# JUNIOR SCHOOL ASSESSMENT AND REPORTING POLICY

<table>
<thead>
<tr>
<th><strong>PURPOSE</strong></th>
<th>To provide a common definition of assessment and reporting and communicate the School assessment and reporting philosophy, guidelines and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCOPE</strong></td>
<td>Junior School teaching staff</td>
</tr>
<tr>
<td><strong>RESPONSIBLE OFFICER</strong></td>
<td>Mrs. Angela Whitaker, Head of Junior School</td>
</tr>
<tr>
<td><strong>LEGISLATION AND OTHER KEY MANDATES</strong></td>
<td>The Australian Curriculum, Assessment and Reporting Authority; The Standards and Practices of the International Baccalaureate Organisation.</td>
</tr>
</tbody>
</table>

**Approved by:** Mrs Anne Coutts, Principal

**Signed:** 

Anne Coutts
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POLICY OUTLINE
The purpose of this document is to:

• provide a common definition of assessment and reporting;
• communicate the school assessment and reporting philosophy;
• outline the guidelines and procedures for assessment and reporting.

POLICY PROCESS
The information contained within this policy is informed by educational research, effective practice and information obtained from professional learning workshops. The policy was first drafted in 2011 and a subsequent review by the Assessment and Report Committee and Junior School staff in June 2015 led to this revised version. A policy review is scheduled for the 2018 academic year and will be revised against the Assessment and Reporting Policy checklist developed by the committee (see Appendix B). This policy ensures compliance with the requirements of:

• The Australian Curriculum, Assessment and Reporting Authority (ACARA);
• The Standards and Practices of the International Baccalaureate Organisation (IBO).

CGGS MISSION
Canberra Girls Grammar School aims to be an example of educational excellence by:

• delivering outstanding academic, pastoral and co-curricular programs;
• recruiting, developing and retaining high quality staff;
• building a caring, inclusive and nurturing school community; and
• providing new ways of learning in an innovative, progressive and responsive educational environment.

PURPOSE OF ASSESSMENT
In line with our school and the IB mission statements, assessment and reporting at CGGS is challenging, enriching, supportive and is an integral part of teaching and learning. Assessment is designed to inform practice and thoughtfully and effectively guide students through the five essential
elements of learning: the acquisition of knowledge, understanding of concepts, mastering of skills, development of attitudes, and decision to take action, as identified by the Primary Years Programme (PYP). Our key objective at CGGS is to provide students with feedback on the learning process in order to improve learning and performance and to develop deep understanding. CGGS aims to encourage and support students in their development of the CGGS Learner Profile attributes.

Our school uses assessment data to inform intervention and to track the longitudinal progress of individual students. In addition, assessment data identifies and informs key curriculum priorities for further development.

**PRINCIPLES OF ASSESSMENT**

Assessment is the act of gathering and analysing information about student learning over time and is designed to inform practice. Effective assessments require clarity of purpose, goals, standards and criteria.

Effective assessments at CGGS:

- improve and encourage student learning and performance by providing effective feedback on the learning process and outcomes;
- evaluate student achievement in relation to a range of explicitly stated criteria;
- inform effective teaching and learning;
- promote higher-order and independent thinking;
- stimulate creativity;
- foster reflective practices;
- provide opportunities for students to be assessed in authentic contexts;
- use a wide range of multiple strategies and tools;
- are modified to suit different learning needs and styles;
- incorporate sensitivity to cultural, linguistic, socio-economic, gender, learning styles, emotional and physical differences;
• involve students in self-evaluation and peer-assessment;
• are moderated across each year level to ensure validity and consistency.

ASSessment practice
At CGGS we assess student performance and progress based upon clear and explicit criteria across all curriculum areas. We also collect evidence about other essential elements of the programme such as the Learner Profile and the Transdisciplinary Skills. Assessment is both formative and summative and viewed as authentic, essential, rich, and engaging. Assessment encourages students to be active participants in the learning process.

Pre-assessment
Pre-assessment allows the teacher and student to discover what is already known in a specific topic or subject. It is critical to recognise prior knowledge to enable students to engage in questioning, thinking and theorising in order to construct new knowledge appropriate to their level.

Formative assessment
Formative assessment is interwoven with daily learning and provides teachers with information which informs and can be used to plan the next stage of learning. Formative assessment helps teachers find out what students already know and can do. Through formative assessment teachers encourage and promote learning by giving regular and frequent feedback in order to help students engage in thoughtful reflection and recognise the criteria for success.

