RATIONALE

Kinross Primary School is committed to providing high-quality educational programs for its students. Assessment, monitoring and reporting are integral to the achievement of excellence for 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 parents/caregivers necessary to achieve these goals. They are to be read in conjunction with the Curriculum and Assessment Outline and the Reporting Policy: Pre-primary – Year 10 documents from the School Curriculum and Standards Authority (www.scsa.wa.edu.au).

ASSESSMENT

Assessment is the process of gathering information about students and their learning and making judgements using the data gathered (SCSSA Reporting Policy 2013). Integral to this process is:

- making sound judgements about student learning in relation to expected standards,
- using these judgements to feed back to students about their learning,
- basing future planning of learning activities around information gathered,
- administering prescribed national, State and system assessments.

The Western Australian Curriculum and Assessment Outline sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement.

Beliefs About Assessment

Our beliefs about assessment are based on the assessment principles outlined in the Western Australian Curriculum and Assessment Outline. We believe that assessments should be:

Assessment should be an integral part of Teaching and Learning – assessments should arise naturally out of teaching and intended learning of the curriculum and syllabus. They should be carefully constructed to enable judgements to be made about students’ progress in ways that contribute to ongoing learning. Assessments should provide information about fine changes in student learning related to specific aspects of that learning. They should help teachers understand where students are at in their learning, what they need to learn next as well as identify any misunderstanding or misconceptions that students have. Teachers need to consider how they will refine their teaching based on the information they collect.

Assessment should be educative – assessment practices should be educationally sound and contribute to learning. They should encourage in-depth and long-term learning. Assessment activities should provide feedback that assists students in learning and informs teachers’ planning. Where appropriate, assessment criteria should be made explicit.
to students to focus their attention on what they have to achieve. Assessment activities should also provide students with feedback about their progress.

**Assessments should be fair** – assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status and not discriminate on grounds that are irrelevant to learning. They should provide valid information on actual ideas, processes, products and values expected of students. A valid assessment is one that assesses what it is supposed to assess. Assessments should also provide reliable indications of students’ knowledge, understandings and skills and should be based on the integration of a range of types and sources of evidence.

**Assessments should be designed to meet their specific purposes** – information collected to establish where students are in their learning can be used for summative purposes (assessment of learning) and formative purposes (assessment for learning). Summative assessments identify students’ achievement at that point in time and it is particularly important that the assessments are fair and that teacher judgements are reliable. Formative assessments provide fine-grained information about student performance that support teacher planning and challenge students to go beyond what they already know, understand and do.

**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 gathered for each student. The purpose of reporting is to provide accurate feedback to students, parents and other teachers. This, in turn, leads to school and system-wide planning.

**Assessment should lead to school-wide evaluation processes** – teachers and school leaders understand current and past student achievement levels, are explicit about targets for improvement and are explicit about how progress towards these targets is monitored. School leaders plan for how they will evaluate the effectiveness of school initiatives and programs and teachers reflect on and evaluate their teaching practices.

**Measuring Student Achievement**

Assessment tasks will be developed in accordance with the *Western Australian Curriculum and Assessment Outline*. This outline clearly articulates the Principles of Teaching, Learning and Assessment and Values. There is not any expectation that all pieces of work will be graded but there is an expectation that moderation processes are clearly established and followed when grading students for reporting purposes. The snapshots and assessment activities on the SCSA website will provide the guiding principles for moderation throughout the school.

**Moderation**

Teachers are supported in the moderation process through collaborative planning sessions as outlined in the school timetable and after school meetings. Moderation will be based on the guidelines provided in the *Western Australian Curriculum and Assessment Outline*, supporting documentation provided by SCASA and any documents provided by the Department of Education.
Teacher Records

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 moderated grades of achievement for reporting purposes. Records should document:

- attempts at a task and the degree of success of mastery of the task. There needs to be a sufficient amount and variety of tasks to enable every student to demonstrate their proficiency at the tasks and attainment of the expected outcome.
- task details,
- a measure against the achievement standard

System and School Assessments

Some assessments are mandated by the system and these include:

- on-line 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

School based assessments include:

- RAT and KAT (emphasis on comprehension) in Kindergarten
- Teacher devised tests throughout the years of schooling
- School-devised common assessment tasks K-6
- Standardised testing as appropriate

