Assessment and Reporting

Policy and Procedures

Updated February 2024

School Vision

An inclusive environment where every child is given the opportunity to thrive.

Belong　　**Engage**　　**Excel**

# ASSESSMENT AND REPORTING POLICY

RATIONAL

Bindoon Primary School has an Assessment and Reporting Policy to promote a shared understanding of assessment and reporting from Kindergarten to Year 6. It aligns with the Government of Western Australia School Curriculum and Standards Authority (SCSA) Pre-primary to Year 10: Teaching, Assessing and Reporting Policy.

PURPOSE

To set the requirements and guidelines for assessment and reporting for Years K–6 and to ensure compliance with the reporting requirements of the School Curriculum and Standards Authority (SCSA) for students in Kindergarten to Year 6. In addition it will:

- Ensure consistency of teacher judgements.
- Enable monitoring of student progress.
- Facilitate assessment, monitoring and reporting of student achievement based on the six principles of assessment as outlined in the *Curriculum and Assessment Outlines.*
- Identify student strengths, as well as weaknesses.
- Provide feedback to students on performance and progress.
- Provide feedback to parents through Reporting to Parents.
- Inform and improve the teaching and learning cycle.
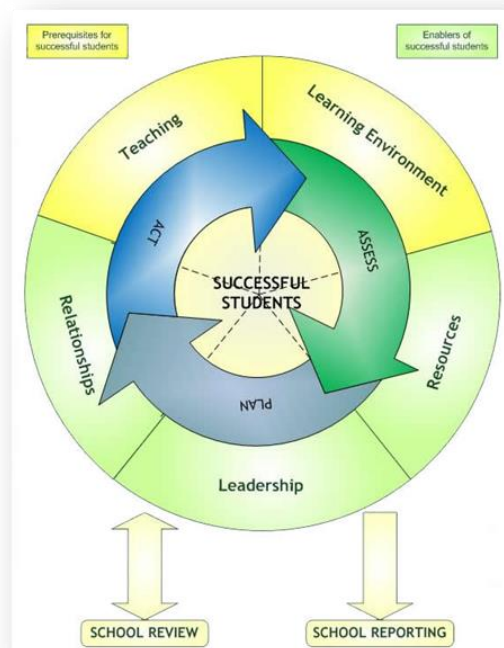
LINKS TO THE BINDOON PRIMARY SCHOOL BUSINESS PLAN

The following strategies are relevant to our Business Plan 2024-2026.

1. **Relationships and partnerships**
- Enhance communication between the school and the parent body
2. **Teaching quality**
- Interrogate data regularly through the Elastik platform
3. Student achievement and progress
- Consolidate the whole school assessment schedule to ensure key areas are assessed regularly
- Engage staff in regular data analysis using the Elastik platform and standardised assessment tools
- Analyse assessment results to identify gaps, and plan targeted teaching
- Communicate student achievement to parents through varied approaches

LINKS TO FOCUS and STRATEGIC DIRECTIONS OF THE DEPT. OF EDUCATION

The following strategic directions are relevant to this document.

Provide every student with a pathway to a successful future

- Ensure all students are achieving year on year progress through evidence-based approaches.

Use evidence to drive decision-making at all levels of the system

- Use available data and evidence to identify targeted support for students.

DEFINITION – ASSESSMENT

Assessment is the process of gathering information about students and their learning and making judgments using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning.

Reporting is the process of communicating the outcomes of assessments to parents, carers and students.

DIAGNOSTIC assessments - Identify students' specific needs to determine future planning and teaching.

FORMATIVE assessments - Collect information about the on-going progress of a student through the learning process.

SUMMATIVE assessments - Determine student achievement of learning outcomes at the conclusion of an educational program.

BELIEFS ABOUT ASSESSMENT

ASSESSMENT SHOULD BE AN INTEGRAL PART OF TEACHING AND LEARNING

- Assessment should arise naturally out of the teaching and intended learning of the curriculum and syllabus.
- Assessment should be carefully constructed to enable judgments to be made about students' progress in ways that contribute to on-going learning.

ASSESSMENT SHOULD BE EDUCATIVE

- Assessments should encourage in-depth and long-term learning.
- Assessment should provide feedback that assists students in learning and informs teachers' planning.
- Assessment criteria should be made explicit to students to focus their attention on what they have achieved and provide students with feedback about their progress.

