



ASSESSMENT AND REPORTING PROCEDURE

1. AIM

The aim of this Procedure is to ensure school compliance with Directive #7 which states:

The principal, in consultation with staff, must develop school-based assessment and reporting plans that:

1. Comply with system requirements for reporting in Religious Education
2. Comply with the requirements of SCSA for students in Pre-Primary to Year 10

Sources of Authority	
CECWA Policy	Education Policy
Executive Directive	Curriculum, Assessment and Reporting

2. SCOPE

This School Assessment and Reporting Procedure applies to all staff employed at Aranmore Catholic Primary School, including relief and casual staff, as well as pre-service trainee teachers and volunteer teachers.

3. PROCEDURE

3.1 Standardised Assessment Schedule

Year	Test	Administration
Kindergarten	Phonological Awareness Early Years Pre-Literacy Screen	Term 1, 2, 3 & 4
Pre-Primary	On-Entry Assessment Foundation Pre-Literacy Screen Progressive Literacy Development Pre-Literacy Screen Subtests Progressive Literacy Development Placement Test Dandelion Readers Diagnostic Assessment (for those required) Dandelion Readers Assessment (for those required) Mathematics Assessment Interview Counting & Place Value	Term 1 Term 1 Term 2 & 3 Term 3 & 4 Term 3 Term 4 Term 4
Year 1	Observation Survey Progressive Literacy Development Placement Test Progressive Literacy Development Term Review Test PM Reading PAT Reading PAT Maths PAT Grammar South Australian Spelling Test Mathematics Assessment Interview (Number)	Term 1 Term 1 Term 2, 3 & 4 Term 4 Term 4 Term 4 Term 4 Term 4 Term 4
Year 2	Progressive Literacy Development Placement Test Progressive Literacy Development Review Test Progressive Literacy Development Phonic Term Review PM Reading Observation Survey (for those required) PAT Reading PAT Maths South Australian Spelling Test	Term 1 Term 1 Term 1, 2 & 3 Term 1 Term 1 Term 4 Term 4 Term 4
Year 3	Progressive Literacy Development Placement Test Progressive Literacy Development Term Phonic Review Test PM Reading (for those required) Observation Survey (for those required) Literacy Pro Lexile Test NAPLAN Suite A General Ability Test (AGAT) CEWA Religious Education Assessment PAT Reading PAT Math PAT Grammar South Australian Spelling Test	Term 1 Term 1, 2 & 3 Term 1, 2, 3 & 4 Term 1 Term 1, 2, 3 & 4 Term 1 Term 1 Term 1 Term 3 Term 4 Term 4 Term 4 Term 4



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Year 4	A General Ability Test (AGAT) Progressive Literacy Development Placement Test Progressive Literacy Development Term Phonic Review Test Literacy Pro Lexile Test Informal Prose (for those required) South Australian Spelling Test PAT Reading PAT Maths PAT Grammar	Term 1 Term 1 Term 1, 2 & 3 Term 1, 2, 3 & 4 Term 2 & 3 Term 14 Term 4 Term 4 Term 4
Year 5	A General Ability Test (AGAT) Progressive Literacy Development Placement Test Progressive Literacy Development Term Phonic Review Test Literacy Pro Lexile Test Informal Prose (for those required) NAPLAN Suite CEWA Religious Education Assessment South Australian Spelling Test PAT Reading PAT Maths PAT Grammar	Term 1 Term 1 Term 1, 2 & 3 Term 1, 2, 3 & 4 Term 2 & 3 Term 1 Term 3 Term 4 Term 4 Term 4 Term 4
Year 6	A General Ability Test (AGAT) Progressive Literacy Development Placement Test Progressive Literacy Development Term Phonic Review Test Literacy Pro Lexile Test CEWA Religious Education Assessment South Australian Spelling Test PAT Reading PAT Maths PAT Grammar	Term 1 Term 1 Term 1, 2 & 3 Term 1, 2, 3 & 4 Term 3 Term 4 Term 4 Term 4 Term 4

3.2 Reporting Schedule

Year	Element	Timeframe
Kindergarten - Year 6	Teachers to meet with parents/carers to communicate student progress	Term 1 Week 7
Pre-Primary - Year 6	Work Samples & Assessment Folders	Term 1 Week 6 Term 2 Week 6 Term 3 Week 6 Term 4 Week 6
Pre-Primary- Year 6	Mandated Academic Progress Report	End of Term 2 & 4 Semester
Pre-Primary- Year 6	Teachers to meet with parents/carers to discuss student progress and any concerns	At any time of the school year Before Academic Progress Reports are distributed
Kindergarten - Year 6	Personalised Plans (IEP, IBP etc)	During Term 2 & 4 At any time of the year when required

3.3 Reporting on Student Achievement

The purpose of reporting, both formal and informal, is to communicate student achievement and progress as well as to provide recommendations for future learning. At Aranmore we report to parents and carers in relation to the achievement of students in Pre-Primary to Year 6 in terms of the Western Australian Achievement Standards.



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3.4 Grading Scale for Semester Reports

Reports are designed to provide, in plain language, an accurate and objective assessment of a student's progress and achievement. The grading scale will outline a student's knowledge, understanding and skill level within the nine Learning Areas and reflects a student's achievement for work undertaken during a particular semester. The end of semester report uses a five-point scale.

The five-point grading scale for semester reports is as follows:

Pre-Primary to Year 6:

- A - The student demonstrates **excellent** achievement of what is expected for this year level.
- B - The student demonstrates **high** achievement of what is expected for this year level.
- C - The student demonstrates **satisfactory** achievement of what is expected for this year level.
- D - The student demonstrates **limited** achievement of what is expected for this year level.
- E - The student demonstrates **very low** achievement of what is expected for this year level.

Authorised by	Jonnine Lamborne	Date:	1 February 2023
Effective Date:	1 January 2022	Next Review:	December 2023