



Assessment, Feedback and Reporting Years 3-6





Assessment of student learning at Sacred Heart College is an ongoing process that takes place at different levels and for different purposes.

We strive to provide parents with regular opportunities to share information on student progress, including:

- Parent Information Sessions and Orientation Events
- The provision of detailed information in Kindergarten, Primary and Secondary Handbooks.
- Get Set Conferences & Progress Reports in Term 1
- Continuous Online Reporting on Josie
- Mid-Year Learning Conferences
- End-of-Semester Reports at the end of Term 2 and Term 4.

Shared information on feedback, assessment and reporting is an important aspect of the partnership between parents and teachers that supports student learning and progress.

The information detailed in this guide aims to provide an indication of the various feedback, assessment and reporting processes completed throughout the school year, where to find information and the frequency with which feedback, assessment and reporting occurs.

If you have any questions or concerns at any stage during the year please contact your son/daughter's Tutor/Class Teacher, Subject Teachers, Head of House or Director of Teaching & Learning. All teachers can be contacted directly via your son/daughter's Josie page or please contact the College Office on 6279-4090.

Mrs Aimee Woodward
Director of Teaching & Learning

FEEDBACK, ASSESSMENT AND REPORTING

Feedback, assessment and reporting are integral components of the learning process at Sacred Heart College, providing students, parents and teachers with invaluable information that:

- allows students to reflect on what they have done well, and how they can improve and extend their learning;
- provides teachers with opportunities to evaluate and identify areas requiring greater support, and adjust and adapt teaching strategies to help students make progress;
- provides parents with an ongoing indication of student progress.

Assessment and feedback can be categorised as:

- **Formative** - helping students and teachers identify strengths and target areas that can be improved upon as they progress through units of work.
- **Summative** – completed at the end of a topic or a unit of work, perhaps in the form of a test, an essay or a submitted piece of work
- **Diagnostic** - a form of **pre-assessment** where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction, or may be given **post-instruction** to identify if students have met a course's required learning objectives.

Assessment and feedback are continuous, occurring on an ongoing basis and in many different forms. Wherever practical, assessment and feedback information is recorded on Josie and is available for students and parents to view at any time.

WHAT TO EXPECT AND WHEN

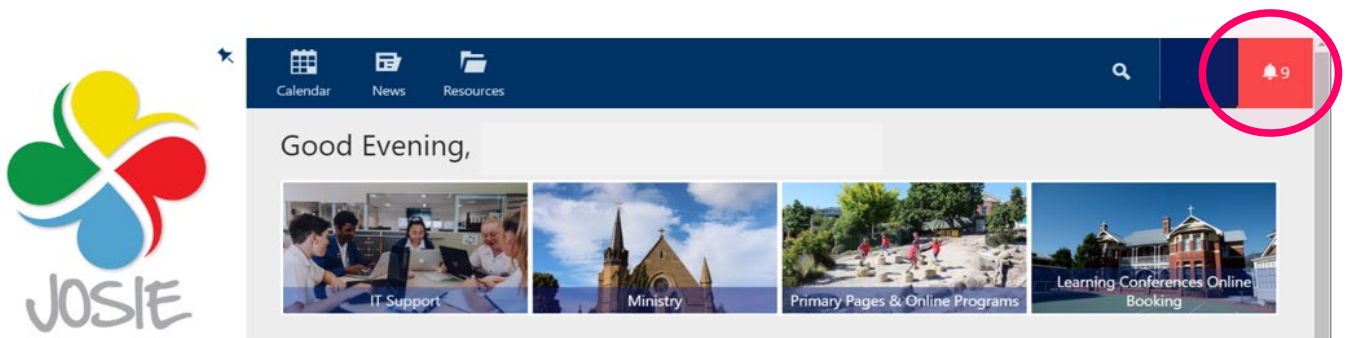
Years 3 - 6	<p>Constructive feedback will be regularly provided in a variety of meaningful forms including rubrics, comments, test scores and/or teacher observations.</p> <p>Students receive formative feedback regularly throughout units and summative assessment when units are completed and assessed.</p> <p>Students and parents/guardians will have the opportunity to access this feedback in real time to see their performance and progression against the national curriculum framework.</p>	
Online Feedback	Ongoing and continuous: quizzes, tasks, daily classwork etc (formative).	Information is updated regularly and is accessible on Josie at any time.
Assessment	Work submitted by students that is assessed against Developing, Consolidating and Extending standards (summative).	Completed regularly, usually at the end of a unit of work.
Effort & Work Practices Progress Reports	A reflection of the student's Effort & Work Practices at the mid-point of Term 1, reflecting contribution to the learning environment, academic progress, respectful practices, engagement with learning, self-management.	Mid-point of Term 1
Reports	Written reports that record an A-E rating of student progress against Australian Curriculum Achievement Standards for each subject.	Completed at the end of Term 2 and the end of Term 4.
Parent/Teacher Conferences	<p>Goal Setting Conferences</p> <p>Learning Conferences</p>	<p>Mid-point of Term 1</p> <p>Week 2, Term 3</p> <p>End of Term 4 (by appointment)</p>
External Assessments	<p>NAPLAN - (<i>National Assessment Programme-Literacy & Numeracy</i>)</p> <p>PAT Testing - (<i>Progressive Achievement Tests</i>) (reading, spelling, grammar, vocabulary, numeracy)</p> <p>AGAT - General Ability Testing</p> <p>Dibels - reading assessment</p>	<p>March (Yrs 3, 5, 7 & 9)</p> <p>Oct (Yrs 1-9)</p> <p>Feb & Oct (Prep)</p> <p>Terms 1, 3 & 4 (Yrs 3-7)</p>

