Agreed Practice for

Planning, Timetabling, Assessment, Reporting and Record Keeping
# TABLE OF CONTENTS

## PLANNING
- RATIONALE .......................................................... 5
- BACKGROUND ......................................................... 5
- DOCUMENTATION REQUIRED ..................................... 5
- PLANNING PROCESS ................................................. 7
- PLANNING ACCOUNTABILITY ........................................ 8

## TIMETABLING
- PROCEDURE .......................................................... 9
- TIME ALLOCATIONS ................................................ 9
- DISCRETIONARY OR “UNALLOCATED TIME” ..................... 9

## ASSESSMENT
- RATIONALE .......................................................... 11
- BACKGROUND ........................................................ 12
- GENERAL PRINCIPLES .............................................. 12
- ELEMENTS OF QUALITY ASSESSMENT ........................ 12
  - Credibility .......................................................... 12
  - Intellectual Quality .............................................. 13
  - Authenticity ....................................................... 13
  - User friendliness ............................................... 13
- FORMS OF ASSESSMENT .......................................... 13
  - Assessment FOR learning ....................................... 13
  - Assessment OF learning ....................................... 13
  - Assessment AS Learning ....................................... 14
  - Diagnostic Assessment ......................................... 14
- METHODS OF ASSESSMENT ....................................... 14
  - Schedule for School Based Formal Assessments ............ 14
  - First Steps Map of Development ................................ 14
  - Burt Word Test .................................................... 15
  - Marie Clay Observational Survey .............................. 15
  - Peter’s Spelling Test ............................................. 16
  - Waddinton Spelling Test ........................................ 17
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PatR Test</td>
<td>17</td>
</tr>
<tr>
<td>Running Records</td>
<td>17</td>
</tr>
<tr>
<td>Year 2 Net</td>
<td>18</td>
</tr>
<tr>
<td>State Tests - QCats</td>
<td>18</td>
</tr>
<tr>
<td>National Tests - NAPLAN</td>
<td>19</td>
</tr>
<tr>
<td>Matching Best Methods to Student Learning</td>
<td>20</td>
</tr>
<tr>
<td>Student Self Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Portfolios</td>
<td>20</td>
</tr>
<tr>
<td>LEARNING AREA UNIT ASSESSMENT REQUIREMENTS</td>
<td>21</td>
</tr>
<tr>
<td>Developing Assessment Tasks</td>
<td>21</td>
</tr>
<tr>
<td>Recording Assessment</td>
<td>22</td>
</tr>
<tr>
<td>REPORTING</td>
<td>23</td>
</tr>
<tr>
<td>RECORD KEEPING</td>
<td>24</td>
</tr>
<tr>
<td>Student Files</td>
<td>24</td>
</tr>
<tr>
<td>Teacher Records</td>
<td>24</td>
</tr>
<tr>
<td>Secure Records</td>
<td>24</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>25</td>
</tr>
</tbody>
</table>

**APPENDIX CONTENTS**

- Inquiring and Reflective Learners ................................................................. 1
- Planning Proformas ................................................................................................. 2
- St John’s Guide to Writing Rubrics ........................................................................ 3
- St John’s Schedule of Formal Assessments ............................................................. 4
- First Steps .............................................................................................................. 5
- Burt Word ................................................................................................................. 6
- Peter’s Spelling Test ............................................................................................... 7
- Waddinton’s Spelling Test ....................................................................................... 8
- PatR Comprehension Test ......................................................................................... 9
- Running Records ..................................................................................................... 10
- Diocesan Guidelines for Reporting ......................................................................... 11
- Student Archive Folder ......................................................................................... 12
PLANNING

RATIONALE

Planning is an integral part of the learning and teaching process at St John’s School as we strive to develop inquiring and reflective learners who are:

- Quality producers
- Designers and creators
- Active investigators
- Effective communicators
- Leaders and collaborators
- Community contributors.

These Inquiring and Reflective Learner attributes are central to the Diocesan Learning Framework and also to planning and assessment at St John’s. Refer to Appendix One for the Diocesan Learning Framework. At St John’s these attributes are described in Inquiring and Reflective Learners posters on display in classrooms and are incorporated into assessment proformas - See Appendix One for posters and Inquiring and Reflective Learners assessment examples.

