

ASSESSMENT @CLAREMONT

INCLUDING NAPLAN & 'MYSCHOOL'

CLAREMONT COLLEGE 2017



INSPIRED
FOR LIFE

ASSESSMENT AND NAPLAN

A CLAREMONT COLLEGE EDUCATION IS HOLISTIC AS IT RECOGNISES THE IMPORTANCE OF ALL ASPECTS OF A CHILD'S GROWTH AND DEVELOPMENT. OUR MISSION STATEMENT SUMMARISES THIS:

**CLAREMONT COLLEGE -
A CARING CHRISTIAN ENVIRONMENT
IN WHICH EACH CHILD CAN DEVELOP
ACADEMICALLY, PHYSICALLY,
EMOTIONALLY, SOCIALLY AND
SPIRITUALLY.**

It is our belief that as a child flourishes as a unique individual, in each of these domains, his/her academic development will reach its full potential. At Claremont College we pride ourselves on the academic achievements of our students. We believe that assessment, as learning, for learning, and of learning, assists teachers to set programs for effective teaching and learning. It allows teachers and the school to evaluate the effectiveness of teaching programs and to plan how to meet the learning needs of all students. An important part of assessment is the recording, tracking and monitoring of the academic progress of students. The Core Values of Claremont College prioritise this fundamental aspect of a child's education:



ENGAGING LEARNING
THROUGH QUALITY TEACHING
ACROSS THE CURRICULUM WITH
INNOVATION AND CREATIVITY



BUILDING A PLACE OF
EXCELLENCE WITH FIRM
ACADEMIC FOUNDATIONS



WHAT IS ASSESSMENT?

Assessment is the process of gathering and interpreting evidence to make judgements about student learning. It is the crucial link between learning outcomes, content and teaching and learning activities. Assessment is used by learners and their teachers to decide where the learners are at in their learning, where they need to go, and how best to get there. The purpose of assessment is to improve learning, inform teaching, help students achieve the highest standards they can and provide meaningful reports on students' achievement.¹

Assessment of and for students' learning is the process of gathering and analysing information as evidence about what students know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating students' learning.²

On-going assessment, across all lessons, each and every day, forms the basis of our teaching practice. At Claremont College we think about **Assessment for Learning, Assessment of Learning and Assessment as Learning**.

Assessment for learning should occur as a regular part of teaching and learning. The information we gain from these assessment activities is used to shape future teaching, and in designing meaningful and appropriate learning experiences.

Assessment for learning is an essential and integrated part of the teaching and learning process that reflects a belief that all students can improve. When teamed with self-reflection, it helps students understand the next steps in their learning and to plan how to achieve them.

This formative assessment is the practice of building a profile of student achievement and usually takes place during day-to-day classroom activities. This involves informal interaction and systematic observation of the student while at work. While it may also include more formal assessment procedures, formative assessment provides a broader profile of the student than formal testing may provide. It is a valid and valuable part of overall assessment.

Assessment of learning looks at a student's level of performance on a specific task or at the end of a unit of teaching and learning. The information we gain from this kind of assessment can be used for reporting.

This type of summative assessment is the practice of making judgments about student achievement at certain relevant points in the learning program, such as at the end of units of work, or the end of a term or year of schooling. Formal assessment activities such as tests, projects and assignments are generally used to make summative judgments. Such assessment tools may focus on a single outcome or on a number of outcomes.

Assessment as learning is the active engagement of students in the assessment process. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to develop the necessary steps for new learning. This encourages students to take responsibility for their own learning, growth and development through critical reflection.