As much as possible, and wherever practical, feedback, assessment and reporting is recorded on Josie and is accessible by students and parents.

There are 2 ways to access Feedback and Assessments in Josie:

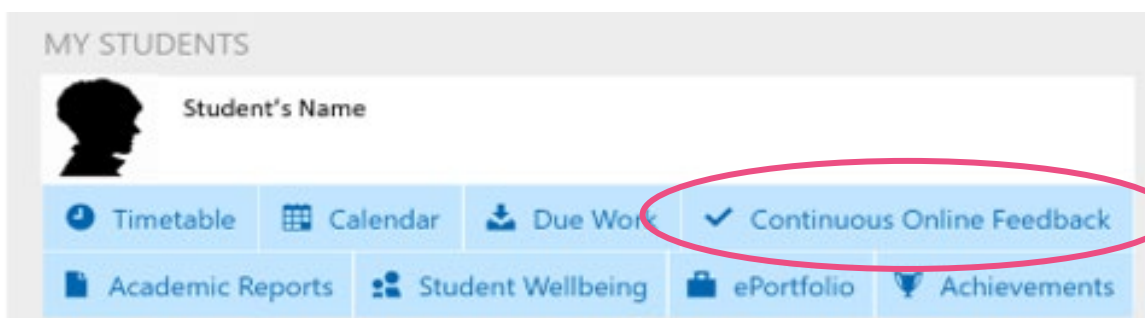
Using the Notification Icon:

1. The Notifications Icon (the bell) lets you know of recently added feedback / assessments.
2. Click the icon in the top right-hand side of the Josie home screen and a drop-down list of feedback will appear.
3. Click on the feedback you would like to view.
4. Feedback, mark/grade will appear in the bottom half of the screen.
5. To view annotations on submitted student work, click on *Feedback* under the heading *Submission History*.

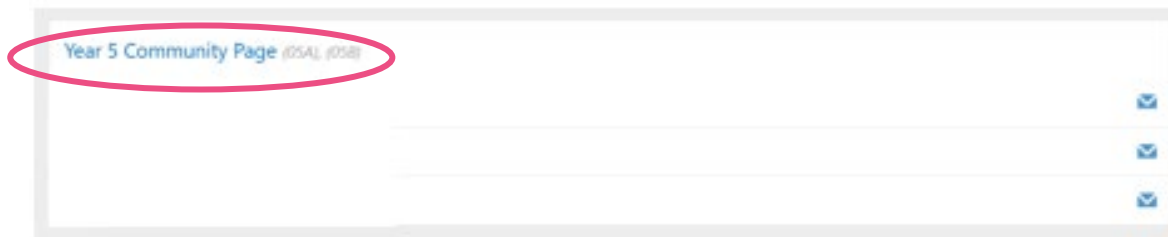


Viewing Continuous Online Feedback from your home page:

1. Scroll down the page and click on the Continuous Online Feedback Tab.
2. Click on the year level Community Page.
3. From this page you can view grades, comments, rubrics, annotated work, etc.
4. If you wish to contact the teacher, click on the teacher's name.



Click on the Community Page.



On this page you can view grades, comments, rubrics, annotated work, etc.