At St John’s School we believe that planning:

- provides a basis for curriculum alignment from mission statement to planning to learning and teaching to reporting to parents and students
- provides a focus for learning and teaching experiences, which enable students to achieve a desired standard
- promotes a sharing of talents and expertise amongst teachers
- allows accountability to peers, parents and local and national authorities
- provides a record of evaluation and a means of assessment
- is individualised where possible to suit the needs of all children
- demonstrates consistency across grade levels
- prevents unnecessary duplication of learning experiences

BACKGROUND

Formal documentation of agreed practices for planning is beginning with the production of this document for implementation and refinement in 2012. It will be reviewed on an annual basis.

DOCUMENTATION REQUIRED

Teachers are responsible for developing units of work (unit plans) derived from the school based curriculum documents for their classes or year levels based on a standard framework used across the Diocese.
The following components comprise planning documentation:

- a unit overview including time frame
- content descriptors from the Australian Curriculum
- assessment tasks, techniques and recording instruments
- identification of curriculum integration where appropriate
- links to the Diocesan Learning Framework
- an indication of the Cross Curriculum Priorities that are to be addressed
- an indication of the General Capabilities that are to be addressed
- identification of learning / teaching strategies and resources required to teach the unit. In the learning area of English this will include utilising the First Steps Maps of Development as a tool to guide planning.
- differentiation strategies - the way in which the learning will be modified for learners with special needs i.e. working beyond or below the required standard.
- Link strategies to St John’s Whole School Thinking Document
- reflective practices for evaluation

‘Curriculum Development in the Cairns Diocese – A Way Forward’

All planning proformas can be accessed by teachers via the school server – teacher’s drive – Curriculum Documents and via the CES staff portal – Curriculum Sharing. Please note if downloaded from the CES portal you will need to add school logos. These proformas are included in Appendix Two and a guide to writing rubrics (criteria sheets) can be found in Appendix Three.
ST JOHN'S

St John’s School Silkwood – Always Reaching for New Heights

PLANNING PROCESS

Content
What content descriptors will be the focus for assessment?

Unit Focus
Write a description for this unit.

Diocesan Learning Framework (DLF)
What aspects of the DLF will be a focus for this unit?

GCs and CCPs
What general capabilities are to be focused on?
What cross curriculum

Teacher reflection
In this unit how has the learning and teaching demonstrated:
• the maximising of student learning?
• sustained opportunities for students to learn?
• depth of student understanding and expertise?
• equitable and inclusive opportunities for learning?
• content, assessment and pedagogy that is coherent and aligned?

Assessment
• How do assessment tasks link to the Content Descriptors?
• How will assessment FOR learning be incorporated?
• What is the evidence of learning - assessment OF learning?
• What assessment AS learning is to be incorporated?
• What tools will be used?
• How will results be recorded?
• Where to from here?

Resources
What is needed to support student learning?
What information resources and equipment are needed?

Differentiation
What modified learning and teaching experiences are needed to support all students?

Weekly Planning
• How will the content descriptors CCPs and GCs be addressed in weekly or fortnightly sequences to enable the students to complete the assessment tasks?
• For each sequence, what specific learning and teaching strategies will be

Unit Focus
Write a description for this unit.

Assessment
• How do assessment tasks link to the Content Descriptors?
• How will assessment FOR learning be incorporated?
• What is the evidence of learning - assessment OF learning?
• What assessment AS learning is to be incorporated?
• What tools will be used?
• How will results be recorded?
• Where to from here?

Resources
What is needed to support student learning?
What information resources and equipment are needed?

Differentiation
What modified learning and teaching experiences are needed to support all students?

Weekly Planning
• How will the content descriptors CCPs and GCs be addressed in weekly or fortnightly sequences to enable the students to complete the assessment tasks?
• For each sequence, what specific learning and teaching strategies will be
PLANNING ACCOUNTABILITY

The St John’s Leadership team recognise that as professionals, the teachers at St John’s work collaboratively to complete the required documentation for classroom plans of work especially where two teachers share a class. As such the monitoring of these programmes will occur twice per term according to the following schedule:

Teachers meet prior to the commencement of the term when necessary to arrange the organisation and delegation of programming responsibilities.

