



## **Statement of Practice - Assessment**

---

### **Related CECG Policies**

[CECG Assessment Policy](#)

[CE Assessment Schedule](#)

### **Assessment**

St John the Apostle Primary School follows the CE Assessment Schedule from K – 6 and conduct a range of assessments, including universal screening, Diagnostic, Formative and Summative Assessments to track student performance and progress over time. Student performance is measured against the Australian Curriculum v9.0 using English Curriculum Achievement Standards, Content Descriptors and Literacy Progressions.

Universal screening: The Dynamic Indicator of Basic Literacy Skills (DIBELS) 8<sup>th</sup> Ed is administered 3 times a year from K through to Year 6 to identify at-risk students who require additional intervention support for their literacy development. The DIBELS measures include 6 subtests that focus on the big ideas and critical skills of beginning reading. Other screening assessments include:

- K-2 teachers begin each year with the InitialLit screener to identify student's specific reading skills and to inform intervention
- the Spelling Mastery placement test is administered to students in Years 3-6 to form instructional groupings
- the Year 1 Phonics Screening Check is administered in Term 3 and tells teachers how students are progressing with phonics.

Diagnostic assessments are conducted (following the administration of DIBELS 8<sup>th</sup> Ed) to evaluate students' strengths and weaknesses in reading. These tools can help teachers plan what to teach and how to teach and provide timely and target instruction/intervention to help students catch up.

Formative assessments are used to check for understanding and provide timely, relevant and individualised feedback. Data from formative assessments informs teachers of students' needs and directs teachers' explicit teaching. These include:

- Daily Review, exit tickets, mini whiteboards and I do, we do and Check for Understanding (CFU) strategies allow teachers to regularly assess students' conceptual understanding and procedural fluency.
- InitialLit program has built-in progress monitoring tools (e.g. Stop and Check, Stop and Spell) to check whether students have mastered the content, knowledge and skills previously taught. This informs future instruction.
- Spelling Mastery program includes a spelling test every 5th lesson, ensuring students are achieving mastery in their current level.
- DIBELS progress monitoring.

Summative assessments provide evidence of student learning to inform teacher judgements about achievement in relation to the curriculum, and performance standards. It occurs at specific points in time and may be used to report student achievement. These include:

- the standardised PAT-Reading and PAT-Maths (adaptive) as well as PAT-Spelling assessments are administered in Years 2-6, allowing teachers to measure student growth using scale scores
- the standardised PAT- Early Years Maths assessments are administered in Kinder and Year 1, allowing teachers to measure student growth using scale scores
- the Phonics Screening Check is administered in Year 1
- the standardised NAPLAN assessment in Years 3 and 5
- Spelling Mastery cumulative review and criterion tests are used to determine whether the students are ready to move up a level in spelling
- The InitialLit cumulative review assessments are also used for students in intervention groups.

#### Running records

Are used as a supplement to DIBELS and other diagnostic assessments.

#### Religion Assessment:

In line with our involvement with the Communities of Collaboration, we are developing assessments that show students' understandings in line with the learning intentions and success criteria.

Assessment includes:

- Diagnostic – through questioning and wonderings
- Formative – through checks for understanding, discussions observations
- Summative – formative and summative assessment.

When planning for teaching and learning, teachers are encouraged to start with the end in mind. That is, to start with the specific knowledge and skills that students are expected to know and demonstrate by the end of the learning process. All classroom assessment is directly linked to the Achievement Standard of the Australian Curriculum, which is the standard for the end of the school year.

Classroom assessments will:

- demonstrate if students have learnt what has been taught
- enable judgements to be made about student achievement
- provide reasonable adjustments for students with additional needs to demonstrate what has been taught
- include diagnostic, formative and summative tasks that link directly to the curriculum being taught.