A screenshot of a student's assessment record. The title is 'Term 3: Novel Study 2'. It lists four assessments: 'The Dog Runner: Quiz 1' (6/10), 'The Dog Runner: Quiz 2' (12/15), 'The Dog Runner: Quiz 3' (16/17), and 'CAT 1: Publisher Proposal' (B-). Each quiz entry includes a 'Reviewed' status, 'Quiz' type, due date, and a 'View Attempts' link. The CAT entry includes a 'Reviewed' status, 'Assessment Task' type, due date, and a 'View assessment details' link. A quote from the CAT feedback is displayed: "a solid effort in putting together all of the features required for your pitch for your proposed novel, 'Survival of the Fittest'. Your visual content was appealing and the concept of global warming causing a disease to spread through animals and insects makes for an interesting cli-fi novel premise. Great that you managed the audio presentation component, but a little further rehearsal to ensure that a compelling presentation was delivered would have been useful, particularly for the opening slide. A good effort overall though."

FEEDBACK

Examples of **Online Feedback** on Josie could include but are not limited to:

- quizzes to check knowledge
- annotated student work
- written comments
- rubrics
- reviews of extended writing plans or drafts of work

Not all feedback can be recorded and can also take the form of:

- class discussions and verbal feedback; answering questions and emails;
- demonstrating techniques and skills to support practical projects;
- practising language skills in French, Japanese or Indonesian;
- work shared using google docs;
- working with students at recess, lunchtime or during afternoon tutorials;
- oral reports, collaborative tasks, performances and presentations;
- encouraging students to reflect and self-assess their work.

ASSESSMENT

Assessment tasks receiving a mark from A-E vary for different subjects (both formative and summative) and may include:

- drafts of work
- tests or written assessments
- research assignments
- presentations
- collaborative projects
- a piece of finished work
- Common Assessment Tasks (CATs)

Example assessment tasks and success criteria are included below for your reference.

REPORTS

Twice each year, at the end of Term 2 and the end of Term 4, a summary of student achievement is provided to parents in the form a **written report** reflecting:

- an A-E rating of student progress against the Australian Curriculum Achievement Standard for each subject;
- an assessment of Developing, Consolidating or Extending against the strands for each subject e.g. Inquiry and Communication Skills, Knowledge and Understanding, Measurement and Geometry;
- a reflection of effort and engagement in each subject: *Effort and Work Practices* addresses the following areas: Engagement with Learning, Respectful Practices, Self-management
- a General Class comment for the semester.

Learning Conferences:

The issuing of reports in Term 2 is followed by **Learning Conferences**: an opportunity for parents to meet with teachers to discuss student progress. Parents are, however, welcome to contact teachers at any time during the year should they have questions or concerns. Similarly, teachers will email or call home should they have concerns or information to discuss with parents.

External Assessments:

At various stages throughout the year students may also complete **external assessments** such as NAPLAN which help to provide reference points for student progress and achievement.

Moderation:

In both the Primary and Secondary, teachers complete **moderation** of student work both within the College and across schools, comparing anonymous samples of work to ensure assessment and feedback is consistent and comparable within subjects and year groups across the system.

Clarifying Grades:

Explanatory Notes accompany both Mid-Year and End-of-Year Reports providing detailed explanations of Learning Area Assessment and level of achievement against Australian Curriculum Achievement Standards. A copy of this document is attached.

Example of Rubrics

EXAMPLE ASSESSMENT TASK AND SUCCESS CRITERIA RUBRIC – Primary

Primary – Science Assessment Task
Compost Flow Chart

Draw the steps involved in composting the school's food waste. Use arrows to show how they connect. Label each step. Describe what happens in the composting process.

RUBRIC:	Focus	Developing	Consolidating	Extending
Science Understanding (1)	Outlines what happens to food waste during composting.	Description of the composting process is absent or only partially accurate.	Describes what happens in the composting process.	Explains what happens to food waste during composting. Identifies that food waste is transformed into nutrients that are then available to plants.
Technologies - Processes and Production Skills (1)	Draws flow chart of school composting system. Labels the flow chart to identify each part of the composting process. Uses arrows to show how each step connects.	Draws flow chart. Labels and arrows connecting each step may be inaccurate or incomplete.	Draws flow chart with arrows connecting each step in the system. Includes simple labels.	Draws flow chart with arrows connecting each step in the system. Drawings are clear and easy to follow. Includes detailed labels.

