CURRAMBINE PRIMARY SCHOOL

Student Assessment Policy

Rationale

The primary purpose of assessment is to enhance student learning. Assessment practice has a powerful influence in both the quality of teaching and the quality of learning. Assessment should inform all stakeholders what knowledge, skills and attitudes students possess and those they do not.

Policy

All public school principals and teachers, as part of the planning for the school, regularly monitor, evaluate and report on each student's achievement.

Guidelines

Assessment practices should be consistent with the Assessment Principles and Practices of the Western Australian Curriculum and Assessment Outline (SCSA.wa.edu.au) including;

- **Assessment should be an integral part of teaching and learning** – Assessment should arise naturally out of the intended learning of the curriculum. Assessment should be constructed to enable judgements about students progress, what knowledge and skills they have and have not mastered and contribute to ongoing teaching and learning.

- **Assessment should be educative** – Assessment activities should encourage in depth and long term learning. They should also provide feedback that assists students with their learning and informs teachers planning. Assessment, where appropriate, should have explicit criteria which the students are aware of to focus their attention and to provide feedback on their progress.

- **Assessment should be fair** – Fair assessment practices consider the diverse needs of students and their backgrounds. Fair assessments also provide valid information on what is supposed to be assessed.

- **Assessments should be designed to meet their specific purposes** – Information collected to establish where students are in their learning can be used for summative and formative purposes.

- **Assessment should lead to informative reporting** – Reporting happens at the end of the teaching cycle and should provide accurate information to each student and the parent based on the formative and summative assessments conducted.

- **Assessment should lead to school wide evaluation processes** – Our staff need to understand current and past student achievement data, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School leaders need to plan for how they will evaluate the effectiveness of school initiatives and programs. Teachers should use assessment data to evaluate their teaching practices.

Staff will administer and use data from NAPLAN and school based normative testing to inform planning and evaluate school programs and practices.

Assessment of Case Management Plans should be based on specific learning targets that reflect the individual student's needs.

Learning Area	K	P	1	2	3	4	5	6
English Reading	Speech Screening Term One Kindergarten Assessment Task (KRAT) Each Term Wk 5-9	On Entry Assessment Term One Phonics Screening Term 2 & 4 (WK1-3)	Phonics Screening Term 1 Wk 2-3 Term 2 Wk 9 & 10 Term 3 Wk 9 -10	Phonics Screening Term 1 Wk 2-3 Term 3 Wk 9 - 10 CARS Assessment (3) Term One Wk 4-5, Term Four Wk 3&4 STARS Assessment Term 1-3 Wk 10 Repeated Reading Fluency Assessment- Term 1 Week 4&5 Term Three Week Four & Five	Lexile Reading Score each term PLC- PLC review T2 week 4, T3 Week 4 CARS Assessment (3) Term One Wk 4-5, Term Four Wk 3&4 STARS Assessment Term 1-3 Wk 10 Repeated Reading Fluency Assessment- Term 1 Week 4&5 Term Three Week Four & Five	Lexile Reading Score each term PLC review T2 week 4, T3 Week 4 CARS Assessment (3) Term One Wk 4-5, Term Four Wk 3&4 STARS Assessment Term 1-3 Wk 10 Repeated Reading Fluency Assessment- Term 1 Week 4&5 Term Three Week Four & Five	Lexile Reading Score each term PLC review T2 week 4, T3 Week 4 CARS Assessment (3) Term One Wk 4-5, Term Four Wk 3&4 STARS Assessment Term 1-3 Wk 10 Repeated Reading Fluency Assessment- Term 1 Week 4&5 Term Three Week Four & Five	Lexile Reading Score each term PLC review T2 week 4, T3 Week 4 CARS Assessment (3) Term One Wk 4-5, Term Four Wk 3&4 STARS Assessment Term 1-3 Wk 10 Repeated Reading Fluency Assessment- Term 1 Week 4&5 Term Three Week Four & Five Vocab Assessment Term 1
Writing		Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2
Spelling		Spelling Inventory Term 1(Wk2-3) & 3 (Wk 7-8)	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) Fortnightly Test / dictation assessment	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) Fortnightly Test / dictation assessment	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) Fortnightly Test / dictation assessment	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) Dictation x 2 per term	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) Dictation x 2 per term	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) Dictation x 2 per term
Oral Language	Assess Term 1, 2 & 3 with rubric or checklists informed by WA Curriculum / Standard	Assess Term 1, 2 & 3 with rubric or checklists informed by WA Curriculum / Standard	Assess Term 1, 2 & 3 with rubric or checklists informed by WA Curriculum / Standard	Assess Term 1, 2 & 3 with rubric or checklists informed by WA Curriculum / Standard	Assess Term 1, 2 & 3 with rubric or checklists informed by WA Curriculum / Standard	Assess Sem 1 & 2 with rubric or checklists informed by WA Curriculum / Standard	Assess Sem 1 & 2 with rubric or checklists informed by WA Curriculum / Standard	Assess Sem 1 & 2 with Rubric or checklists informed by WA Curriculum / Standard
Mathematics	Mathematics Checklists Diagnostic Tasks	Mathematics Checklists Diagnostic Tasks	Mathematics Checklists Diagnostic Tasks	Mathematics Checklists Diagnostic Tasks One Minute Assessment + - x / (Feb, May, Nov)	Mathematics Checklists Diagnostic Tasks One Minute Assessment + - x / (Feb, May, Nov)	Mathematics Checklists Diagnostic Tasks One Minute Assessment + - x / (Feb, May, Nov)	Mathematics Checklists Diagnostic Tasks One Minute Assessment + - x / (Feb, May, Nov)	Mathematics Checklists Diagnostic Tasks One Minute Assessment + - x /(Feb, May, Nov)
Science	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists
Humanities		HaSS Checklists	HaSS Checklists	HaSS Checklists	HaSS Checklists	HaSS Checklists	HaSS Checklists	HaSS Checklists
Physical Education	FMS on entry checklist assessment	FMS on entry screen	SCSA assessment rubrics	SCSA assessment rubrics	SAQ Diagnostic Test SCSA assess rubrics	SAQ Formative Test SCSA assess rubrics	SAQ Formative Test SCSA assess rubrics	SAQ Formative Test SCSA assess rubrics
T & E			Technologies Checklist	Technologies Checklist	Technologies Checklist	Technologies Checklist	Technologies Checklist	Technologies Checklist
Health		PLC based checklists	PLC based checklists	PLC based checklists	PLC based checklists	PLC based checklists	PLC based checklists	PLC based checklists
LOTE								
Arts								