Summative assessment
Summative assessment occurs at the culmination of the teaching and learning process and aims to give teachers, students and parents, when applicable, clear insight into students’ understandings. Through summative assessment, students have the opportunity to demonstrate what has been learned.

Self-assessment
Students regularly set goals, reflect upon and assess their own learning and performance at school. A range of self-assessment strategies is used within the classroom and include, but not limited to, written comments, checklists and rubrics.

**PEER ASSESSMENT**

Students are provided with opportunities to assess their peers’ learning and performances.

**ASSESSMENT STRATEGIES**

The strategies described below cover a broad range of approaches and are not used in the classroom in isolation. All strategies can be adjusted to accommodate individual learning styles and needs.

**OBSERVATIONS**

All students are observed regularly: individually, in groups, or in whole class learning experiences. The focus of observations is determined by the teacher.

**PERFORMANCE (PRODUCT) ASSESSMENTS**

These are goal-directed tasks with established criteria. They are authentic, challenging and often open-ended. Tasks could be multimodal requiring the use of many tools such as audio, video or narrative records.

**DIAGNOSTIC ASSESSMENT**

These are single occasion exercises such as tests, quizzes or government mandated benchmarking such as NAPLAN.
ASSESSMENT TOOLS
The above listed strategies may be put into practice and recorded throughout the school by use of, but not limited to, the following assessment tools:

ANECDOTAL RECORDS
Brief written notes based on teacher observations of students. These records are systematically compiled and organised to increase their validity.

BENCHMARK/EXEMPLARS
Samples of student work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics and continuums which are widely used for moderating students’ work across year levels.

CHECKLISTS
Lists of information, data, attributes or elements which should be present.

RUBRICS
An established set of criteria for rating students in all areas. The descriptors tell the students and assessors (who may be another student or teacher) what characteristics to look for in the work and how to rate it on a predetermined scale. Rubrics must be presented at the beginning of the task to be assessed to ensure students know what the range of achievement looks like and what is expected from the start. Criteria for rubrics can be developed by teachers and students.

THE EXHIBITION
The Exhibition is an extended collaborative inquiry undertaken by students in Year 6, which is the final year of the PYP. The Exhibition unites students, teachers, parents and the wider school community in an inquiry that captures the essence of the PYP: transdisciplinary inquiry conducted in a spirit of personal and shared responsibility. The Exhibition is a summative assessment experience which
requires Year 6 students to demonstrate their engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action.

The Exhibition unit takes place under a transdisciplinary theme at the discretion of CGGS and involves students in identifying, investigating and offering solutions to real-life issues or problems.

The Exhibition assessment takes two forms: firstly, ongoing assessment of each individual student’s contribution to, and understanding of, the Exhibition; secondly, a summative assessment and reflection on the event itself. These assessments can utilise a number of tools, such as rubrics, checklists or written responses.

**SPECIALIST CURRICULUM AREAS**

In addition to our core teaching subjects, CGGS students participate in specialised instruction in the areas of Visual Art, French, Music, Religion and Philosophy, and Physical Education and Health. The teacher-librarians in the Learning Resource Centre support learning across the school curriculum, with resources and information literacy skill development. Working with teachers who have specific training and a passion for a given subject area provides our students with specialised tuition.

All specialist subjects participate in the CGGS formal reporting process through:

- Student-Led Conferences;
- Parent-Teacher Interviews;
- Written report each semester (with the exception of Library).

Each specialist subject utilises a range of assessments appropriate to their area of learning which are detailed below.

**VISUAL ART**
As independent learners at CGGS, students make and respond to diverse forms of art, craft and design. These engagements, developed sequentially, enhance students’ capacity to perceive and appreciate art. In Visual Arts they learn about the elements of line, shape and form, space, colour, texture and value in combination with the principles of design.

Assessment is ongoing throughout the year and includes, but is not limited to:

- observations
- written responses
- photos
- pieces of artwork
- rubrics
- anecdotes
- peer assessment
- self-assessment

**FRENCH**

At CGGS, values and beliefs about Language are expressed through the selection of curriculum content and teaching and learning strategies. Curriculum content for French is selected according to Australian Curriculum, the Accelerated Integration Method (AIM) program and the PYP Framework. The selection of teaching and learning strategies is underpinned by the use of the CGGS Learner Profile, Transdisciplinary Skills and Attitudes.

