Assessment
Assessment encourages longer-term understanding and provides detailed diagnostic information. It shows what students know, understand and can demonstrate. It also shows what they need to do to improve. In particular, Science Inquiry Skills and Science as a Human Endeavour require a variety of assessment approaches.

(Australian Curriculum, Implications for Planning teaching and Assessment)
At St Joseph’s School a variety of assessment techniques are employed to provide opportunities for students to demonstrate what they know and what they can do with their English knowledge. Assessment samples are collated into Individual Student Portfolios and fall within the parameters of St. Joseph's Student Records Criteria. Assessment planning ensures improved student learning. Assessment plans are developed with unit of work.

An Assessment Plan is created using the school Scope & Sequence based on the Australian Curriculum documents. It is important that assessment plans include the following components:

**Diagnostic** –
- prior knowledge as a starting point - assessment for learning
- frequent opportunities to allow for students' thinking and learning to be communicated as a guide for further instruction.
- provide for student learning styles – multiple intelligences

**Formative** –
- determining the next steps – assessment for learning
- set high expectations
- provide examples of what mastery looks like

**Summative** -
- Assessment used to determine student’s knowledge, skills and understandings – assessment of learning
- Use of achievement standards at the end of a period of teaching to inform future planning
Principle

Reporting is based on strong partnerships between St. Joseph's School and its parent body. Comprehensive and regular reporting, both formal and informal, is essential to provide information and future direction in the learning achievements and needs of our children. It is a three way interaction between teacher, child and parents.

Reporting within St. Joseph's School: 1) Takes into account individual learners,
2) Conveys meaningful and useful information,
3) Is based on sound evidence,
4) Focuses on student demonstrations,
5) Actively involves parents and learners

Practice