Week One
Teachers may meet with Curriculum Support Teacher to discuss the term’s planning if required.

Week Three
Teachers submit planning for all learning areas, with the exception of Religious Education, to the Curriculum Support Teacher. This will be reviewed using a planning checklist (ref. Appendix Three). The planning will be returned to the teachers so that evaluations can be added throughout the term. English and Mathematics weekly planning for weeks 1-5 is required at this stage but for all other learning areas weekly planning should be submitted for the entire term.

Religious Education planning is submitted to the Assistant Principal – Religious Education.

Week Eight – Eleven (dependant on length of term)
Teachers resubmit a copy of the planning for all learning areas (with all English and Mathematics weekly planning completed), including Religious Education, to the Curriculum Support Teacher. Planning should show evidence of activities completed with dates, reflection and modifications if required. These are retained by the school as part of their Record Keeping practices. Along with planning, teachers need to submit the Continuous Assessment Check List book which is retained by the school at the end of each year.

A digital copy of all planning is uploaded, by the creator, to the school server – Teacher’s drive – Teaching Programs.
**TIMETABLING**

This Agreed Practice provides guidance as to the appropriate amount of time that should be allocated to each KLA in a class timetable and how they are to be published.

Timetabling at St John’s School needs to reflect the required times for each learning area and will include all required changes in relation to the implementation of the Australian Curriculum.

**PROCEDURE**

The following **minimum** time allocations have been formulated with the view to providing schools with a consistent understanding of the timetabled teaching allocation for each Learning Area.

**TIME ALLOCATIONS**

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>P - 2</th>
<th>3 - 4</th>
<th>5 - 6</th>
<th>7 - 8</th>
<th>9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>2.5 hrs</td>
<td>2.5 hrs</td>
<td>2.5 hrs</td>
<td>2.5 hrs</td>
<td>2.5 hrs</td>
</tr>
<tr>
<td>English</td>
<td>7 hrs</td>
<td>6.5 hrs</td>
<td>6.5 hrs</td>
<td>3 hrs</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>3 hrs</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Science</td>
<td>1 hr</td>
<td>1.5</td>
<td>1.5</td>
<td>2.5</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Health and PE</td>
<td>2.5 hrs</td>
<td>2.5 hrs</td>
<td>2.5 hrs</td>
<td>2.5 hrs</td>
<td>2.5 hrs</td>
</tr>
<tr>
<td>Humanities &amp; Social Science</td>
<td>0.5 hrs</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
</tr>
<tr>
<td>Geography</td>
<td>0.5 hrs</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
</tr>
<tr>
<td>Economics &amp; business</td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
</tr>
<tr>
<td>Civics &amp; citizenship</td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
</tr>
<tr>
<td>The Arts</td>
<td>1 hr</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
<td>2 hrs</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Languages</td>
<td>1.25 hrs</td>
<td>2 hrs</td>
<td>2 hrs</td>
<td>2 hrs</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Technology</td>
<td>0.5 hrs</td>
<td>1 hr</td>
<td>1.5</td>
<td>2 hrs</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>

Grey are non-compulsory subjects
Green are yet to be confirmed

**DISCRETIONARY OR “UNALLOCATED” TIME**

The amount of discretionary or “unallocated” time will be a minimum of 20%. In the Diocese of Cairns, students engage in a vast range of activities that make up the remainder of the school curriculum.
These activities include:
- general administration
- policies and priorities, e.g. Smart Moves, apprenticeships, traineeships and cadetships,
- work experience, SET planning


pastoral care, e.g. home room and care groups
extra-curricular activities
other, e.g. swimming and athletics carnivals, open days, fetes and fundraising, excursions and camps, grandparent days, and parenting programs.

It should also be acknowledged that, in the early years, time is required to actually move children around the school and settle them in different activities.

It is recommended that one of the unallocated hours be devoted to personal, interpersonal, spiritual and community development. These activities may include daily morning prayer, ‘circle time’, assemblies which focus on prayer or celebration of the achievement of goals, special assemblies such as a “Caritas” project launch at the beginning of Lent and whole school liturgies. It is further recommended that a good portion of this hour is allocated to regular, explicit teaching of Social Emotional capabilities.