ASSESSMENT SHOULD BE FAIR

- Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status and not discriminate on grounds that are irrelevant to learning.

ASSESSMENT SHOULD BE DESIGNED TO MEET STUDENTS' SPECIFIC NEEDS

- Information collected to establish where students are in their learning can be used for summative purposes (assessment of learning) and for formative purposes (assessment for learning) because it is used to inform subsequent teaching.

ASSESSMENT SHOULD LEAD TO INFORMATIVE REPORTING

- Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student.
- The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers.

ASSESSMENT SHOULD LEAD TO SCHOOL WIDE PROCESSES

- Schools need to pay attention to teachers' qualitative and quantitative data and standardised test data.
- Schools need to understand current and past student achievement levels, be explicit about targets for improvement, and be explicit about how progress towards those targets will be monitored.
- Leaders need to plan for how they will evaluate the effectiveness of school initiatives and programs.
- Teachers need to reflect on and evaluate their teaching practices.
- Teachers and schools need to be willing to identify and evaluate both intended and unintended consequences for any program or initiative.

ROLES AND RESPONSIBILITIES

STUDENTS WILL BE RESPONSIBLE FOR:
- Completing expected work to the best of their ability in the allocated time.
- Responding to feedback in setting personal goals linked to achievement, improvement, effort and a sense of pride.
- Understanding where they are in their learning, where they are going, how to get there and knowing if they have been successful.

TEACHERS WILL BE RESPONSIBLE FOR:
- Assess students following the BPS Assessment Schedule.
- Provide data aligned with the BPS Assessment Schedule.
- Ensuring the principles of assessment are adhered to and linked to the teaching and learning cycle.
- Providing feedback to students where they are at in their learning and how students can improve.
- Teaching the skills and language of self-assessment and goal setting.
- Communicating to parents on a needs basis regarding their child's progress.
- Complete Reporting to Parents requirements.

PARENTS/CARERS WILL BE RESPONSIBLE FOR:
- Ensuring children attend school regularly.
- Participating in formal reporting processes so that they are adequately informed about the achievement and progress of their child.
- Collaborating with teachers to support the development of IEP's and involvement in the case conference processes.

ASSESSMENT, MONITORING AND REPORTING PRACTICE

How do we assess student learning?
Diagnostic, Formative & Summative:
- observations
- diagnostic tasks
- cross-curriculum tasks
- projects
- standardised tests (as outlined in the BPS Assessment Schedule)
- classroom based assessments
- written/pictorial work samples
- multimedia products
- speeches / oral presentations
- systemic assessments (NAPLAN, On-Entry)
- student/teacher conferences
- art products (dance, drama, visual art, music)
- self-assessment
- self-reflection and goal-setting process
- peer evaluation
- journals
- surveys
- rubrics
- effect sizes

How do we make judgements of students' achievement in relation to the expected standards?
- NAPLAN comparison of 'like school', state and national norms
- ACER PAT Standardised Assessments
- Other standardised assessments (as outlined in the BPS Assessment Schedule)
- SAIS data system
- Brightpath reports
- WA Curriculums Achievement Standards
- Judging Standards rubrics
- SCSA/ACARA exemplars

How do we communicate with parents about student achievement and progress?
- Student Reports - Terms 2 and 4, via Connect
- Three-way reporting conference (Teacher, student, parent) - Term 2
- Learning Journey - Term 3
- Parent / Carer Meetings - IEPs or as required
- Case Conferences - for case managed students, as required
- NAPLAN reports - distributed to parents during Term 3
- On Entry reports - provided to parents of PP children in Term 1.

How does the school use student achievement information to plan future learning programs?
- Analysis of school achievement targets in literacy and numeracy
- Identify students not achieving minimum expected standard of achievement in literacy and numeracy, and to develop differentiated curriculum for future progress.
- Identify literacy and numeracy learning area skills and understandings that require whole school intervention programs.
- To measure school and class effectiveness of learning programs and targeted resources.
- To measure year on year progress of individual students.

