



### RATIONALE

Assessment is the process of gathering information about students and their learning and using the data gathered to make judgments about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning (Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy, SCSA, 2016).

The following principles underpin assessment across learning areas:

- Assessment tasks provide accurate and valid information about student's knowledge, skills and understandings in relation to the year level achievement standards.
- Assessment procedures and marking keys are explicit, indicating to students the success criteria and providing a clear basis for making informed judgements of student achievement.
- Assessment tasks need to be reflective of curriculum differentiation and not discriminate on grounds such as disability and ethnicity.
- Judgements about students' progress and achievement are based on multiple assessment tasks of various types.
- Providing timely feedback to students on their learning and progress.

### APPLICATION

Assessment tasks need to be valid, educative, explicit, fair and comprehensive. As such, assessment information must be reliable, have the capacity to differentiate between student achievement levels and be relevant to syllabus content. Data collection and analysis is made valid based on various sources of evidence. Assessments are undertaken throughout the year with the intent to continually inform the teaching and learning programs (SCSA, Assessment Principle 1).

### POLICY

#### 1. Types of Assessment

Assessment of student learning takes place at different levels and for different purposes (SCSA, Assessment Principle 4), including:

- 1.1. Diagnostic Assessment: Periodic sample testing of specific learning areas within the Western Australian Curriculum is indicative of students' knowledge, skills and understandings at a particular time.
- 1.2. Formative Assessment: Purposefully monitors student learning and provides opportunities for teachers to gather evidence about student progress. It enables authentic feedback to students about their learning and allows teachers to evaluate and adapt their instructional strategies.
- 1.3. Summative Assessment: Provides a considered appraisal of a student's progress and achievement. Teachers will use the judging standards tool provided by SCSA when reporting against the achievement standards to parents and carers.
- 1.4. Standardised Assessments: Standardised Tests are tools in building a strong evidence base for education policy and practice. They work best when they adapt to students' individuality. For example, through 'tailored testing' as in NAPLAN online.

On-Entry Assessment Tool (OLI)	Pre-Primary
Early Years Literacy and Numeracy Data	Years 1 and 2
Mathematics Assessment Interview	Years 1 and 2
National Assessment Program – Literacy and Numeracy (NAPLAN)	Year 3 and 5
The Bishops’ Religious Literacy Assessment (BRLA)	Year 3 and 5
ACER Progressive Achievement Tests	Years 3 -6

## 2. Comparability and Moderation

(SCSA, Assessment Principle 6)

To ensure assessments are internally comparable, teachers need to have:

- Collaboratively designed teaching programs across a year level.
- Common assessment tasks and agreed upon marking keys across a year level.
- Regular meetings with their year level colleague to moderate student work.
- Further moderation is undertaken with colleagues across year levels.

## 3. Reporting

Assessment should lead to informative reporting. Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents and teachers. The information is also valuable for school and system-wide planning. It is important that in addition to providing an accurate synopsis of student performance, the judgements of student achievement are reliable (SCSA, Assessment Principle 5).

Reporting on the achievements of students in terms of the Western Australian achievement standards is provided to parents through both formal and informal means, as outlined below:

- Formally in an end of semester report using a 5-point scale and the OLI, NAPLAN and BRLA reports being distributed.
- Informally throughout the year in a variety of ways and for a variety of reasons. These include Parent Teacher meetings at the end of Term One and the beginning of Term Three, a Learning Journey in Term Three and work samples and assessments being sent home regularly.

## 4. Assessment of Students with Disabilities and Specific Learning Difficulties

Decisions about strategies for accommodating students with disabilities and/or specific learning difficulties are the responsibility of classroom teachers in consultation and collaboration with health care providers, outside agencies, the Education Support Coordinator and the students’ parents. Providing for the needs of the student may include modifying learning activities, teaching strategies, assessment and reporting procedures. The adjustments are documented in an Individual Education Plan (IEP), which articulates significant teaching and learning adjustments that affect most learning areas and is ongoing, or a Curriculum Adjustment Plan (CAP) which articulates teaching and learning adjustments for an identified specific need in one or two learning areas that may be either short or long term.

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