

St Aloysius Catholic Primary School

Assessment and Reporting Procedures



St Aloysius Catholic Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

This section sets out the steps that are taken at St Aloysius Catholic Primary School to adhere to the rules of the policy and achieve the policy purpose.

1. Methods used to assess student learning progress and achievement
 - 1.1. Formative assessment
 - 1.2. Summative assessment
 - 1.3. Students with additional learning needs
2. Process for developing assessment tasks
 - 2.1 Formative assessment is any assessment that is used to improve teaching and learning. Best-practice formative assessment uses a rigorous approach in which each step of the assessment process is carefully thought through.
 - 2.2 For the best results, teachers work together to interrogate the curriculum and use their professional expertise and knowledge of their students to outline a learning continuum including a rubric of measurable, user-friendly descriptions of skills and knowledge. Once this planning work is completed and there is explicit detail about what progress might look like in their classroom, teachers can draw on this learning continuum and rubric to collect evidence of what students can say, make, write or do and make decisions about what to teach next.
 - 2.3 Processes undertaken:
 - Describe a learning continuum
 - Development of a formative assessment rubric
 - Designing of tasks
 - Collection of evidence
 - Moderation of student work samples
 - Interpretation and use of evidence
 - Improvement of rubrics
 - Refinement of the learning continuum
 - Refinement of the task
- 3 Cycle of review of assessment practices and processes
 - 3.1 Student data
 - 3.2 Identification of data
 - 3.3 Collection of data – cycle, methods, storage, dissemination
 - 3.4 Analysis of data
 - 3.5 Interpretation of data
 - 3.6 Use of data to inform teaching and assessment practices
- 4 Reporting practices

- 4.1 Formative assessment
- 4.2 Summative assessment
- 4.3 Written reports
- 4.4 Student/teacher/parent conferences
- 4.5 Students with additional learning needs
- 4.6 Students with additional needs
- 5 Personalised Learning Plans
 - 5.1 NCCD data
 - 5.2 Participation in national testing programs such as NAPLAN
- 6 Senior secondary assessment and reporting policies, procedures and practices