REPORTING GUIDELINES
For Pre-primary to Year 6, the Western Australian Curriculum achievement standards will describe expected achievement at each year level for each learning area. The Western Australian K-10 Curriculum is mandated, and student achievement will be reported against the achievement standards for the year level of the student as outlined in WA Curriculum and Assessment Outline. Our reporting aligns with the Government of Western Australia School Curriculum and Standards Authority (SCSA) Pre-primary to Year 10: Teaching, Assessing and Reporting Policy.
- In Years PP – 2 Bindoon PS will report in all the learning areas taught using system-based achievement descriptors and grade descriptors. The achievement descriptors align with the achievement standards described in the Western Australian Curriculum and Assessment Outline.
- For Years 3 – 6 Bindoon PS will report in all the learning areas taught using the letter grades and achievement descriptors. The achievement descriptors are aligned with the achievement standards described in the Western Australian Curriculum and Assessment Outline.
- In all cases, teachers will provide parents/carers with prior knowledge of their child being judged as a D or E student before receiving notification in the student's formal report.
- The Department of Education Reporting to Parents system will be used to create reports for PP – Year 6.
- The BPS Kindergarten Report template will be used to report to Kindy parents.
- The BPS Reporting Schedule outlines the learning areas and modes to report in Semester 1 and Semester 2.

REPORTING ON STUDENT ATTRIBUTES
In addition to reporting students' achievement in the eight learning areas, information relating to the development of other student attributes that influence learning are reported. For Pre-primary to Year 6, the school reports will include:
- Assessment of the student's attitude, behaviour and effort
- Overall teacher comment
- Any additional information the school considers relevant.

In addition for Pre-primary to Year 2, school reports should include:
- a description of the student's progress in personal and social learning

MID YEAR REPORTING
Western Australian Curriculum achievement standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers should make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, considering the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time would be allocated an A grade or excellent achievement, students demonstrating satisfactory achievement would be allocated a C grade or satisfactory achievement.

REPORTING REQUIREMENTS

Learning areas	Grades	Comments
English	A grade for each mode: • Reading and Viewing • Writing • Speaking and Listening One grade is then automated for English	A comment for each mode. Include at least one comment on how to improve/progress.
Mathematics	A grade for each mode: • Number and Algebra • Measurement and Geometry • Statistics and Probability One grade is then automated for Maths	A comment for each mode. Include at least one comment on how to improve/progress.
Science (Specialist LA)	A grade for each mode: • Science Inquiry Skills • Mode as identified in the BPS Reporting Schedule One grade is then automated for Science	A generalised comment regarding content covered. Personalised comment for each student.
Humanities and Social Sciences	A grade for each mode: • Mode/s as identified in the BPS Reporting Schedule One grade is then automated for HASS	No comment
Languages (Specialist LA)	A grade for each mode for Yr 3-6: • Communicating • Understanding One grade is then automated for Languages PP-Yr 2: Comment and effort only	A generalised comment regarding content covered. Personalised comment for each student.
The Arts Music Visual Art (Specialist LA)	A grade for each mode: • Making • Responding One grade is then automated for Art/Music	A generalised comment regarding content covered. Personalised comment for each student.
Health and Physical Education: Health Education	A grade for: • Personal, social and community health One grade is then automated for Health	No comment
Health and Physical Education: Physical Education (Specialist LA)	A grade for: • Movement and physical health One grade is then automated for PE	A generalised comment regarding content covered. Personalised comment for each student.
Technologies: Digital Technologies / Design Technologies	Area reported as outlined in the BPS Reporting Schedule: • Knowledge and Understanding • Process and Production Skills One grade is then automated for Technologies	No comment
Overall Comment		Comment can include: • Achievements • Highlights • Attendance • Working with others/independently

ASSESSMENT AND REPORTING PROCEDURES

It is expected that your reports will have been printed and passed onto your buddy for double-checking on or before the due date. Drafts are to be printed in 'Summary' form and passed onto your buddy for editing.

Drafts should be checked, errors highlighted, and returned directly to the owner. If you disagree with some of the edit suggestions from your buddy you must get it checked by Administration. All errors must then be fixed by the owner in RTP and completed by the due date.

Administration will then regenerate a Summary Report for final checking. If there are still errors in the Reports, they will be handed back to the owner for immediate editing.

DUE DATES

Reports must be completely entered, self- edited, buddy-edited, printed and presented to the administration member listed below, no later than the due dates in Term 2 and 4 deadlines:

- Report data completed, self-edited and given to buddy – **Tuesday Week 8**

- Buddy edits completed and notify administration that reports are completed – **Tuesday Week 9**

- Final locking, generation and reports sent to parents/carers – **Tuesday Week 10**

Peer Reading
The summative reports are to be printed by the teacher and handed to their buddy by the due date specified above.

