



CHRYSALIS STEINER SCHOOL

educating the whole child

ASSESSMENT AND REPORTING – MIDDLE SCHOOL (CLASS 7 AND 8)

Teachers at Chrysalis School assess student progress on an ongoing basis and in relation to the outcomes of the NESA Syllabus and further Steiner based outcomes as indicated in the ASCF and Chrysalis Curriculum Documents. Assessment must be fair, reasonable and valid. Reporting procedures must comply with regulatory requirements.

Overview

Planning, programming, assessing and reporting in the Middle School Curriculum involves the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus.

Students' achievement of the syllabus outcomes is the goal of planning, programming and assessing. The sequence of learning experiences that teachers provide should build on what students already know and should be designed to ensure that they progress through the Stages identified in the learning continuum. As students participate in a range of learning experiences, teachers make judgements about what students know, what they can do and what they understand.

Evaluating is the process of making judgements about the effectiveness of school/faculty plans, teaching programs, policies and procedures.

Guidelines

Teachers undertake a range of formative and summative assessment activities in order to create an accurate picture of individual student progress in relation to the learning outcomes listed in the Chrysalis Curriculum documents.

Assessment forms an integral part of the teaching process.

Assessment activities provide teachers with evidence, which support judgments teachers make about student progress. Teachers are required to provide a range of assessment activities to achieve this end.

Teachers may use the NESA common grade scale as a basis for making judgements in relation to assessment activities.

Chrysalis School utilises a range of formal and informal processes to report student achievement to parents. These include:

Informal

- sending Main Lesson books home for parents to view and comment if necessary
- telephone or written communication between teacher and parents if a particular need is present
- presentation of student work and opportunity for discussion with teachers at Open Day
- performances, plays and concerts
- notification of particular student achievements through regular newsletters and bulletins

- informal parent-teacher interviews are available upon request of either parents or teacher
- class meetings at the beginning of each term provide an opportunity for feedback to parents about student progress

Formal

- written reports sent home twice a year (reports meet State and Federal government requirements)
- formal parent-teacher interviews offered twice a year
- results of benchmark testing sent home to parents
- overall information in relation to benchmark testing results provided in annual report
- teacher Letter of Concern may be sent home to parents in cases of particular concern in relation to a student's progress