

# Assessment and Reporting Procedures



St Lawrence Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

**This section sets out the steps that are taken at St Lawrence Primary School to adhere to the rules of the policy and achieve the policy purpose.**

Teachers are required to monitor student performance and achievement through the use of a range of assessment strategies. Assessment will take the form of:

## **Observation**

The teacher's day to day observations of students is one of the most valuable methods of assessing individual qualities, social behaviour, strengths and areas of difficulty. Such observations can be recorded in a diary type format.

There is an expectation that samples and snapshots of students work and the related analysis of achievement are uploaded to the student Learning Journal (SeeSaw App) in a timely fashion. There is an expectation that there are two annotated samples with feedback for individual students for every Learning area, each term.

## **Discussions with the student**

This method is most useful when a teacher wants to probe the depth of a child's understanding

## **Formal assessment**

This is done in the area of English and Maths at the beginning and end of each school year for all students in Year Prep to Year Six.

Teachers may formally test children's progress at other times of the year also.

Formal assessment requirements will be conducted as listed on the school's Assessment Schedule.

## **Student Self Assessment**

Students assess their own progression utilising criteria set by the teacher and/or criteria developed by the student in consultation with the teacher. This can take many forms depending on the development of the student, such as 'smiley faces', teacher developed rubrics, student developed rubrics, teacher and student developed rubrics and personal goals of the student, as well as student reflection videos

## **Assessment required by Federal and/or State Government (NAPLAN for students in Years 3 & 5)**

### **Samples of student work will be maintained as follows:**

#### *Cumulative Student File*

This is kept by the class teacher and passed on each year to the new teacher for that student. It contains:

- Pre and Post testing results for English and Maths
- Samples of writing from Term 1 & 4

#### *Student Work Samples: Student Learning Journal (Seesaw App)*

Students will be supported to select and upload a range of samples of student work throughout the year, which will be shared with families in a timely and ongoing way. These will be for:

- Religious Education
- English
- Mathematics
- Integrated Curriculum (incorporating various Learning Areas and Capabilities from the Victorian Curriculum)
- The Arts
- Physical Education
- The Capabilities

The Student Learning Journals (SeeSaw App) will contain supporting evidence of the content of the written report. At mid-year learning conversations, the students will use their Student Learning Journals (SeeSaw App) to discuss what they have achieved and to identify goals for future learning.

The following are some of the different assessment strategies which may be used:

<p><b>Observations</b> Watching students as they carry out tasks and inquiries, shows student attitudes, communication and process skills.</p>	<p><b>Written tests</b> Tests can show the extent of students' knowledge and their ability to apply it</p>
<p><b>Questioning</b> To check the depth of student understanding shown in other assessments. It can also show student attitudes. Open ended questions can show the student's ability to apply knowledge to new situations.</p>	<p><b>Personal and Group Inquiries</b> Students working on an inquiry can show planning, organising and investigation skills. Completed Inquiry products can show skills including analysing, interpreting and communication skills.</p>
<p><b>Rubrics</b> Criteria which can be developed by the teacher, the student or in collaboration by teacher and student.</p>	<p><b>Anecdotal notes</b> The teacher takes notes of their observation of student learning behaviour in order to build a profile of the student across all learning areas</p>
<p><b>Self-assessments</b> Students reflect on their learning, listing what they know, their concerns and their goals for the future</p>	<p><b>Peer-assessments</b> Peer-assessments can show students' ability to communicate to an audience.</p>
<p><b>Modelling / simulations</b> Modelling activities allow students to clarify and show the depth of their understanding and their ability to communicate this.</p>	<p><b>Creative writing</b> Creative writing can show students' depth of understanding, application of a variety of skills across many areas of learning.</p>
<p><b>Student Learning Journals</b> Samples of work selected by students to show the range of their understanding and their progress over time.</p>	<p><b>Graphic Organisers</b> A range of graphic organisers can be used by students to organise their collated information and demonstrate their understandings.</p>
<p><b>Problem-solving</b> Problem-solving activities can show students' investigating and analysing skills and ability to apply their knowledge and understanding in a range of learning areas.</p>	<p><b>Bundling activities</b> Collecting, analysing and organising activities can assist student understanding and show process skills.</p>
<p><b>Concept mapping</b> Identifying and linking key words can show students' level of understanding of a topic. Apps such as Popplet can be used to do this.</p>	<p><b>Drawing</b> Drawing and labelling can show students' depth of understanding and communication skills.</p>
<p><b>Apps</b> Students can use apps such as Explain Everything and Showbie to explain their thinking and problem solving as they work on tasks or assessments.</p>	