*

Assessment tasks should be open ended and transparent; learners learn best when they know and understand the expected outcomes prior to the commencement of the task. Conditions for assessment should be reliable, valid and fair. *If you decide that a student needs to be assessed at a modified level of the AC, then this needs to be communicated to parents prior to reporting the outcome.*

#### **Gathering Evidence and Recording Data**

The collection of evidence from a variety of high-quality assessment opportunities over a period of time, can help to create a detailed picture of a child's progress and achievement. This evidence, along with embedded formative assessment practices, can inform teachers how to make necessary adjustments to their learning program. Recording of data accumulated from comprehensive evidence will take place throughout the learning process. Records can provide the basis for forming judgements about student performance on multiple tasks, for mapping student progress and to help teachers reflect on their practice.



### **Making Judgements and Analysing Data**

At EFS teachers work collaboratively to ensure judgements about student learning are consistent R- 12 and compliant with the levels of achievement outlined in the AC and SACE Achievement and Performance Standards. Regular benchmarking, moderation and data analysis opportunities will be offered to teachers in each assessment and reporting cycle.

All assessment information should lead to improvement in the child's learning. Reflection on such data as student growth over time, class against cohort information and cohort against system are essential to the teaching and learning process.

### **Providing Feedback**

To enhance learning teachers should provide feedback based on an individual student's current knowledge and skills, rather than from what we expect them to know at their given age or year level. Teachers can also differentiate the type of feedback given dependent on a student's ability to interpret and use the type of feedback.

Learners learn best when they are given regular feedback about the quality of their work and explicit information on their next steps in learning. It is not a requirement to assign grades to individual tasks. Instead, timely, relevant and useable feedback is one of the most powerful ways of improving student achievement. It must be focused on what the individual student needs to do to improve rather than on the learner and his or her self-esteem. Learners are effectively empowered to be the owners of their learning when they understand learning intentions and the criteria for success.

At EFS feedback is offered to students in a range of contexts including, (but not limited to) informal discussions, written comments on student work, via digital technology, at face to face meetings and as written reports.

### **Reporting Student Progress**

Reporting requirements differ in Reception, Years 1-10 and SACE. At EFS teachers provide written reports to all R-12 students at least twice yearly, in which progress indicators or summative grades are assigned.

In Reception students are not graded against the Achievement Standard. In Years 1-10 only one grade (or word equivalent) is assigned for each learning area achievement standard at the end of each semester, based on a holistic judgement using a range of evidence. If you are assessing a student against a modified level of AC, this needs to be identified clearly on the report. The report also provides a summary of the student's approach to learning which provides information about levels of participation and engagement. At SACE level progress grades are assigned against the Performance Standards, and are supported by a summary of approaches to learning.

Further reporting occurs between teachers and families through student progress conversations, phone calls, other digital contact and meetings with families and students. It is mandatory for teachers to make contact with parents if students are at risk of underachievement, prior to the completion of each reporting cycle.

### **Monitoring**

Targeted monitoring and tracking of student progress is fundamental to improvement. Teachers and leaders have a professional responsibility to know the level of achievement and the progress of their learners at any point in time. Regular monitoring of student progress occurs to ensure appropriate intervention strategies are allocated to identified students. Tracking procedures and timelines ensure all assessment information is current and accessible to relevant staff. For more detail refer to 7-12 Monitoring and Tracking Process.

## Appendix 1

### Timeline for R-6 students

#### Term 1

Week	Activity	Who
3	Words Their Way Spelling Inventory – Year 1-6	Year 1-6 teachers
3	Maths Addition and Place Value Testing	Year 1-6 teachers
3 & 4	Reception Development Checklist	Reception teachers and SSOs
5	Alphabet – Letter recognition	Reception teachers
3	Oxford Sight Word Assessment	Year 1-6 teachers
10	Running Records – Year 1,2 & older intervention students	Teachers/SSOs
9 - 10	Student Progress Conversations	All teachers

#### Term 2

Week	Activity	Who
3 & 4	NAPLAN testing	Year 3 and 5
3	Words Their Way Spelling Inventory – Year 1-6	Year 1-6 teachers
5	Letter/Sound recognition & write	Reception teachers
5-8	English/Mathematics shared planned/moderated task	All teachers
10	Running Records – Year 1,2 & older intervention students	Teachers/SSOs
10	Term 2 Reports	All teachers

#### Term 3

Week	Activity	Who
1-2	Reception Development Checklist	Reception teachers and SSOs
2	Student Progress Conversations	All teachers
3	Oxford Sight Word Assessment	All teachers
3	Words Their Way Spelling Inventory – Year 1-6	Year 1-6 teachers
3	Maths Addition and Place Value Testing	Year 1-6 teachers
3-6	Phonics Screening Check	Year 1 teachers
5	Letter/Sound recognition & write	Reception teachers
5-8	English/Mathematics shared planned/moderated task	All teachers
7 - 10	PAT testing	1-6 teachers
10	Running Records – Reception, 1, 2 & older intervention students	Teachers/SSOs

#### Term 4

Week	Activity	Who
3	Words Their Way Spelling Inventory – Year 1-6	Year 1-6 teachers
5	Letter/Sound recognition & write	Reception teachers
5-8	English/Mathematics shared planned/moderated task	All teachers
9	Running Records – Reception, 1,2 & older intervention students	Teachers/SSOs
9	Term 4 Reports	All teachers

## Appendix 2

### **Timeline for 7-12 students**

#### **Term 1**

<b>Week</b>	<b>Activity</b>	<b>Who</b>
5	Indicator Report data entry	All teachers
6	Indicator Report published to students	MYs / SYs leaders
8	Years 7-12 end of term reporting begins	All teachers
11	Publication of PDF interim report on Daymap	Leadership Team

#### **Term 2**

<b>Week</b>	<b>Activity</b>	<b>Who</b>
2	Student progress conversations	All teachers
3 & 4	NAPLAN testing	Year 7 and 9
4	Indicator Report data entry	All teachers
5	Indicator Report published to students	MYs / SYs leaders
8	Years 7-12 Academic Achievement reporting begins (A-E grades)	All teachers
10	Publication of PDF Academic Achievement report on Daymap	For parents

#### **Term 3**

<b>Week</b>	<b>Activity</b>	<b>Who</b>
5	Indicator Report data entry	All teachers
6	Indicator Report published to students	MYs / SYs leaders
7-10	PAT testing	Years 7 – 10
8	Years 7-12 interim reporting begins	All teachers
10	Publication of PDF interim report on Daymap	Leadership Team

#### **Term 4**

<b>Week</b>	<b>Activity</b>	<b>Who</b>
1	Student Progress Conversations	All teachers
5	Indicator Report data entry	All teachers
6	Indicator Report published to students	MYs / SYs leaders
8	Years 7-11 Academic Achievement reporting begins (A-E grades)	All teachers
9	Publication of PDF Academic Achievement report on Daymap	For parents
10	Stage 2 SACE results – SACE Board	Y12 students & parents