Blocks of time can be allocated to specific curriculum areas or to a combination of areas as would be needed for teaching an integrated unit of work. The timetable may be flexible; however, the allocation of time to particular subject areas should remain reasonably constant.

Three copies of the class timetable are to be produced:
- for the wall of the room;
- for inclusion in the teaching plan; and for the Principal.
Assessment is an integral part of the learning and teaching process at St John’s School as we strive to develop inquiring and reflective learners who are:

- Quality producers
- Designers and creators
- Active investigators
- Effective communicators
- Leaders and collaborators
- Community contributors.

At St John’s School we believe that assessment is a way of continually facilitating the students’ interest, engagement, confidence, and learning competencies. Assessment must be embedded in the curriculum and the everyday practice of students and teachers. Assessment needs to both facilitate learning in the moment of doing the assessment and it needs to inform the learner and the teacher; hence opportunities and experiences can be created to guide further student learning.

We believe that assessment . . .

- Unlocks the capacity for change, growth and renewal.
- Involves active processes that provide learners the opportunity to demonstrate the knowledge and understanding constructed.
- Is most powerful when the collective and individual needs of learners are considered.
- Enriches learning when it holds meaning and is founded in real, lived experience.
- Should be engaging and involve discerning reflection and response.
- Should inspire the achievement of personal best.

Teachers will assess across a broad range of learning capabilities and will seek to make the process of this assessment understandable by students and their parents. Primarily, one of the principle outcomes of assessment will be to make students more aware of what they have achieved; where they want to go, and provide them with various strategies to achieve their goals.
BACKGROUND

Assessment practices at St John’s School changed in 2008/9 when QCARF replaced outcomes and subsequently include all required changes in relation to the implementation of the Australian Curriculum. Formal documentation of agreed practices is beginning with the production of this document that is to be implemented and refined in 2012.

GENERAL PRINCIPLES OF ASSESSMENT

The following statements summarise our understandings about assessment.

- All students can learn and are learning
- The overall goal of assessment is self assessment
- We need to use multiple forms of assessment
- We need to use multiple assessors (self, teachers, peers, parents)
- We need to look for success and movement towards desired outcomes
- Human judgement can be reliable and valid
- The assessment is based on measurable, precise criteria
- The criteria is no secret to the learners
- We need to assess the process as well as the product, i.e. assess meta cognition (how one thinks) and meta learning (how one learns)
- Assessment is ongoing and continuous
- Assessment is not finite; it should not be limiting or set limits on students’ learning
- Assessment results need to guide instruction
- The assessment itself is a learning experience.

© Global Learning Communities

ELEMENTS OF QUALITY ASSESSMENT

CREDIBILITY

Does the assessment generate sound evidence about student performance? If so, the assessment:

- explicitly identifies the assessable elements
- is clearly aligned with the targeted curriculum
• has clear conditions of assessment, e.g. time, resources
• is fair and equitable to all students
• provides opportunity for students to demonstrate what they know and can do.

**INTELLECTUAL QUALITY**

Is the assessment intellectually challenging? If so, the assessment:
• draws in sufficient depth and breadth upon the targeted knowledge, concepts and skills
• engages students in a range of ways of working
• encourages students to demonstrate critical analysis
• has clear expectations.

**AUTHENTICITY**

Does the assessment use a realistic and complex problem? If so, the assessment:
• has an appropriate and meaningful context for all students
• is engaging and motivating
• has genuine and valued purpose
• has a context that is appropriate for the assessment.

**USER FRIENDLINESS**

Does the assessment clearly communicate to students what is needed for producing their best performance? If so, the assessment:
• has an appropriate and meaningful context for all students
• is engaging and motivating
• has genuine and valued purpose
• has a context that is appropriate for the assessment.

**FORMS OF ASSESSMENT**

At St John’s School assessment will fall into the following categories.

**ASSESSMENT FOR LEARNING**

Formative assessment occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.

**ASSESSMENT OF LEARNING**

Summative assessment occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in
time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.