Leadership Team Proof Reading
Teachers are to notify their Admin member that will be reading your reports, that you have completed all edits. Minor corrections will be made online at the time of reading. However, if there are a number of edits, reports will be handed back to teachers to address. Other matters will be discussed with individual staff.

Principal	Deputy
Kindy	Year 3
Pre-primary	Year 4
Year 1	Year 5
Year 2	Year 6

HOW TO WRITE REPORT COMMENTS

Please find outlined a suggested structure to use to write your report comments. Everyone has their own individual style, so this format is a guideline.

1. A general overview statement

Example 1: Allexa has made excellent progress in English this semester.

Example 2: Greg has met / not yet demonstrated the expected standard in this area of the curriculum.

2. A positive statement or two about things that the student has done well or improved in. Note: This could be a selective cut and paste from the Judging Standards and the sentences are focused around the strands of English and Mathematics for that semester.

Example 1: When reading, Fiona uses phonic and word knowledge to fluently read a wide range of complex words. She discusses how the organisation and structure of a text can be presented in different ways, depending on the purpose of the text. (Reading)

Example 2: Ally identifies how content can be organised using different text structures depending on the purpose of the text. She uses evaluative language, in detail, to express feelings and opinions when writing an informative recount and a form of poetry. Ally re-reads and edits her writing, checking for appropriate vocabulary, structure and meaning. (Writing)

Example 3: She speaks clearly and audibly to familiar audiences when delivering short presentations on learned topics. (Speaking and Listening)

3. A statement or two about areas to improve on (if needed) and possibly some quick advice on how this can be achieved.

Example 1: Gail still finds speaking to an audience difficult and if she is to improve in this area she will need to develop more effective palm cards and spend more time rehearsing in order to be better prepared.

Example 2: Unfortunately, Paul found it difficult to demonstrate his knowledge through his written work and many of his assignments were rushed or unfinished. I believe he will need to use his class time more effectively and complete unfinished work at home if he wishes to achieve results in English that are more in keeping with his abilities.

4. A quick positive (if possible)…NO EXCLAMATION MARKS [!] REQUIRED

Example 1: Overall, a terrific semester.

Example 2: I look forward to seeing an improved effort from Dale next term.

This means your total sentence count should be no less than 3 and a maximum of 7.

Learning Area Effort

Effort Level	**Consistently** (>90% of the time)	**Often** (>50% the time)	**Sometimes** (<50% of the time)	**Seldom** (<10% of the time)

REPORTING ON STUDENTS WITH POOR ATTENDANCE / NEW ENROLMENTS

If a student enrolled into your class too late into the semester to give them a grade, please state this in the comment and write a sentence or two about how they have been during their time in the class. You are not required to give these students a grade but must mention in the comments why they did not get a grade. Remember these reports are a formal, legal and professional document.

What happens when a student joins mid-semester? – More than 4 weeks

When a student joins mid-semester a full report as possible should be written by the class/specialist teacher, provided they have joined more than four weeks prior to the deadline for the reports.

The subject comment could be prefaced with something like, "Although XXXX has only recently joined the school, students at Bindoon PS have studied the following aspects of the West Australian Curriculum.

After the subject comment has been added, the following addition can be made, "XXXX's attainment and effort grade are based upon their work since they joined this school."

What happens when a student joins mid-semester? – Less than 4 weeks

When a student joins mid-semester, but less than four weeks before the reporting deadline, a full report is not expected. The general comment should reflect upon how the child has settled into the school and any detail that you are able to provide.

The subject comment could be prefaced with, "Although XXXX has only recently joined the school, students at Bindoon PS have studied the following aspects of the West Australian Curriculum."

After the subject comment has been added, the following addition can be made, "As XXXX has only recently joined Bindoon Primary School, no attainment or effort grade has been given."

Attendance Comment Bank

There should be a comment about attendance within the overall comment. You may use one of the template statements from below or integrate a comment of your own at an appropriate place.

96 - 100%	<N> should be commended on <p> exemplary attendance. This has provided <o> with optimum learning opportunities this semester.
90 -95%	<N> has had satisfactory attendance this semester. This has given <o> the best opportunity to be a successful student.
80 -89%	<N's> attendance of less than 90% has placed <o> at risk of not accessing optimal learning opportunities and meeting <p> educational potential.
70– 79%	<N's> attendance of less than 80% has placed <o> at high risk of not accessing the optimal learning opportunities and meeting <p> educational potential.
60– 69%	<N's> attendance of less than 70% has placed <o> at high risk of not accessing the optimal learning opportunities and meeting <p> educational potential.
0 – 59%	<N's> attendance of less than 60% has placed <o> at severe risk of not accessing optimal learning opportunities and meeting <p> educational potential.

