



Junior School Assessment and Reporting Guidelines

Sources of Authority	
CECWA Policy	Education
Executive Directive	Religious Education Curriculum Assessment and Reporting
SCSA	Pre-Primary to Year 12: Teaching, Assessing and Reporting Policy WACE Manual

Junior School teachers are to be aware of the [SCSA statements on Early Childhood \(K - 2\) and Middle Childhood \(3-6\)](#). These outline priorities for each phase of schooling and gives guidance on the sorts of assessment experiences likely to support students in each phase.

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Vision Statement

Mother Teresa Catholic College is an inclusive learning community seeking to grow strong in faith and love. In living the Gospel values and inspired by Mother Teresa's spirit of outreach and love for all, we aim to:

CHALLENGE our students and all in our college community to **CONNECT** with learning about ourselves, one another and the wider world, and **CONTRIBUTE** with confidence, courage and creativity towards making the world a better place for all peoples.

Rationale

At Mother Teresa Catholic College, students are given valid and explicit assessment which are fair and offer opportunity for all to demonstrate their knowledge of the content explored. The classroom teacher is responsible for guiding students through the process of task development and supporting the student to improve their skills. This will require good communication between the class teacher, student, and parent/caregiver. Assessment is not just about measuring learning and achievement but also about students developing skills they can use for life. Assessment practices used throughout the college will show an awareness of the developmental needs of the individual student.

At Mother Teresa Catholic College we ensure that all students are challenged to develop and demonstrate the skills that are required for their success, both now and in the future. Staff will support students, and their parents/caregivers, to ensure work is completed to the highest standards possible and endeavor to assist students in developing appropriate work habits, routines and study skills to support their achievement.

It is expected that through the college Assessment practices students will be accountable and responsible for the completion of their best standard of work. In doing this, students will develop a strong sense of achievement and pride in their work and themselves. The Reporting and Assessment procedures and guidelines outlined in this document is consistent with that of the School Curriculum and Standards Authority (SCSA) and the Catholic Education Western Australia (CEWA) Curriculum, Assessment and Reporting Policy.

1. Responsibilities

1.1. Teacher Responsibilities

Assessment enables data to be gathered. Analysis of various forms of data enables teachers to track student progress and achievement as well as to determine the success of the programs that have been developed and delivered. Over all this enables Mother Teresa Catholic College to make data informed decisions about the college practices.

In developing classroom assessment practices teachers are to take into account the [assessment principles](#) as outlined by SCSA. Classroom assessment practices as outlined in this document will form a part of wider college Curriculum and Improvement Plan processes.

Assessment should be an integral part of teaching and learning	Assessments should arise naturally out of the teaching and intended learning of the curriculum. They should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.
Assessment should be educative	Assessment practices should be educationally sound and contribute to learning. Assessments may do this in a number of ways. Firstly, assessment activities should encourage in-depth and long-term learning. Secondly, assessments should provide feedback that assists students in learning and informs teachers' planning. Thirdly, where appropriate, assessment criteria should be made explicit to students to focus their attention on what they have to achieve and provide students with feedback about their progress.
Assessment 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.
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 <i>of</i> learning) and for formative purposes (assessment <i>for</i> learning) because it is used to inform subsequent teaching. The principles of assessment apply to all forms of assessments.
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.
Assessment should lead to school-wide evaluation processes	Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data.

2. Assessment Practices

It is expected that year level teachers work together to create common assessment tasks to assess students ongoing understanding of the concepts taught.

2.1. Assessment Requirements

- A variety of tasks should be developed that enable students to demonstrate their learning. These should take the form of Pre Assessment, Formative and Summative tasks.
- Teachers are required to keep a record of all student assessment results.
- Marks books clearly record student achievement and progress against curriculum outcomes.
- Assessments are to be moderated between classrooms and year levels if and when appropriate.
- Tasks are required to be set at an appropriate level of difficulty and provide opportunity for students to demonstrate a full range of achievement.

3. Junior School Assessment Tasks

The following National, CEWA and College based summative assessments are to be conducted with students throughout the year. The analysis of data gathered is to be used at a class, year level, cluster and college level.

