Statement

Assessment at MacKillop Catholic College is primarily for the purpose of promoting learning by informing teaching and guiding the construction and presentation of student learning opportunities. Reporting at MacKillop Catholic College is primarily for informing parents regarding the development of their children within the Key Learning Areas and the pastoral context of the Home Room. It occurs at the end of each term as follows:

- **Term 1**: Semester 1 Interim Report
- **Term 2**: Semester 1 Final Report with indicative ratings per subject and comments
- **Term 3**: Semester 2 Interim Report
- **Term 4**: Semester 2 Final Report with summative ratings per subject

Definition

- **assessment**: a method of evaluating student performance and attainment
- **authentic**: genuine and original
- **evidence**: a sign or proof of the existence
- **jurisdiction**: the area over which authority extends
- **learning area**: field of knowledge
- **learning opportunity**: that which is provided so that knowledge or skill is gained through education
- **semester**: an academic session lasting six months

Rationale

This policy guides the processes of (a) assessment, and (b) reporting at MacKillop Catholic College. Assessment at MacKillop is student centred and is always directed towards collecting the evidence needed to guide the formation of the student's learning within the context of the learning area.

Reporting at MacKillop Catholic College is adult centred and is always directed at informing the parents and/or guardian of the student as to the development of their child within the context of the learning and pastoral areas of the College.

Guidelines

In the spirit of the jurisdiction (Catholic Education Tasmania) guidelines - (http://www.catholic.tas.edu.au/Resources/documents/Assessment%20and%20Reporting%20Feb%202013.pdf).

Assessment at MacKillop Catholic College is required to be informed, purposeful, authentic, valid and reliable.

Reporting at MacKillop Catholic College is required to be accurate and evidence based, relevant and clearly communicated, motivational for further student learning, inclusive and accessible. It must provide explicit reporting on learning disposition whilst maintaining privacy of the individual, be consistent with and transportable within the jurisdiction, be efficient, manageable and accountable.