

## **APPENDIX 5: ASSESSMENT**

The English curriculum is informed by on-going assessment of children's needs and evaluation of teaching learning programs.

Targets and benchmarks are defined in the Literacy Plan. These competencies are subject to a standardized Assessment Regime as defined in the Literacy Plan.

Results of these standardized tests are collated in summary form and recorded in a Class Assessment folder that is held in each classroom. Original papers and results are filed in Special Needs as a record.

The data in the class folder is added to throughout the child's academic career at St Philip Neri Catholic School.

The Assessment Folder is handed onto the next teacher.

Data gathered in this folder as well as Basic Skills Test results are intended to inform the planning of teaching programs.

### **PORTFOLIOS**

Each child has a portfolio of his or her work in English. These are presentation pieces. Portfolios are used at Parent /Teacher Interviews to support the teacher's Report to the Parents.

Portfolios are sent home with the children at the end of each school year.

#### **Writing**

Each Term, one piece of written work reflecting the text type being taught, is collected, annotated and included in the Portfolio. Ideally, the draft of the published piece should be attached to the final piece as a reference.

#### **Reading**

In Early Stage 1 and Stage 1, running records are included for each term. The PM Benchmark is used twice a year in June and November.

Similarly, the Byron Bay kit is to be used by Stages 2 and 3.

A reading work sample ought to be included eg. Cloze, comprehension, guided reading task etc

In Stages 2 and 3 examples of the child's editing is included.

#### **Talking and Listening**

A piece of outcomes based assessment indicating the child's development in Talking and Listening should be included for each Term eg. a Talking and Listening rubric, a planned Talking and Listening outcome or indicator of learning.