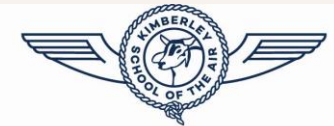




Assessment and Reporting



— **KIMBERLEY** —
SCHOOL OF THE AIR

Together in isolation

School Vision

Together in isolation

This requires us, as a school community, to build relationships and work together with Respect, Resilience and Integrity.

Our school understands the commitment and persistence of our geographically isolated communities, and values each of these unique stories.



Rationale

KSOTA is committed to providing high-quality educational programs for its students. Assessment, monitoring and reporting are integral to the achievement of learning outcomes and form an essential part of the teaching and learning process.

The following statements outline the requirements and responsibilities for students and teachers, and the expectations of the Home Tutor where necessary. They are to be read in conjunction with the Curriculum and Assessment Outline and the Reporting Policy: Pre-Primary to Year 10 documents from the School Curriculum and Standards Authority (SCSA)

<https://k10outline.scsa.wa.edu.au/home/policy/policy-standards/reporting-on-student-achievement>



Beliefs about Assessment

At KSOTA we build assessment around the belief that any assessment should be fair, valid, comprehensive, explicit and educative.

Our practice will:

- Facilitate learning
- Identify strengths and achievements
- Be appropriate for each phase of schooling
- Involve teacher judgement
- Be appropriate for students with special needs
- Refer to criteria that are explicit



Student Achievement



Measuring Student Achievement

Assessment tasks will be developed in accordance with the West Australian Curriculum and Assessment outline.

<https://k10outline.scsa.wa.edu.au/>

There is not any expectation that all pieces of work will be graded but there is an expectation that assessment processes are clearly established and followed when grading students for reporting purposes.

Reporting of Student Achievement

Teachers are required to establish and maintain accurate records of student achievement and progress based on the relevant policies and procedures. These records should include evidence of assessment processes, relevant judgements and levels of achievement for reporting purposes.

System and School Assessments

Some assessments are mandated by the system, and these include:

- On-entry assessments in Pre-Primary
- National Assessment Program, Literacy and Numeracy (NAPLAN) assessments in Years 3 and 5
- Primary Extension and Challenge (PEAC) Testing in Year 4

Students at KSOTA may undertake the following school-based assessments:

- PAT-Maths and Reading
- DIBELs, Oral Reading Fluency (ORF), and reading comprehension (MAZE)
- South Australian spelling test
- Ballard-Westwood Minute Maths
- Teacher devised tests and tasks



Roles and Responsibilities



Teachers

- Develop skills and understanding of assessment practices that ensure that their assessment practices are valid and reliable;
- Design assessment opportunities that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts;
- Use assessment information to inform their teaching and learning

Students

- Attempt all assessments to the best of their ability
- Meeting assessment deadlines as agreed upon with the classroom teachers

Home Tutors

- Communicate relevant information that may affect student learning
- Take advantage of opportunities to be informed or to learn about assessment and reporting procedures and teaching and learning programs
- Communicate regularly with classroom teachers to ensure students are completing schoolwork to the expected level



Reporting

Reporting is the process of communicating the outcomes of assessments to parents, carers and students. The National Education Agreement 2009 (NEA) requires the provision to parents and carers by all schools to report in **plain language** twice a year in a format that is:

- readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement;
- includes an assessment of the student's achievement against any available standards;
- include, for subjects studied, an assessment of the student's achievement



KSOTA Reporting Process

Letter Grade	Descriptor
A – Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B - High	The student demonstrates high achievement of what is expected for this year level.
C - Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D - Limited	The student demonstrates limited achievement of what is expect for this year level.
E – Very low	The student demonstrates very low achievement of what is expected for this year level.

Effort Level	Descriptor
Consistently	The student: consistently engages in learning tasks; consistently hands in work early or on <u>time</u> ; consistently demonstrates their personal best; displays a consistent willingness to interact positively with others and support the learning environment of the classroom.
Often	The student: regularly engages in learning tasks; regularly hands in work early or on time; frequently demonstrates their personal best; regularly displays a willingness to interact positively with others and support the learning environment of the classroom.
Sometimes	The student: sometimes engages in learning tasks; sometimes hands work in on time; sometimes demonstrates their personal best; needs to be encouraged to interact positively with others and contribute positively to the learning environment of the class.
Seldom	The student: seldom engages in learning tasks; seldom hands in work on time; makes little attempt to demonstrate their personal best; needs consistent reminders to interact positively with others and the class environment.
Not Assessed - N/A	Teacher to state the reason/s why student cannot be assessed in this reporting cycle. <Name> has not been able to be assessed due to <reason>.

Semester reports provide parents/carers with a detailed account of their child's progress. Classroom teachers are expected to report on each learning areas subject and strand in the schedule that is not taught by a specialist teacher. All classroom teachers are to ensure every child receives an English, Mathematics and general comment every semester.

Kindergarten

Students will receive a report at the end of each Semester reflecting the achievement of each student in a number of domains including the cognitive, social and emotional, creative and physical domains. The report will be complimented by photographs and work samples.



Pre-Primary – Year Six

Students will receive reports at the completion of each semester listing achievement in all learning areas with comments for English, Mathematics, and a general comment. Students in Pre-Primary – Year Two do not receive letter grades.



Students on IEPs or Documented Plans

Students who have an individual education plan (IEP) need to have their reporting processes negotiated with parents as part of the IEP. Some students may have a vastly different curriculum as part of their IEP, so reporting for them may involve other processes. Others may have only minor modifications so their reporting processes may be very similar, if not the same, as other students in their class.