**ASSESSMENT AS LEARNING**

Assessment AS learning involves students in becoming more responsible participants in the whole learning process. They: understand the purposes of their work; generate personal learning goals that link into the broader Standards they are working towards; ask themselves metacognitive questions to actively reflect on their progress; and regularly undertake informal and formal self and peer assessment.

**DIAGNOSTIC ASSESSMENT**

Information gained from standardised assessment is used to diagnose areas of need for individuals or groups of students and to determine students’ future goals.

**METHODS OF ASSESSMENT**

**SCHOOL BASED FORMAL ASSESSMENT**

Refer to Appendix Four for St John’s schedule of assessment

Note—only teachers should conduct these assessments

**FIRST STEPS MAPS OF DEVELOPMENT**

The purpose of the Map of Development is to link assessment, teaching and learning in a way that best addresses the strengths and needs of all students.

**PROCESS:**

1. Read the Content Descriptors of the National Curriculum
2. Record initial predictions on the Class Profile Sheet – All indicators
3. Collect data to assist in placing students on the Map of Development: Individual Student Profile Sheet. A student is considered to be in the phase where they exhibit all Key Indicators.

4. After identifying phase select Major Teaching Emphases and Teaching and Learning experiences for students in each phase.


6. Profile sheets are to be highlighted using the following colour convention: P/1 – yellow, 2/3 – green, 4/5 – pink, 6/7 – blue. Teachers to sign and date at the bottom of the profile sheet at the end of each year.

First Steps Class Profile sheets can be found in Appendix Five and in the First Steps folder in Teachers Drive of the school server. Individual student profiles sheets for the reading map of development and the writing map of development can also be found in this folder. Please note that in most cases these profiles do not need to be printed each year as they should be handed up by the previous teacher at the end of each year. Prep teachers should ask the Curriculum Support Teacher to give the student profile sheets for new prep students and any students commencing in other grades should be given profile sheets – class teachers should print these from the server (A4 and double sided) or ask the Curriculum Support teacher for a copy.

Further information about the First Steps Maps of development is provided in each resource book.

**BURT WORD TEST**

The Burt Word Test is an individually administered measure of an aspect of a child’s word recognition skills. The test card is graded in approximate order of difficulty and the final score can be compared to equivalent age bands. Norms are provided for children aged 6 to 12.11 years of age.

1. Teachers must ensure that they are familiar with the correct pronunciation of each word.
2. This test must be administered individually and teachers need to try to keep test conditions similar for all students so that comparisons can be made therefore a quiet room free from disruptions is important.
3. Record child’s age in months and years on the record form.
4. Children should read from the beginning of the test card and continue until ten successive words have been read incorrectly.
5. There is no time limit and there should be no prompting.
6. Words should only be counted as correct if they are correctly pronounced.
7. Words read correctly should be marked with a tick on the record form and it is useful for diagnostic purposes to record the actual pronunciation give beside the incorrect words.
8. The total number of words read correctly should be entered in the appropriate score box on the Record Form.
9. Raw scores should be converted to Equivalent Bands boys and girls separately.
10. An examination of the responses on the record sheet can be in order to identify error patterns when a student falls significantly below age equivalence.
11. The raw scores and the lower age of the band should be recorded on test data spreadsheet in the Test Data folder of the teachers drive.

The Burt word test card, record card and equivalent age bands can be found in Appendix Six.

**MARIE CLAY OBSERVATIONAL SURVEY**

Marie Clay observational Survey is used to analyse the early literacy achievement of children in Prep and those at risk in Grade One. It consists of a series of observations conducted both individually and whole class.

- Letter Identification Test
- Phonemic Awareness Assessment
- Word Reading Test
- Writing Vocabulary

These observations are made in Term One and again in Term Four.

There is a book called *An Observational Survey of Early Literacy Achievement* – Marie M. Clay which details the correct procedure to follow for all the observations and a CD of copymasters available in the Curriculum Office. There is also a PDF of the copymasters in the teachers drive - curriculum documents folder.

**PETER’S SPELLING TEST**

The Peter’s spelling test is a tool which teachers can use to analyse spelling miscues. There are three passages to be dictated to students – depending on age and these give a score.

