



MacKillop
CATHOLIC COLLEGE

ASSESSMENT AND REPORTING PROTOCOL

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ASSESSMENT & REPORTING PROTOCOL

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Purpose

This Protocol outlines the College's obligations relating to student assessment and reporting to each parent/guardian responsible for each student enrolled at the College, in accordance with Catholic Education Commission Tasmania Assessment Policy (Policy No. 04:2023) and Reporting Policy (Policy No. 03:2023). This protocol ensures compliance with the standards set out in Schedule 2 and Schedule 4 of the Education Regulations 2016 (TAS) that a school must have a student assessment policy, and compliance with Section 59 of the Australian Education Regulation 2013 (Cth) that requires schools to ensure reports are provided to each person responsible for each student at the school.

Introduction

The purposes of assessment in student learning are for students to demonstrate their skills and understanding across each curriculum area to help students to achieve the highest standards they can within their own capabilities and provide opportunities for teachers to give students specific feedback to improve learning.

The purposes of providing accurate and objective assessments of student progress and achievement, including an assessment of student achievement by way of reporting is to measure and evaluate student knowledge and skills;
identify student strength and growth areas;

- to inform teacher instructional decisions and intervention and guide curriculum improvements;
- to utilise data to track individual and group progress in time;
- to provide feedback to students and parents/guardians; and
- to meet legislative accountability requirements.

Requirements

Access arrangements and reasonable adjustments are given to students for documented illness and/or family trauma and students with specific educational needs, to ensure that the principles of justice and equity apply. This is carried out in accordance with Catholic Education Tasmania's policies of inclusion.

At all times, decisions related to assessment matters will be based on the professional discretion of the class teachers along with the relevant Learning Leader and Head of House, as appropriate.

Definitions

Formative Assessment: ongoing assessment based on individual student progress. Teachers and students develop learning intentions and assessment criteria for each task and teachers

provide students with feedback during the learning and upon completion of tasks. Teachers intervene in the learning process and undertake focused and explicit teaching to assess any needs which have been identified.

Summative assessment: is usually given at the end of a unit or subject. A diverse range of tasks should contribute to these assessments. Teachers are encouraged to work in teams, both within and beyond the school, to moderate student work and determine final awards. Moderation of work ensures that all students receive fair and reliable information about the progress they are making in their learning.

Continuous Feedback: regular, written feedback provided by a teacher on a task accessible to students and parents/guardians via the College's Learning Management System: SEQTA.

Narrative Report: a student report that assesses student achievement against key goals identified in the students alternative learning program.

Quality Task Design: An assessment task that meets quality assessment criteria as outlined in Appendix 1 of this Protocol.

Guidelines

The Role of a Student: Assessment

Students are required to:

1. Read all assessment details outlined on the College Learning Management System; SEQTA.
2. Record deadlines and key dates that work towards task completion in their diary, and or calendar.
3. Work to the best of their ability throughout lessons.
4. Use class time effectively to complete tasks, and homework time if required.
5. Apply for assessment extension if an assessment extension is required, or extenuating circumstances apply. Should extenuating circumstances not apply, students should discuss an extension with their teacher with as much notice as possible, preferably more than 48 hours prior to the due date, in accordance with the College's Submission of Work Guidelines.
6. Adhere to the College's Guidelines for Academic Integrity in all assessment tasks and class learning experiences.
7. Utilise advice from both teachers and TASC on managing exams, including strategies for studying for an exam.

The Role of a Teacher: Assessment & Reporting

Teachers are required to:

1. Have a detailed scope and sequence using the MacKillop Catholic College template that clearly articulates;
 - a. a clear sequence of learning (days/weeks/terms)
 - b. a clear indication of course content (TASC/Australian Curriculum/VET) to be delivered, which may include reference to learning activities/lesson titles/resources
 - c. a clear indication of the occurrence of major assessment tasks that will be undertaken by students and the criteria/outcomes each task assesses as they are to be assessed
2. Provide baseline tasks to gauge student knowledge and skills prior to learning
3. Collaboratively design authentic assessment tasks that adhere to Quality Task Design (Appendix 1)
4. Use the College Assessment templates for the preparation of Assessment Tasks (CATs).
5. Use a variety of assessment formats, and ensure the assessment format selected is due to its relevance to the knowledge, skill and understanding to be assessed and the purpose of the assessment. Assessment formats include but are not limited to tests, essays, oral presentations, practical projects, and performances.
6. Ensure assessment tasks are detailed with the following:
 - a. realistic deadlines set by teachers with at least one-week prior notice.
 - b. the task description
 - c. the due date
 - d. the strands / criteria assessed (via a rubric)
 - e. vocabulary of key concepts
 - f. resources to support student success with the task, including background knowledge or previous learning experiences.
7. Enter assessment task due dates are entered into the Assessment calendar.
8. Provide continuous feedback within two weeks of receiving a task to support student learning that includes:
 - a. a strength in the students' knowledge, skills and/or understanding.

