

# Whitsunday ANGLICAN SCHOOL

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Assessment within the Junior School will be conducted with the intent that all assessment will be authentic and reliable. Assessment activities will be created by cooperative teamwork on the part of the teaching teams at each year level and the Head of Junior School (Kindergarten to Years 4). The Heads of Junior School will have oversight of the curriculum in the Junior School.

The Head of Curriculum will have oversight of all curriculum in the School.

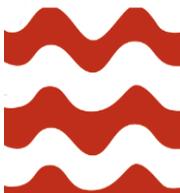
Regular communication practices will inform parents/guardians of essential data about the assessment pertaining to their children.



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## A NOTE ON TERMINOLOGY

Throughout this document, the word 'Assessment' in the Junior School context is a formal set of procedures, planned collaboratively by teaching teams and relevant to the prepared curriculum, designed to measure the achievement of all students. These Assessment tasks will occur at varying stages of the learning process and will aim to cater for diverse learning styles and diverse learning needs.

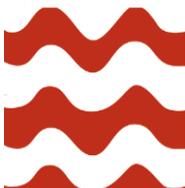
Students will be asked to undertake many other tasks which do not form part of the Assessment Program, but which help the teacher to make an assessment of their learning. Effective learning requires that students undertake all tasks set by their teachers; Assessment Tasks nevertheless have a particular significance.



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## 1.0 ASSESSMENT

### 1.1 Definition of Assessment

The Queensland Curriculum Assessment Authority (QCAA) defines assessment as 'the process of identifying, gathering and interpreting information about students' learning'.

### 1.2 Purpose of Assessment

Assessment is a vital part of the School's teaching and learning program as it provides parents, teachers and students with valuable information about students' learning. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at particular key stages.

All key learning area syllabuses published by the QCAA for Years Prep - 12 specify required Learning Outcomes.

The purpose of Assessment is to measure the extent to which students have achieved the Learning Outcomes at a given point in time. This is a list of benefits of assessments:

to enable students to assess their learning.

to provide information which can be used to correct deficiencies in their learning.

to enable the teachers and students to modify teaching/learning programs to suit the needs of students.

to provide the student and parents with information concerning the student's achievement and potential.

to assist students and parents in determining future education and employment pathways.

to indicate, for other schools and employers, the suitability and readiness of the student to undertake further education and/or employment.

However, due to the developmental nature of the syllabus document, latest and fullest and selective updating are procedures put in place to provide students with the best possible opportunities to attain the Learning Outcomes set out by the syllabus document.

### 1.3 Types of Assessment

In the Junior School Context, Assessment occurs at all stages of the learning process, thus enabling an accurate picture of the students' level of understanding, prior knowledge of concepts to be taught and highlighting any deficiencies which may need addressing.

Diagnostic Assessment occurs in two ways - formal diagnostic assessment carried out at the commencement of the school year and again at the start of the second semester. The assessment tools used indicate strengths and weaknesses using comparative data of essential literacy and numeracy skills. This includes external resources such as those from ACER and internal resources such as running records for reading and comprehension diagnosis.

Informal diagnostic assessment is planned to occur at the start of individual learning phases, particularly in English and Maths. The purpose of this assessment is to gauge prior knowledge of the students and to then inform future learning to cater for the students' level of knowledge.

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Formative assessment occurs throughout the learning process. This can occur using a variety of methods to assess student understanding at the different stages of learning to ensure all students are coping with task demands and whether any differentiated teaching and learning may need to occur to consolidate understanding and use of skills and processes. Teachers will use tools such as student work samples, checklists, informal tests and oral communication methods.

Summative assessment is designed to indicate the achievement status or performance level of the student at the end of a teaching and learning phase. Although data may be gathered throughout a course, summative assessment is geared not only towards diagnosis and remediation, but also towards reporting. This assessment may occur in the forms of written and oral tests, one on one interactions with students to model processes and published work samples based on thematic work within the classroom.

Samples from all stages of assessment are gathered to create the student portfolio which is used to help in formal reporting procedures and in communicating student achievement and progress to parents/guardians.

## 2.0 External Assessment

Junior School:

ICAS testing in English, Mathematics and Science (All Opt in)

ACER & PAT testing and spelling assessment at start of year and start of second semester.

Years 3 National Literacy and Numeracy testing (NAPLAN)

## 3.0 Occurrence of Assessment:

All assessment for the purpose of defining a student's academic progress will be conducted within the classroom environment, including the creation of writing samples to model understanding of taught genres and research tasks. The researching, mapping, planning, drafting and publishing of these tasks all are part of the assessable elements of these tasks and must be undertaken within the classroom setting to ensure an unbiased sample of the student's work.

Homework tasks, therefore, will not be for formal assessment purposes but as tools for the remediation and maintenance of skills and processes used in the teaching and learning journey.

## 4.0 SCHOOL REPORTS

### 4.1 *Types of School Reports*

The Junior School formally reports on student progress three times per year:

End of Term One: Collaborative Dialogue with parents. Formal interview process to review work samples and to discuss any issues relating to student progress

End of Term Two: A semester report for Years P - 4 students. A formal interview process is made available at the start of Semester Two.

End of Term Four: A semester report for Years P – 4 students.

Semester Reports will provide information concerning the student's progress within each subject, including an assessment grade or a semester overall grade, an effort rating and a classroom behaviour rating and teacher's comment. Grades (A+ to E-) will reflect the student's achievement.



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