1. Make sure that the passage is at the appropriate level of difficulty.
2. Say ‘Write your name and today’s date’.
3. Say ‘I am going to read a short story slowly, for you to write as I read. Write exactly what I say. Tell me if I am going too quickly’.
4. Read the diagnostic dictation slowly, phrase at a time, making sure that the children write something for each word.
5. Reread the passage aloud slowly, allowing time for children to self-correct, if required.
6. Each word is worth 1 point for correct spelling. Add all correctly spelt word for a total of fifty for Dictation One and one hundred for Dictation Two, Three and Four thus providing a percentage. (Dictation One is 50 words and therefore needs to be doubled).
7. The Peter’s Diagnostic and remedial and spelling record sheet can be used to analyse miscues. Teachers need to remember that miscues clustering to the right of the chart are of diagnostic value as these errors indicate a lack of awareness of our writing system.
8. The results (out of 100) should be recorded on test data spreadsheet in the Test Data folder of the teachers drive.
The spelling dictations, Diagnostic and remedial and spelling record sheet with an analysis guide can be found in Appendix Seven.

**WADDINTON SPELLING TEST**
A copy of Diagnostic Reading and Spelling Tests by N. J. Waddinton is available from the Learning Support Teacher. This test is suitable for use in Grade 2/3 and also by the Learning Support Teacher for students undergoing assessment. The book outlines in detail the procedures for administering the test and also diagnostic procedures that can be carried out. Refer to Appendix Eight for score sheets and conversion table.

**PATR TEST**
The PatR Comprehension test tests reading comprehension and provides teacher with a score which is converted to a scale score and then to a stanine score. This test must be conducted in November as this was the time of year that the test was taken to create the norms.

1. Testing of a whole class can be conducted at once and teachers should ensure that disruptions are kept to a minimum during testing.
2. A total of 55 minutes should be allowed to conduct the test which includes time to fill out student and test details give directions and complete practice question as well as to distribute and collect materials. Actual test time should be 40 minutes.
3. Teachers should mark the student answer sheets with the aid of the Comprehension list of Correct Answers.
4. Raw score then are converted into scale score and stanines using the norm tables for each test.
5. The Pat-R Comprehension: typical achievement along the scale sheet can be used to see what the description of typical competences are for each student by ruling a line across the sheet at the height of the scale score on the left.
6. This data needs to be recorded on test data spreadsheet in the Test Data folder of the teachers drive.

Documents required to record and analyse PATR test can be found in Appendix Nine test booklets and administration guides are kept in the Curriculum Office.

**RUNNING RECORDS**
A running record is a record of errors, or miscues, that readers make as they are reading. Running Records were developed by Dr Marie Clay as a way for teachers to quickly and easily assess their students’ reading behaviours “on the run”, so to speak. Running Records capture what the reader did and said while reading. They capture how readers are putting together what they know in order to read. They allow teachers to describe how children are working on text. (Further reference: Clay, M “Running Records for Classroom Teachers.”) Running records are conducted in all classes to ensure that children are grouped correctly for guided reading lessons and to ensure
that children are taking home reading which is at the appropriate level to reinforce learning at school.

**Why do Running Records?**

Running Records are intended to:
- Ascertain a child’s instructional book level
- Monitor ongoing student progress in reading
- Find out which particular skills and strategies students are using
- Establish specific needs of the children
- Group together children with similar needs for reading instruction
- Choose books at an appropriate level for your students

It is essential that we ascertain the child’s “instructional” reading level as it is at this level that the child can learn. When you are asked to provide a child’s reading level it is the INSTRUCTIONAL LEVEL which is required!

**How often should we take running records?**

Running records are taken with the greatest frequency at the earlier stages of reading. Children not progressing at the expected rate should be assessed even more frequently than the schedule suggested below.

- Emergent readers Levels 0 - 9 every 4 weeks
- Upper emergent readers Levels 10 - 14 every 4 - 6 weeks
- Early fluent readers Levels 15 - 20 every 6 weeks
- Fluent readers Levels 21+ every 8 weeks

Further information on conducting running records and miscue analysis can be found in Appendix Ten.

Running record data needs to be recorded each term on the test data spreadsheet until a child has achieved level 30 at a fluent level.