Reporting

Reporting is *the process of communicating the outcomes of assessments to parents, carers and students*. (SCSA Reporting Policy 2013). 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;
- include an assessment of the student’s achievement against any available standards; and
- include, for subjects studied, an assessment of the student’s achievement:
  - reported as A, B, C, D, E (or equivalent five-point scale), clearly defined against specific learning standards; and
  - relative to the performance of the student’s peer groups

At Kinross Primary School student achievement is to be reported on a five-point scale from Pre-Primary to Year 6. From Year 3 to 6 letter grades and achievement descriptors must comply with the *Western Australian Curriculum and Assessment Outline* with flexibility being allowed in Pre-Primary to Year 2.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Achievement Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>The student demonstrates excellent achievement of what is expected at this year level</td>
</tr>
<tr>
<td>B High</td>
<td>The student demonstrates high achievement of what is expected at this year level</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>The student demonstrates satisfactory achievement of what is expected for this year level</td>
</tr>
<tr>
<td>D - Limited</td>
<td>The student demonstrates limited achievement of what is expected at this year level</td>
</tr>
<tr>
<td>E - Very low</td>
<td>The student demonstrates very low achievement of what is expected at this year level</td>
</tr>
</tbody>
</table>

As the Western Australian Curriculum is implemented, expected achievement will be defined by the achievement standards as described in the *Western Australian Curriculum and Assessment Outline*.

**Kindergarten**

Kindergarten teachers at Kinross Primary School are expected to complete a checklist in terms one to three and a formal summative report at the end of the school year. This summative report will reflect the achievement of each child in a number of domains including the social, cognitive, emotional, creative and physical domains.

Achievement will be reported using the following scales:

**Cognitive and Physical Domains**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>The student has achieved beyond what is expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>The student has achieved what is expected</td>
</tr>
<tr>
<td>Some</td>
<td>The student has not yet achieved what is expected</td>
</tr>
<tr>
<td>Limited</td>
<td>The student has made limited achievement and is a cause for concern</td>
</tr>
</tbody>
</table>

**Social and Emotional Domains**

<table>
<thead>
<tr>
<th>Consistently</th>
<th>The student demonstrates the attribute most or all of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually</td>
<td>The student demonstrates the attribute some of the time</td>
</tr>
<tr>
<td>Seldom</td>
<td>The student rarely demonstrates this attribute</td>
</tr>
</tbody>
</table>

**Pre-Primary – Year 2**

Pre-primary teachers at Kinross Primary School are expected to report in English, Mathematics and Science, with a general comment. Year 1 and 2 teachers are expected to report in all learning areas, with comments for English, Mathematics and Science. English is further broken down to Reading, Writing and Speaking and Listening. Mathematics is broken down to Number and Algebra and Measurement and Geometry. Science is reported using Science Inquiry Skills. They are also expected to write a general comment. The three year levels do not use letter grades.

**Years 3 to 6**

Year 3 to 6 teachers report in all learning areas using letter grades. They write comments for English, Mathematics, Science and History and a general comment. Reporting in English is further broken down to Reading, Writing, Speaking and Listening, Mathematics is reported in Number and Algebra, Measurement and Geometry and Statistics and Probability. Science has both Science Inquiry Skills and Science Understanding as areas for reporting. History is reported using Historical Knowledge and Understanding and Historical Skills.
**Specialist Teachers**

Specialist teachers are expected to provide a five-point scale in line with the year level being reported, that is, for Years 1 & 2 they do not use letter grades but they do for Years 3-6.

- **Visual Arts** and **Music** report in Arts Skills and Processes for Year 1 & 2 and Arts Skills and Processes and Arts Ideas in Year 3 to 6.
- **Physical Education** reports in Skills for Physical Activity in Years 1 & 2 and Skills for Physical Activity and Attitudes and Values in Years 3 to 6.
- **Languages** reports in Listening and Responding, and Speaking for Year 3 & 4 and Listening and Responding, and Speaking and Viewing, Reading and Responding in Years 5 & 6.
- **Library Skills** will be reported using progress in Inquiry Skills for Year 1 & 2 and Inquiry Skills and progress in ICT attainment in Years 3 to 6.

**Students on Individual Education 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.