KEY POINTS

To assist you with reporting, we have put together the following considerations. When writing your reports, please consider the following key points:

- For some parents/guardians, this is the one time when they get individualised and specific feedback on the progress of their child, so make it count, it's important.

- Parents/Guardians don't want "Edu-speak"; they would like clear, plain-English explanations on how their child is progressing.

- Use the child's legal name throughout the report, not his/her nickname/shortened name e.g. Christine not Chris.

- Do not predict the future e.g. "Trevor's results will improve with more consistent effort." Instead, you may say, "I would like to see a more consistent effort from Trevor."

- Don't "sugar-coat" your comments but keep in mind that nothing in the reports should be a surprise. For example, it would be reasonable to state; "Trevor struggles to maintain his focus in the classroom", but NOT if parents/guardians haven't previously been informed of this. Reports are not the time for parents to learn for the first time that their child disrupts others, fails to complete their work, etc.

- With the above point in mind, no parent/guardian should be surprised by a "D" or "E" grade. If a student in your class is likely to receive a "D" or "E" (or equivalent achievement descriptor in PP-Yr2), you need to let their parent/guardian know well before the end of the semester.

- While reports should be personal, they are not the forum for blunt and unconstructive personal comments. For example, "Chris is lazy", is unconstructive. "Chris needs to lift her work rate", is constructive. It's a fine line, so if you are unsure of a comment, ask others or a member of Admin for their opinion.

- Don't directly compare students with others in the class (e.g. "Christine is the best painter in Year 6 Art"). Indirect and general comparisons with a student's nation-wide age group would be okay; so long as you are confident that you have a good understanding of the standards in this respect (e.g. "Christine's painting skills are exceptionally good for her age"). Don't forget that NAPLAN testing will also provide parents/guardians with this information for students in Years 3 and 5 in relation to English and Maths

- It is a very good idea to access previous student achievement data (NAPLAN results, previous grades etc. - all available in SAIS) before finalising your comments and grades so you can avoid contradictory statements. e.g. "Anna has performed really well this semester in Maths and should be proud of her achievements" Grade: B. This would seem to be OK, but not if she got an "A" last semester and her NAPLAN results are poor.

CONSISTENCY

To maintain consistency in report formatting and spelling, there are a number of points that teachers should note:

- Do not attempt to paragraph or skip lines.

- Use capital letters when referring to specific subjects and strands. For example: In Science this semester we covered Earth and Space Sciences.

- Using 'however' as a conjunctive adverb – Use a comma either side of 'however' to join two simple sentences.

- Using 'however' as a sentence starter – Use the comma after 'However' and follow with a complete sentence.

- Use capitals and numbers for: Year 6, Mathematics, Term 1, and Semester 1.

- Refer to subjects as "Learning Areas" not "Subject Areas".

- Do not cut and paste statements that make no mention of a student's name (e.g. Due to lack of attendance, I have been unable to assess this student). Instead, you can create a personal comment in your personal comment bank using the wildcards so RTP will insert the name for you.

- Make sure you understand how to use possessive apostrophes (e.g. Charlie's work has improved since he started listening to other students' suggestions.)

- Practice is the noun and practise is the verb. (E.g. He went to football practice in order to practise his skills). *Note: the Department's spell-check function will tell you practise is wrong because it's the U.S. version and they use a "c" for both the noun and verb.

- Only a single space is to follow a full stop before a new sentence begins.

PERSONAL & SOCIAL LEARNING and ABEs

Year PP-2

Personal and Social Learning

	Consistently (>90% of the time)	**Often** (>50% the time)	**Sometimes** (<50% of the time)	**Seldom** (<10% of the time)
Displays Independence	Relates to how a student works, is organised to learn, the support needed during transitions and when additional support is needed to complete tasks.			
Makes positive choices with independence	Ability to follow instructions, demonstrate whole body listening and their ability to think things through.			
Reflects on and talks about own learning	A student's ability to talk about what they are learning and identify their own strengths and weaknesses.			
Displays perseverance	Relates to a student's ability to not give up on a task.			
Expresses emotions appropriately	Ability to demonstrate self-control.			
Reflects the ideas, feelings and needs of others	Demonstrate kindness and sharing to, and with, others.			
Resolves conflicts in a positive manner	A student's ability to listen to the points of view of others and use strategies to help them solve conflicts.			
Interacts with peers and adults in an acceptable way	Using manners, respects personal space and waits until others have finished talking.			
Collaborates in group activities	Takes turns, shares resources and listens to the ideas of others.			