**YEAR 2 NET**

The Year 2 Net involves the completion of a running record in the presence of a Year 2 Net moderator allocated to schools by the diocese. In preparation of this week the Year 2 teacher must have the Year 2 reading maps of Development up to date as only children who have not achieved C are tested. Results of the testing are sent to the Catholic Education Office and funding is then allocated to assist students who are caught in the net.

**STATE TESTS - QCATS**

Students in Year 4 and 6 participate in Queensland Comparable Assessment Tasks are authentic performance-based assessment tasks. Their purpose is to provide information about student
learning in English, Mathematics and Science and to help promote consistency of teacher judgments across the state.

1. Teachers of Grades 4 and 6 should incorporate QCATs into their planning and conduct QCAT assessment in the required timeframe.
2. All QCATS conducted need to be moderated when marked.
3. QCAT results must be reported to parents using the QCAT report form available in myclasses. These forms should be sent home with the school report form in Semester 2.

**NATIONAL TESTS - NAPLAN**

The National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian schools in 2008. Every year, all students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. The National Minimum Standards describe some of the skills and understandings which students, who are placed in the minimum standard band at their year level, can generally demonstrate.

Teachers should conduct National Testing in accordance with instructions provided in the Test Preparation Handbook given to teacher each year. When results are available teachers are responsible for conducting an analysis of their classes’ results in order to inform future teaching and learning plans.

The principal or Curriculum Support teacher will download the results from the secure section of the QSA website and provide this data to teachers.

1. Teachers can look at this data to see which students in their class are above or below State and National means and also look to see which students are above or below benchmark by 2 or more bands.
2. Note: scale scores give a better indication of progress than achievement bands.
3. Teachers should look at individual item results to see where their class has achieved 5% more or 5% less than other students in Queensland. Teachers can refer to the Test Reporting Handbook to see what the each item’s description is. This arrives when the student’s results are delivered to the school.
4. Teachers can also use SunLANDA software free to download from myclasses to help analyse their class data. So that SunLANDA can read data relating to student results, teachers will also need the current year’s school specifications file. The principal or Curriculum Support teacher will download the school specific file from the secure section of the QSA website and provide this data for teachers. The Learning Support Teacher, Curriculum Support teacher and Principal will provide feedback to teachers following NAPLAN Analysis day.
MATCHING BEST METHODS TO STUDENT LEARNING

When choosing the most appropriate method of assessment we will keep in mind the ultimate purpose of the assessment.

<table>
<thead>
<tr>
<th>Learning Competencies</th>
<th>Appropriate Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Knowledge</td>
<td>Performances</td>
</tr>
<tr>
<td></td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td>Constructed Response Texts</td>
</tr>
<tr>
<td>Procedural Knowledge</td>
<td>Observation and Interviews</td>
</tr>
<tr>
<td></td>
<td>Portfolios</td>
</tr>
<tr>
<td>Learning Processes/Products</td>
<td>Performances</td>
</tr>
<tr>
<td></td>
<td>Portfolios</td>
</tr>
<tr>
<td>Attitudes/Work Habits</td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td>Observations</td>
</tr>
<tr>
<td></td>
<td>Work samples</td>
</tr>
</tbody>
</table>

STUDENT SELF AND PEER ASSESSMENT

Self assessment, and involving students in other ways in the assessment process, keeps students learning because it involves the students in decisions that affect themselves. They see that their opinions and ideas are valued and it allows them space to pace their learning; hence motivating students to continue growing. Self assessment helps learners to stop and reflect on their learning and see their own development and their difficulties. They gain a perspective that enables them to:

- Construct new meaning
- Celebrate what they have accomplished
- Determine the next appropriate steps

Student Involvement in Assessment

- Students process and reflect on their learning from lessons
- Student observers document others’ performances
- Students use criteria sheets to assess their own or other’s performances or products
- Students write self assessments through feedback sheets, checklists and rating scales, graphic representation, reflecting on journals or learning logs, listing all they know about a subject, written reports
- Students write their own reports

PORTFOLIOS

Portfolios are systematic, organized collections of student work that demonstrate student knowledge, skills and attitudes about their work. The importance of the portfolio lies not in the way the information is organized and presented; but rather in the actual contents. At St John’s School we have chosen to compile “Assessment Portfolios” which are a collection of assessment tasks to document student growth. Major assessment tasks for each term including task sheet,
work sample and criteria sheet can be placed in the portfolio along with other samples of student work selected by the teacher and the student to best represent progress.