TYPES OF ASSESSMENT AT CLAREMONT

Assessment at Claremont College involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Claremont College utilises a wide range of formative and summative assessments, include the following:

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|--|--|--|--------------------------------|
| → Progressive Achievement Tests (PAT) in Reading Comprehension | → South Australian Spelling Test (SAST) | → SET4School – Adapted from Best Start & Schedule for Early Number Assessment (SENA) | → Teacher-made assessments |
| → Progressive Achievement Tests (PAT) in Vocabulary | → PM Benchmarks – Running Records, K-2 (PMs) | → ICAS Mathematics (optional) | → Classroom observations |
| → Progressive Achievement Tests (PAT) in Spelling | → Fountas & Pinnell Benchmark – Running Records, 3-6 (F&P) | → ICAS English (optional) | → Success Criteria and rubrics |
| → Progressive Achievement Tests (PAT) in Maths | → York Assessment of Reading Comprehension (YARC) | → Learning in Early Numeracy (LIEN) | → Student self-evaluations |
| → Reading Progress Tests (RPT) in Kindergarten | → Sutherland Phonological Awareness Test (SPAT) | → Learning in Numeracy (LIN) | |

¹The Australian Quality Teaching Model

²The Early Years Learning Framework for Australia

NAPLAN @ CLAREMONT

WHAT IS NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7, and 9. NAPLAN is a basic skills test. It tests the sorts of skills that are essential for every child to progress through school and life.

All students are assessed in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

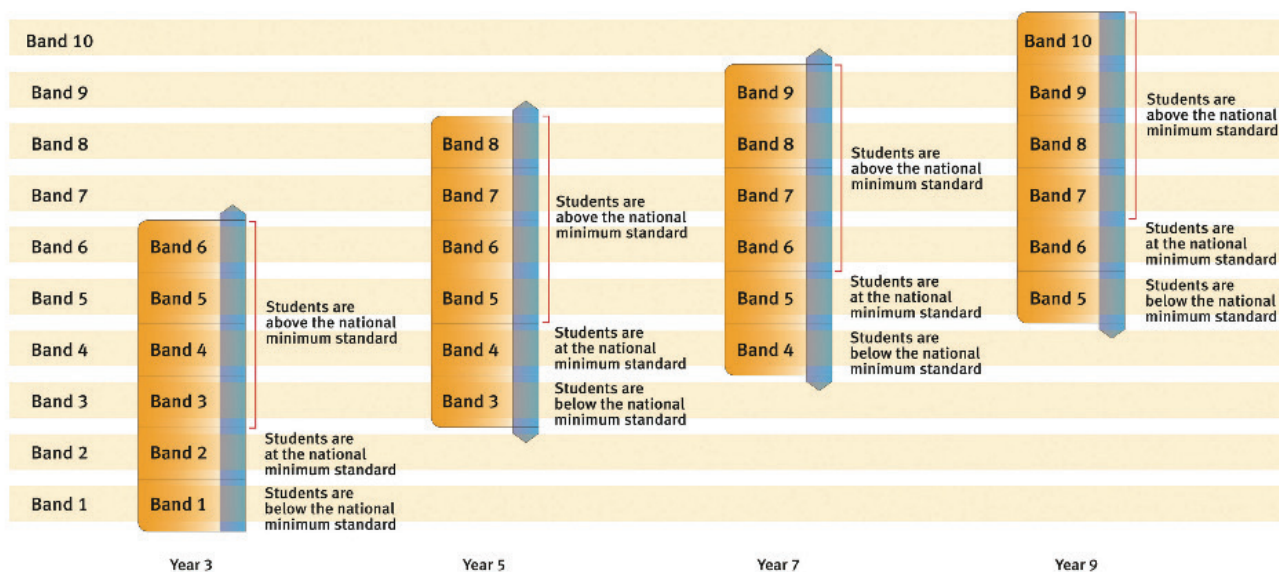
States and territories administer the tests in accordance with nationally agreed protocols to ensure the tests are completed in similar conditions across the country. These assessments are undertaken every year in the second full week in May.

WHAT DO NAPLAN RESULTS TELL US?

The NAPLAN tests provide valuable information to all schools about the performance of their students, and support the ability of schools to focus teaching on areas of need.

The tests also help parents see how their child is progressing against national standards. This single scale allows students, teachers and parents to monitor progress across the years and compare results as students progress through their schooling.

National Assessment Program—Literacy and Numeracy National Assessment Scale



NAPLAN is not a pass or fail type test. Individual student performance is shown on a national assessment scale for each test.