Assessment is ongoing throughout the year and includes, but is not limited to:

- observations
- oral communication
- written comprehension
- reading comprehension
- gesture reviews – oral and kinaesthetic
- anecdotal records
• reading and performing the play as part of the AIM program
• self and peer assessment

LEARNING RESOURCE CENTRE
The role of the Learning Resource Centre is multi-faceted. Teacher-Librarians and classroom teachers collaborate on the teaching and learning of Units of Inquiry. A particular focus in Library lessons is to develop the research skills of formulating questions, observing, planning, collecting, recording, organising and interpreting data and presenting research findings. In association with these skills, the Library program supports a developing understanding and appreciation of literature.

Due to the collaborative nature of teaching and learning in the Library, formal assessment does not occur in this context. Student thinking and understanding is demonstrated through the use of the following strategies:
• observations
• written and oral responses
• open-ended tasks

MUSIC
As independent learners at CGGS, students integrate listening, performing and composing engagements. These engagements, developed sequentially, enhance their capacity to perceive and understand music. They learn about the elements of music including rhythm, pitch, structure, dynamics and expression, timbre and texture.

Assessment is ongoing throughout the year and includes, but is not limited to:
• observations
• audio and audio-visual recordings (Aurasma, where appropriate)
• written responses
• performances
• anecdotal records
PERSONAL, SOCIAL AND PHYSICAL EDUCATION

In Personal, Social and Physical Education (PSPE), students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The PSPE curriculum helps students to be resilient, make decisions, and take actions to promote a healthy lifestyle.

Integral to PSPE is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities.

Assessment is ongoing throughout the year and includes, but is not limited to:

- observations
- skill checklists
- audio-visual recordings
- written responses
- movement performances (individual and/or group)
- anecdotal records
- peer assessment
- self-assessment

RELIGION AND PHILOSOPHY

In Religion and Philosophy (RAP), students are given opportunities to demonstrate their prior knowledge at the commencement of each unit of work. A variety of tools and strategies are used to allow students to demonstrate their understanding of concepts and facts.

Assessment is ongoing throughout the year and includes, but is not limited to:
• reflective writing
• overlaid mindmaps
• graphic representations
• oral presentations with multi-modal support
• role-playing
• recounts from other perspectives
• interviews
• written responses
• peer assessment
• self-assessment

Students are given constructive, targeted feedback about how to improve their work. All year levels contribute to an overview of what effective learning and understanding looks like, sounds like and feels like.

INDIVIDUAL NEEDS ASSESSMENT

In addition to the wide range of assessment tools and strategies that teachers use, CGGS administers a number of individual needs assessments throughout the year with the sole purpose of improving student learning and addressing the individual needs of students.

Individual needs assessment may be conducted by members of the Academic Needs Team (ANT), including the Student Support teachers, EAL/D teacher and the School Psychologist in the areas of English, Mathematics, social, emotional and behavioural issues, psychometrics, and other needs.

Assessment may be conducted by professionals outside the school in areas including speech pathology, hearing and vision, occupational therapy and developmental delay.

REPORTING AT CGGS
At CGGS, effective reporting involves communicating with parents and students as a means of providing feedback based on assessment. Our reporting process is varied and invites participation by students and parents to support the needs and progress of student learning.

**PARENT-TEACHER INTERVIEWS**
Interviews are offered twice a year to parents in the final week of both Terms 1 and 3. These discussions are designed to provide communication between the student’s teachers and parents in regards to student development and progress across all curriculum areas. From Years 3 to 6, students are encouraged to attend and participate in Parent-Teacher interviews.

**WRITTEN REPORT**
Our written reports are comprehensive, honest and credible, and meet the required government legislation. Report communication is clear, easily understood and shared in a timely manner to ensure regular feedback on student progress. All curriculum areas, with the exception of Library, are reported on and general comments are made with some reference to the CGGS Learner Profile and skill development. Specialist subject areas are not reported on in the Early Years.

Reports include a record of co-curricular participation and students’ personal goals and reflections on learning. Reports are distributed to parents in the final week of school in Terms 2 and 4. Pre-Prep receive a written report in Term 4 only.