LEARNING AREA UNIT ASSESSMENT REQUIREMENTS

DEVELOPING ASSESSMENT TASKS

Criteria Based Assessment involves identifying the characteristics or properties by which student work is judged or appraised. These criteria must be seen in student work. Before any assessment task can be constructed, you will need to identify suitable assessment criteria for making judgments about student work. These characteristics come from the Content Descriptors of the Australian Curriculum and the Achievement Standards.

1. Identify the goals the students need to achieve.
2. Identify what evidence will demonstrate the learning.
3. Complete an Assessment Task Sheet (ref. Appendix 2).
4. Create a criteria sheet (ref. Appendix 2) to enable students to understand what is required in the task.
5. Check for the elements of quality assessment.
6. Plan learning and teaching activities designed to assist students develop the knowledge, understandings and skills required to complete the assessment task. (ref. Appendix 2 – planning templates).
RECORDING ASSESSMENT

The following is a list of the minimum assessment records maintained by the teachers at St John’s School. Other records may also be maintained.

- Anecdotal notes on each child
- Achievement of students on major assessment tasks – to be entered into the Continuous Assessment Mark Book
- Checklists recording achievement of specific skills
- Results of weekly spelling/dictation,
- Record of home reading and homework completion
- First Steps Reading and Writing Map of Development

All test data needs to be entered onto the test data spreadsheets found in the teacher’s drive.
REPORTING

Reporting is the process of providing information both formally and informally about a student’s progress.

At St John’s School the following principles will be observed to underpin effective reporting:
- Teacher professional judgment is at the heart of reporting student achievement
- Teachers’ knowledge and observation of the students’ progress contributes to this professional judgment
- Teacher professional judgment is informed by assessment data and referenced to the curriculum framework
- Teachers utilise the evidence from a variety of tasks to make a judgement against standards at a point in time.

Term One
- Portfolio of assessment preparation for three way conferences.
- Three way conferences

Term Two
- Written Reports providing information in relation to the learning which has occurred in Semester One are created in OnTrack in line with the school and “Diocesan Guidelines for Student Reporting” see Appendix Eleven.

Term Three
- Student Portfolio preparation for three way conferences.
- Three way conferences
- Portfolios are sent home following three way conferences.
- Yr 3, 5 and 7 NAPLAN reports will be sent home once received.

Term Four
- Written Reports providing information in relation to the learning which has occurred in Semester Two are created in OnTrack in line with “Diocesan Guidelines for Student Reporting” see Appendix Ten.
- Yr 4 and 6 QCAT reports are completed – available in ’myclasses’
- Optional Three way conferences after reports have been sent home.
RECORD KEEPING

STUDENT FILES
The following records will be updated regularly throughout each year. At the end of the year they will be passed up to the next class teacher. At the end of Yr 7 they will be archived for thirteen years – until the student reaches the age of 25. At the end of the archive period these records will be shredded. See Appendix Twelve for Archive Folder Record sheet.

- A work sample for each Learning area
- A writing sample – first draft including editing
- The final running record for the year
- First Steps Reading and Writing Map of Development
- Test data – Peter’s Spelling test, Burt word test, PatR test, Mare Clay Observational Survey

TEACHER RECORDS
The following records will be collected at the end of the school year and be retained until the children reach twenty five.

- Anecdotal notes on each child
- Continuous Assessment Mark Book which should include:
  1. Major assessment results
  2. Checklists recording achievement of specific skills
  3. Results of weekly spelling/dictation, mental computation tests etc
  4. Record of home reading and homework completion

SECURE RECORDS
At the end of Yr 7 these records will be archived for thirteen years. At the end of the archive period these records will be shredded.

- Semester reports
- NAPLAN reports
- Therapist and Outside Agency Reports
CONCLUSION

These understandings and practices have been developed by and agreed upon by St John’s School staff during 2011. Where necessary they will be modified during 2012 and evaluated at the conclusion of the year.

We will be constantly modifying this assessment practice according to the experience we gain with its philosophy and use, and the feedback from students and parents. It will be reviewed in 2016.