3.1. National Assessment Requirements

On Entry	Term 1	Pre-Primary
NAPLAN	Term 1 Week 7	Year 3, 5, 7 and 9

3.2. CEWA Ltd Assessment Requirements

Identification of Instructional Reading level	Term 1 & Term 4	Year 1 Year 2 (< level 15 instructional)
Concepts About Print	Term 1	Year 1
Hearing and Recording Sounds in Words Form C	Term 1	Year 1
Hearing and Recording Sounds in Words Form D	Term 1	Year 2 (< level 15 instructional)
Burt Word Reading Test	Term 1	Year 1
Mathematics Assessment Interview (MAI) - Number	Term 1	Year 1
Religious Education Assessment	Term 3	Year 3, 5 and 9
Progressive Achievement Tests (PAT) - Reading	Term 4 Week 1 -4	Year 1 - 10
Progressive Achievement Tests (PAT) - Maths	Term 4 Week 1 -4	Year 1 - 10

3.3.MTCC Junior School Assessment Requirements

Sounds Write Assessment	Term 1	PP – Year 2
Mathematics Assessment Interview	Term 1	Year 2 (at risk students)
Identification of Instructional Reading levels	Term 1 and 3 Weeks 1- 4	Year 2-6
Writing Sample	Term 1 Weeks 1 -4	Year PP -6
Spelling Assessment (SA) - SA Spelling Test	Term 1 Weeks 1 – 4	Year 2 -6

4. Students with a Disability or Additional Learning Needs

Students with a diagnosed disability or identified learning difficulty will have been placed on an Individual Education Plan, Learning Adjustment Plan or Education Adjustment Plan in consultation with the Classroom Teacher, Students with Disability Coordinator and Associate Principal. These documents will outline any assessment adjustments required for the student.

Any adjustments related to assessment practices will be consistent with those described in SCSA's [Authority's Guidelines for disability adjustments for timed assessments](#), which can be accessed from the Authority website (www.scsa.wa.edu.au). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, alternative arrangements, additional time or rest time to complete the task.

5. Reporting

5.1.Reporting Expectations

The SCSA Standards for Pre-Primary to Year 10: teaching, Assessing and Reporting Policy, requires schools to provide plain language reports to parents / caregivers at the end of each semester.

A summary of student overall grades for all learning areas, including Religious Education are reported to SCSA at the end of the school year.

In the Junior School formal reporting opportunities to parents occur at a variety of levels.

Term 1 Interim Report	Interim reports are a one page document that reports to parents on affective behaviours.
Parent Teacher Interviews	Parent teacher Interviews are conducted at the end of Term 1, teachers utilise the Interim Report to discuss with parents how their children have begun the school year.
Mid Year and End of Year Report	Mid year and End of Year reports for all students in PP to year 6 consist of the following components. General Comment Over all Grade and Effort for all 9 Learning Areas. - Grades for individual strands in English and Mathematics Analysis of personal and social learning.

Learning Journey

The Learning Journey provides a student the opportunity to share with their families the learning that has taken place in their classroom, this takes place in Term 3.

5.2. Mid-Year Reporting

The achievement standards articulated in the Outline (*K-10 Outline*) describe the expected achievement for students who have been taught the curriculum content for the full year of schooling.

Therefore, in mid-year reports, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time.

Thus, students demonstrating excellent achievement at that point in time are allocated an 'A' grade or 'Excellent' achievement, and students demonstrating satisfactory achievement are allocated a 'C' grade or 'Satisfactory' achievement.

Many students will be given the same grade in the Mid Year Year Report and the End of Year Report, even though their teachers will have observed growth in learning. Bearing in mind that work in semester 2 builds on semester 1, maintaining a grade indicates students have held their own in the face of more advanced material and in this way have grown in their learning.

5.3. SCSA Judging Standards

Teachers are required to utilise the SCSA Judging Standards when assessing and reporting on student achievement.

Judging Standards is an umbrella term that refers to resources developed by the Authority to support teachers to make comparable judgements about student achievement.

The aim of the *Judging Standards* materials is to:

- provide **support** to teachers for **reporting** and
- improve the **validity and consistency** of reports of **student achievement**.

Judging Standards is a tool to support teachers when:

- reporting against the **achievement standards** for each year of schooling
- when giving **assessment feedback**
- when explaining the **differences between** one student's **achievement** and another's.

The Judging Standards are made up of three components.

- Achievement Standards
- Assessment Pointers
- Annotated Work Samples.

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