**STUDENT-LED CONFERENCES**
Student-Led Conferences differ from the Parent-Teacher interview, as students are actively involved and take a central role in the process. Student-Led Conferences take the form of a conversation between the Junior School student and his/her parents, allowing students to share their individual growth and demonstrate a growing understanding of their development as independent learners. The class and specialist subject teachers act as facilitators on Conference Day as students share their learning across all curriculum areas. Student-Led Conferences occur in Week 7 of Term 3. In Year 6, the Exhibition takes the place of Student-Led Conferences.
STUDENT WORKBOOK SHARING

In Week 9 of both Term 1 and 2, student workbooks are sent home overnight from Preparatory to Year 6 throughout the week. Students are asked to reflect on their growth and development and share their learning goals with parents. Parents have the opportunity to record a written response in their child’s workbook.

REPORTING SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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</thead>
<tbody>
<tr>
<td>EARLY LEARNING CENTRE</td>
<td>Parent/Teacher interviews (W10)</td>
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<td>Parent/Teacher interviews (W10)</td>
<td>Portfolios sent home</td>
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<td></td>
<td>Written report (Pre-Prep)</td>
</tr>
<tr>
<td>JUNIOR SCHOOL</td>
<td>Parent/Teacher interviews (W10)</td>
<td>Written report</td>
<td>Student-Led Conference (W7)</td>
<td>Written report</td>
</tr>
<tr>
<td></td>
<td>Books sent home (W9)</td>
<td>Books sent home (W9)</td>
<td>Parent-teacher interviews (W10)</td>
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</tbody>
</table>

*Please note at any time of year parents are able to request an interview with their child’s teacher/s
## APPENDIX A – FORMAL ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Year</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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</thead>
<tbody>
<tr>
<td>PREP</td>
<td>Running Records</td>
<td>Running Records</td>
<td>Running Records</td>
<td>Running Records</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>InCAS: Reading; Maths*</td>
<td>Running Records</td>
<td>Running Records</td>
<td>Running Records</td>
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<tr>
<td></td>
<td>Running Records</td>
<td>Primary survey</td>
<td>Primary survey</td>
<td>Primary survey</td>
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<tr>
<td></td>
<td>Words Their Way Phonetic Inventory</td>
<td></td>
<td>Words Their Way Phonetic Inventory</td>
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<tr>
<td></td>
<td>JP Survey** -for referred and nominated students only</td>
<td></td>
<td></td>
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<tr>
<td>YEAR 2</td>
<td>InCAS: Reading; Maths</td>
<td>Running Records</td>
<td>Running Records</td>
<td>Running Records</td>
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<tr>
<td></td>
<td>Running Records</td>
<td>Primary survey</td>
<td>Primary survey</td>
<td>JP survey</td>
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<td></td>
<td>Words Their Way Phonetic Inventory</td>
<td>Primary Survey</td>
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<tr>
<td></td>
<td>JP Survey</td>
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<tr>
<td>YEAR 3</td>
<td>InCAS: Developed Ability, Reading; Maths</td>
<td>NAPLAN</td>
<td>Running Records</td>
<td>Running Records</td>
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<tr>
<td></td>
<td>Running Records</td>
<td>Primary survey</td>
<td>Primary survey</td>
<td>Primary Survey</td>
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<td></td>
<td>Words Their Way Phonetic Inventory</td>
<td>Primary Survey</td>
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<tr>
<td></td>
<td>Primary Survey***- for referred and nominated students only</td>
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<tr>
<td>YEAR 4</td>
<td>InCAS: Developed Ability, Reading; Maths</td>
<td>Primary Survey</td>
<td>Primary survey</td>
<td>Primary Survey</td>
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<td></td>
<td>Words Their Way Phonetic Inventory</td>
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<td>Words Their Way Phonetic Inventory</td>
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<td>Primary Survey</td>
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<tr>
<td>YEAR 5</td>
<td>InCAS: Developed Ability, Reading; Maths</td>
<td>NAPLAN</td>
<td>Primary survey</td>
<td>Primary Survey</td>
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<td></td>
<td>Words Their Way Phonetic Inventory</td>
<td>Primary Survey</td>
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<tr>
<td></td>
<td>Primary Survey</td>
<td></td>
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<tr>
<td>YEAR 6</td>
<td>InCAS: Developed Ability, Reading; Maths</td>
<td>Primary Survey</td>
<td>Primary survey</td>
<td>Allwell for students entering into Year 7</td>
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<tr>
<td></td>
<td>Words Their Way Phonetic Inventory</td>
<td></td>
<td>Words Their Way Phonetic Inventory</td>
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<tr>
<td></td>
<td>Primary Survey</td>
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*InCAS (Interactive Computerised Assessment System)