Attitudes, Behaviours and Efforts

Is enthusiastic about learning	Relates to how a student is organised, shows whole body listening and perseveres with their work.
Participates responsibly	Demonstrates behaviour expectations, and is a good citizen.
Sets goals and works towards them	Their effort, how hard they try and they set goals to improve.

Year 3 - 6

Attitudes, Behaviours and Efforts

	Consistently (>90% of the time)	Often (>50% the time)	Sometimes (<50% of the time)	Seldom (<10% of the time)
Works to the best of their ability	Quality of their work and trying their best.			
Shows respect and care	Demonstrates respectful behaviour.			
Shows courtesy and respect for the rights of others	Behaves in a way that allows others to learn and be safe.			
Participates responsibly in civic and social activities	Behaviour outside of the classroom and effort displayed towards civic activities.			
Cooperates productively and builds positive relationships with others	Ability to work well in groups of students and to make and maintain friendships. Also refers to their interactions with staff.			
Is enthusiastic about learning	Demonstrates pride, and they engage in learning.			
Sets goals and works towards them with perseverance	Awareness of their own strengths and weakness and how they actively work to improve themselves.			
Shows confidence is showing positive choices and decisions.	Demonstration of the behaviour expectations.			

Assessment Schedule 2024

Assessment	Term 1								Term 2								Term 3								Term 4							
	Assessment completed by end of week:								Assessment completed by end of week:								Assessment completed by end of week:								Assessment completed by end of week:							
	K	PP	1	2	3	4	5	6	K	PP	1	2	3	4	5	6	K	PP	1	2	3	4	5	6	K	PP	1	2	3	4	5	6
ENGLISH																																
Phonics Initiative Assessment (DOE)										6																						
CARS & STARS Placement Tests / Final Assessments		3	3	3	3	3	3	3																		5	5	5	5	5	5	5
Screen of Communication Skill (SOCS)	6																6															
PLD Early Years Pre-Literacy Screen (Wk 10 only if <80% in Wk 6)	6+10								6+10								6+10								6+10							
PLD Foundation Pre-Reading and Pre-Spelling Screen		6+10																														
PLD Foundation Early Reading Screen										6+10								6+10								6+10						
PLD Foundation Spelling Screen										6+10								6+10								6+10						
PLD Spelling Placement Screen			1+10	1+10	1+10	1+10	1+10	1+10			10	10	10	10	10	10			10	10	10	10	10	10			7	7	7	7	7	7
PLD Early Reading Screen (Yr 3 to 6 - students in Stage 1or2 Spelling)			2	2	2+10	2+10	2+10	2+10			2	2	10	10	10	10			2	2	10	10	10	10			2	2	7	7	7	7
Burt Reading Vocab					7	7	7	7																					7	7	7	7
Little Learners Love									6	6	6														6	6	6					

Literacy (LLLL)																																
Assessment	K	PP	1	2	3	4	5	6	K	PP	1	2	3	4	5	6	K	PP	1	2	3	4	5	6	K	PP	1	2	3	4	5	6
Fluency Assessment													6	6	6	6													6	6	6	6
Brightpath Writing (PP-6 Narrative Sem 1 and Sem 2)													8	8	8	8	8 Oral	8	8	8					8 Oral	8	8	8	8	8	8	8
PAT Early Years Reading																												3				
PAT Reading																												3	3	3	3	3
PAT Grammar & Punctuation																													3	3	3	3
LITERACY/NUMERACY																																
On Entry Assessment		6																														
NAPLAN					7/8		7/8																									
MATHEMATICS																																
PAT Early Years Maths																											3	3				
PAT Maths																													3	3	3	3
Basic Facts			3	3	3	3	3	3																		5	5	5	5	5	5	5
SOCIAL/EMOTIONAL																																
National Opinion Survey																							^	^								
PRIMARY EXTENSION																																
PEAC Testing														4																		

^ Odd years