Individual school results are published on the My School website early in the year following the test. See www.myschool.edu.au



THE NAPLAN TESTS

We have always been keen to maintain our students' strong NAPLAN results but to focus on this end product alone, which essentially tests basic skills, but does not test process, problem solving, perseverance, flexibility, creativity, curiosity, collaboration, cooperation, reflectiveness...just to name a few important 21st Century learning skills, would be inconsistent with our school aims.

We know that NAPLAN data has relevance to teaching and learning, particularly because we find out where our students sit in relation to state and national results, and the data is important to the wider school community.

Our grade averages (compared to the Association of Independent Schools and the State Schools) across the five years since we began co-teaching, remain exemplary, and are provided in the following graphs.

FIGURE 4.6: YEAR 3 NAPLAN: AVERAGE SCALED SCORES ACROSS 5 YEARS (FROM 2012 TO 2016)

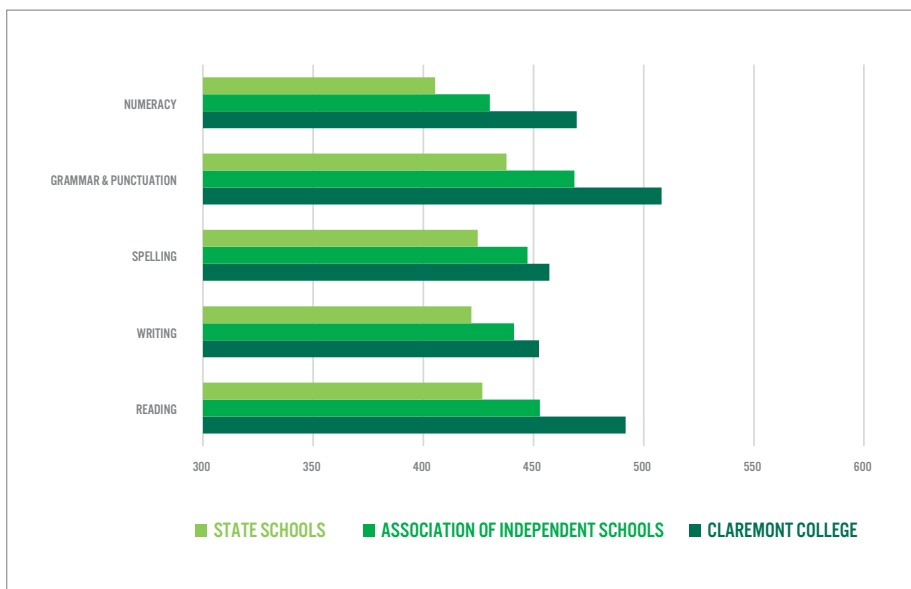


FIGURE 4.7: YEAR 5 NAPLAN: AVERAGE SCALED SCORES ACROSS 5 YEARS (FROM 2012 TO 2016)

