

St. Scholastica's 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. Scholastica's 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

- Exit tickets
- Running records
- Focus groups/books
- Observation
- Work samples
- ABC Charts
- Google tracking form

### 1.2. Summative assessment

- PATM
- PATR
- NAPLAN
- Number post testing
- MAI
- Writing Sample (writing purpose)
- Running records
- ROL

### 1.3. Students with additional learning needs

- Tier 2 Testing: YARC and SPAT
- Tier 1 testing
- Adjusted forms of above assessment

## **2. Process for developing assessment tasks**

1. Look at the curriculum to ensure the task correctly matches what we are wanting the students to learn.
2. Look at the curriculum for above and below entry and exit points.
3. Look at previously used assessments.
4. Depending on the subject, involve the student's voice.
5. Look at previous assessment scores.

## **3. Cycle of review of assessment practices and processes**

### 3.1. Student data

Pre and post assessment

Data Walls are updated regularly

Running Records, ROLs, CAP, Letter ID and other mandated testing

PAT testing and Analysis Days

- NAPLAN testing and Analysis Days
- 3.2. Identification of data
    - Use curriculum to create appropriate pre and post assessments
    - What are you looking for?
    - Look at the SIP
  - 3.3. Collection of data – cycle, methods, storage, dissemination
    - V Drive and Google Drive
    - PAT R and PAT M are annual
    - NAPLAN is annual
    - MAI is ongoing
    - Pre and post assessment before and after units
    - Junior testing biannually
    - Behaviour Rating Scale
    - ABC Charts
    - Westwood Fluency Test
  - 3.4. Analysis of data
    - Identifying students at risk
    - Identifying students operating above standard
    - Identifying students who are not moving
    - Looks for trends or patterns in the data
  - 3.5. Interpretation of data
    - Staff meetings for MAI, PAT and NAPLAN data
    - Looking for reasons for why students might be at risk
    - Case Management
  - 3.6. Use of data to inform teaching and assessment practices
    - Facilitated planning
    - Small group planning
    - MAI sprints
    - Identifying students for intervention
    - Create goals for PLPs

#### **4. Reporting practices**

- 4.1. Formative assessment
  - discussions
  - conferencing
  - Observation
  - anecdotal records
  - self assessment
  - peer assessment
  - Case management
- 4.2. Summative assessment
  - Pre and Post Testing
  - self assessment

- peer assessment
- Pat R and Pat M
- NAPLAN
- MAI
- Running Records
- ROL and other mandated testing
- Data Wall
- Case Management

#### 4.3. Written reports

- Nforma report
- PLP
- Report from outside specialist e.g. Enza

#### 4.4. Student/teacher/parent conferences

- meet and greet
- signed notes
- optional parent teacher
- open door policy
- PSG

#### 4.5. Students with additional learning needs

- PLP
- PSG
- NCCD forms
- PWC form
- Teacher Judgement form
- Student Summary form

#### 4.6. Students with additional needs

- PLP - Personalised Learning Plans
- PSG - Parent Support Group meetings
- NCCD forms
- PWC form
- Teacher Judgement form
- Student Summary form

### 5. Personalised Learning Plans

- For all students who require substantial and extensive adjustments
- Termly meetings with parents.
- Written by class teachers every term. Added to throughout the term, reviewed at end of term and new goals set.
- External agencies are often consulted and invited,
- All meeting attendees are sent PLP prior to meeting and then all sign PLP post meeting

#### 5.1. NCCD data

- data is added to school developed forms on a regular basis depending on the level of adjustment and monitoring required
- ABC charts are used for students with specific behavioural needs and goals
- Behavioral rating Scale done by Classroom Teacher
- Class and yard behaviour tracking sheets by teacher who dealt with issue
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5.2. Participation in national testing programs such as NAPLAN, PISA

- all students in Grade 3 & 5 participate in NAPLAN Testing
- Data collected is used to monitor educational trends

## Related policies and documents

This procedure document is supported by the St. Scholastica's Data Plan and NCCD Schedule Tasks Document.