Description of the task

Strands being assessed

Content focus

Descriptors of success criteria

Example of Grade and Comment

Perimeter Test

Reviewed | Summative Assessment Task | Due Mar 4, 2025 at 8:00pm

14 / 20

Well done. You are showing a good understanding of how to calculate the perimeter of shapes. We will do more work on perimeter and finding the length of sides on compound shapes where some are not labelled.



CAT 1: Australia's Economy

Reviewed | Assessment Task | Due Apr 7, 2023

Extending -

“ Luke, your submission for your first Business assessment clearly demonstrates both your clear understanding of the concepts covered, including the challenging ideas of inflation and domestic product, and your ability to apply these concepts to a range of contexts. Your responses to the comprehension task were complete and well structured, and succinctly answered. Your analysis of the unemployment statistics, comparing Tasmania, Victoria and South Australia carefully considered each element in turn. It would have been of benefit in this section to consider extending yourself to address the possible reasons behind such differences and similarities. The third section was a good personal response to the cost of living crisis from a few perspectives, and you wove the story shared by Mrs McDougall about Louis Van into this well. A great first assessment!

Example of a Quiz grade



The Dog Runner: Quiz 1

Reviewed | Quiz | Due Feb 28, 2021 | View Attempts

6 / 10

Example of a class/homework task

Status of Where in the world is France? - Mapping task

Due Mar 3, 2021

Class Work

Continuous Online Feedback visible to staff, students and parents

Showing:

Incomplete

Self-Assessed

Teacher-Assessed



Student Name

Teacher-Assessed



Tick means student has satisfactorily completed the task.



EXPLANATORY NOTES FOR REPORTS

The information contained in student reports provides a summary of student achievement and should be read in conjunction with the feedback and assessment which can be accessed through the College Learning Management System, Josie.

Reports include a Class Teacher Comment and assessment of a student's Effort and Work Practices, and a rating for progress against the Australian Curriculum Achievement Standard for each subject (where applicable) and assessment on the Strands for each subject.

The following provides further information on the various ratings in your child's report.

Level of Achievement against Australian Curriculum Achievement Standard

This section is an indication of your child's overall performance against the Achievement Standard for each subject. Students in Prep-Year 2 receive an A-E word equivalent and students in Years 3 to 10 receive an A - E based on the following:

A Outstanding	Evidence in a student's work demonstrates an extensive depth of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
B High	Evidence in a student's work demonstrates a high level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
C Sound	Evidence in a student's work demonstrates a sound level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills at grade level standard.
D Partial (working towards)	Evidence in a student's work demonstrates a developing level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills towards grade level standard.
E Minimal	Evidence in a student's work demonstrates a very limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
N Narrative	<p>Indicates a Narrative Report.</p> <p>In consultation with the principal, parents and school curriculum leaders, an alternative programme for students who are working to capacity but are unable to access the mainstream curriculum includes the ability to provide narrative feedback on assessments. The capacity to provide a narrative report is addressed within an individualised Learning Plan.</p> <p>Achievement for students who require a modified alternative programme will be reported to parents through a Narrative Report that comments on the skills, knowledge and understanding acquired at this stage of the year, in alignment to the learning goals for that student.</p>

EXPLANATORY NOTES FOR REPORTS

Assessment against the Strands

Within each subject, the content is structured and then assessed by using Strands e.g., Knowledge, Skills and Understanding. In some subjects, particular Strands carry more weight than others, due to the nature of content covered.

Students receive Extending, Consolidating or Developing in each of the Strands that make up a subject:

Developing: Working towards grade level knowledge, skills and understanding which relate to the strand.

Consolidating: Consistently demonstrating grade level knowledge, skills and understanding which relate to the strand.

Extending: Demonstrating an increasing and extensive depth in knowledge, skills and understanding which relate to the strand.

Students may receive **Not Assessed** against a Strand, or Strands, for Mid-Year Reporting. This rating indicates that the student has not yet had the opportunity to demonstrate understanding and/or skills, as this content has not yet been taught or formally assessed. Students who commenced during the reporting period may also have **Not Assessed** recorded as a strand mark and will have the opportunity in Semester Two to address this Strand.

English as an Additional Language/Dialect - Intensive English

Students are marked against the Tasmanian Catholic Education Office Language Progressions which show the level of English language acquisition:

- Beginning
- Emerging
- Developing
- Consolidating

Effort and Work Practices

This section indicates your child's application to learning in each area: Engagement with Learning, Respectful Practices, Self-Management.

- Meeting Expectations
- Needs Improvement/Cause for Concern

Attendance

School attendance refers to the total number of days the student was absent from school at the time of producing this report.