**JP Survey includes one or more of the following elements as required: Letter Identification; Burt Reading Word Test; Concepts About Print (CAP); Writing Vocabulary; Hearing and Recording Sounds in Words.
Primary Survey includes one or more of the following elements as required: Burt Reading Word Test; Single Word Spelling Test; PAT comprehension; Written Expression; Words Their Way Phonetic Inventory in T1 and T3.
## APPENDIX B – CGGS ASSESSMENT POLICY REVIEW CHECKLIST

### ESTABLISHING AND MAINTAINING AN ASSESSMENT POLICY COMMITTEE

<table>
<thead>
<tr>
<th>GUIDING QUESTIONS</th>
<th>ANSWER: YES</th>
<th>WHAT IS THE EVIDENCE?</th>
<th>ANSWER: NO</th>
<th>WHAT ACTIONS ARE PLANNED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have an assessment policy committee?</td>
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<tr>
<td>Does it include representatives from all the stakeholders (teachers, administrators, IB programme coordinators)?</td>
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<tr>
<td>Does the committee communicate effectively and regularly with those it represents?</td>
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</table>

### WRITING A SCHOOL ASSESSMENT POLICY

<table>
<thead>
<tr>
<th>GUIDING QUESTIONS</th>
<th>ANSWER: YES</th>
<th>WHAT IS THE EVIDENCE?</th>
<th>ANSWER: NO</th>
<th>WHAT ACTIONS ARE PLANNED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the school assessment philosophy clearly expressed in the assessment policy?</td>
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<tr>
<td>Is the school assessment philosophy explicitly defined in the assessment policy?</td>
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<tr>
<td>Is the assessment policy informed through wide reading including current research and the relevant documents published by the IB?</td>
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</table>
Does the school assessment philosophy reflect the interests of the whole school?

Is assessment data gathered through informal discussions, questionnaires, observations, or other means?

<table>
<thead>
<tr>
<th>REVIEWING THE CURRENT ASSESSMENT POLICY</th>
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<tbody>
<tr>
<td>GUIDING QUESTIONS</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Is the diversity of student learning needs met?</td>
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<tr>
<td>Are effective practices related to assessment strategies in place?</td>
</tr>
<tr>
<td>Is there continuing professional development for all staff on effective assessment practices?</td>
</tr>
<tr>
<td>Are all members of the school community invited to reflect on and give input about their thoughts and practices regarding assessment in the school?</td>
</tr>
<tr>
<td>Has school-based inquiry related to assessment policy been identified as a need?</td>
</tr>
<tr>
<td>Is there a process for keeping a developmental assessment profile for each student?</td>
</tr>
<tr>
<td>GUIDING QUESTIONS</td>
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<tr>
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</tr>
<tr>
<td>Does the school review the processes used to assess the needs of each student?</td>
</tr>
<tr>
<td>Does the school monitor the effectiveness of differentiation strategies for student with specific learning needs?</td>
</tr>
</tbody>
</table>

**FURTHER CONSIDERATIONS RELATED TO PYP**

<table>
<thead>
<tr>
<th>GUIDING QUESTIONS</th>
<th>ANSWER: YES</th>
<th>ANSWER: NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the assessment policy promote inquiry-based authentic learning?</td>
<td>WHAT IS THE EVIDENCE?</td>
<td>WHAT ACTIONS ARE PLANNED?</td>
</tr>
<tr>
<td>Does the assessment policy address all five essential elements of the PYP (knowledge, skills, concepts, action, attitudes)?</td>
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**REVIEW PROCESS**

<table>
<thead>
<tr>
<th>GUIDING QUESTIONS</th>
<th>ANSWER: YES</th>
<th>ANSWER: NO</th>
</tr>
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<tbody>
<tr>
<td>Are details such as those relating to timing and responsibilities associated with a review process stipulated in the policy?</td>
<td>WHAT IS THE EVIDENCE?</td>
<td>WHAT ACTIONS ARE PLANNED?</td>
</tr>
</tbody>
</table>
Are new practices being implemented as a result of the research findings of the assessment policy?

Does the review procedure include roles and responsibilities of the committee for the evaluation of the effectiveness of the assessment policy as a working document?

**ADDITIONAL NOTES**