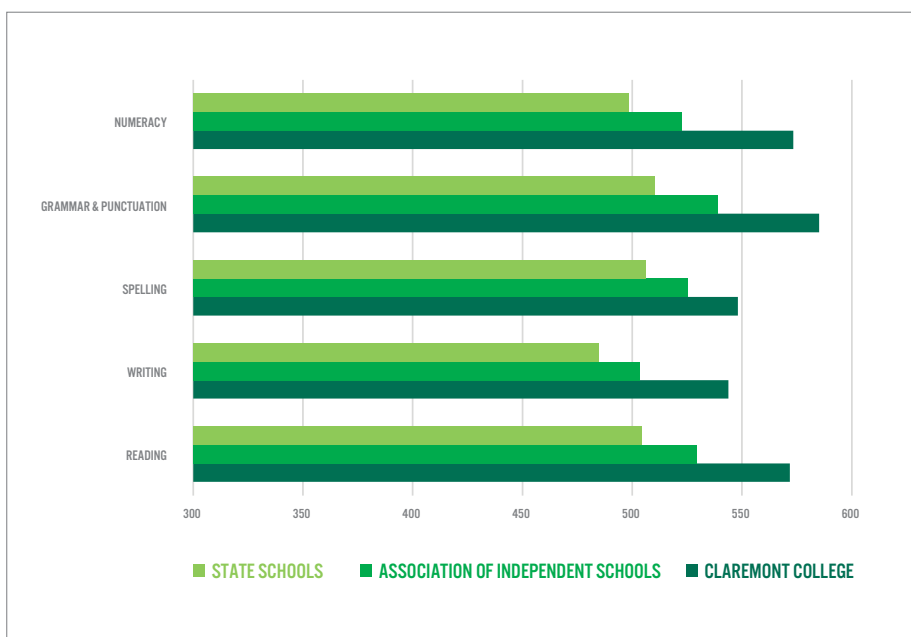
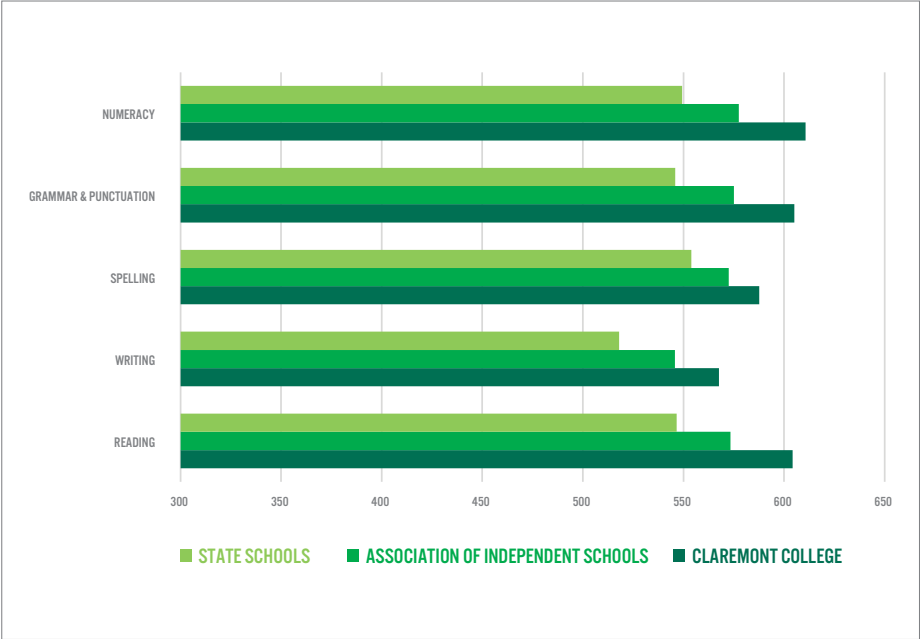


FIGURE 4.8: YEAR 7 NAPLAN: AVERAGE SCALED SCORES ACROSS 5 YEARS (FROM 2012 TO 2016)



USING THE 'MYSCHOOL' WEBSITE

The information provided on the MySchool website makes comparisons with statistically similar schools and all Australian schools. The statistically similar schools are grouped according to 'The Index of Community Socio Educational Advantage'. This data is used to make judgements about all schools' results. It is important to note that the statistically similar schools list changes every year and therefore, in our opinion, it is not helpful to compare any school in this way. The information given that compares schools results across the country is reliable whereas we believe the colour categories awarded because of comparisons to statistically similar schools is open to a variety of interpretations. The important point is that if you want to compare schools you need to compare the averages.

COMPARING NAPLAN RESULTS USING THE 'MY SCHOOL' WEBSITE

Our school average has been consistently strong from 2008 - 2016 in every aspect of the NAPLAN data (This is the period when comparable data has been available). Our school is 'substantially above' the average of Australian schools, throughout this time, and varies from 'close to' or 'substantially above' the averages of the statistically similar schools during the 9 years of data available.

When comparing schools in the Eastern Suburbs our averages are:

- Above the averages of the local public schools;
- Above or comparable to the averages of independent schools; and
- Consistently strong.





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