- b. an area to improve on that directly relates to the learning intentions.
 - c. specific guidance on how to build on their knowledge, skills and understanding.
- 9. Acknowledge a non-submission of work for any student who has not completed a task and ensure parents or guardians are notified. Teachers are to follow College's Assessment Guidelines.
- 10. Adhere to the College's guidelines for Academic Integrity if concerns arise of a student breach.
- 11. Engage in internal and external moderation of assessments to ensure equity and quality assessment.
 - a. In Years 7-10 moderation should occur in each learning area in each year level;
 - b. TASC moderation occurs twice a year, and where there are multiple classes of the same course moderation should occur each term.
- 12. Give an accurate and objective assessment of student progress and achievement, using evidence collected from assessment activities and observations (both formative and summative assessments) including an assessment of the student achievement in accordance with this protocol.
 - a. Nomenclature for Years 7-10 individual assessment tasks is developing, consolidating, extending.
 - b. The number of learning outcomes assessed and the manner in which standards are defined in TASC courses varies; in some courses a range of ratings (A, B, C, t, Z) is used and in other courses a smaller range is used (C, t, Z).
 - c. Vocational Education and Training (VET) unit progression is against the accredited learning outcomes and reported as competent or not competent.
- 13. Report on student achievement twice a year (mid year and end of year)
 - a. for Year 7-10 using the Catholic Education Tasmania (CET) A-E Matrix, against the achievement standard as a whole, and ratings for each Strand.
 - b. for TASC students, using the accredited senior secondary course learning outcomes to be assessed against the related standards with one rating against each of the assessed learning outcomes (e.g. A, B, C, t, Z).
 - c. for VET students, using the accredited learning outcomes and reported as competent or not competent.
- 14. Report on student attitude and application to learning (Personal Management Skills)

15. Need to maintain assessment records; SEQTA is the official assessment record and must contain a record of all assessments undertaken.
16. Provide opportunities to meet with students and parents/guardians to discuss student learning progress and achievement in accordance with this protocol.
17. Teachers facilitating a TASC course must adhere to both the College's protocols for Assessment and Reporting and TASC requirements.
18. Teachers facilitating a VET course must adhere to both the College's protocols for Assessment and Reporting and VET requirements.

The Role the College: Reporting

1. The College will provide a written (digital), accessible and easily understandable Report to a person responsible for a student at the College, and will protect the privacy of the student in the distribution and access to the report.
2. The College will:
 - a. Provide a formal record of a student's progress and achievement for parents/guardians twice per year, Years 7-10 at the end of Semester 1 and end of the Year, Years 11-12 at the end of Term 1 and Term 2.
 - b. Offer at least two opportunities for students and their parents/guardians to meet to discuss the student's learning progress and achievement.
3. The report will give an accurate and objective assessment of the student's progress and achievement, including an assessment of the student's achievement based on evidence collected from assessment activities and observations;
 - a. Progress at a point in time against one or more of the following:
 - i. the achievement standards of the Australian Curriculum reported at A, B, C, D or E for each subject studied, clearly defined against specific learning standards;
 - ii. Good News for Living Curriculum;
 - iii. Other national recognised standards, including; competency-based standards for VET;
 - iv. Relevant TASC course criteria;
 - v. Modified curriculum goals for identified students.

- b. Provided explicit reporting on application and attitude to learning (Personal Management Skills), and
 - c. Provide a pastoral and wellbeing comment.
 - d. Parents/guardians can request student achievement relative to the performance of the student's peer group be provided to them.
- 4. The overall level of achievement rating in Years 7-10 is not an average of the strand assessment; the strands are not equally weighted and should not be viewed as a breakdown of the overall rating against the standard.
 - 5. Students should not be judged against part of the achievement standards they have not been taught or assessed on.
 - 6. A Narrative Report may be issued for students on modified curriculum or students who have been extended vertically (due to being identified as gifted and/or talented), or in some cases for extenuating pastoral reasons.
 - 7. End of year reports for students in Year 10 must include a Transition Statement, based on the student Proposed Learning Program.
 - 8. VET/TASC Student reports and reporting scales are informed by the assessment authorities.
 - 9. Principals must issue a Year 12 Completion Certificate when satisfied that a student has completed Year 12.

Compliance

Commonwealth Legislation

- Australian Education Act 2013 (Cth)
- Australian Education Regulation 2013 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Privacy Act 1988 (Cth)

Tasmanian Legislation

- Anti-Discrimination Act 1998 (Tas)
- Education Act 2016 (Tas)
- Education Regulations 2017 (Tas)
- Office of Tasmanian Assessment, Standards and Certification Act 2003 (Tas)
- Statement of Year 10 Completion – Ministerial Instruction No. 8
- Year 12 Completion Certificate - Ministerial Instruction No. 9

Informing & Related Documents

- Catholic Education Commission Tasmania Assessment Policy, No. 04:2023
- Catholic Education Commission Tasmania Reporting Policy, No. 03:2023
- Features of Quality Task Design, CET
- Online Feedback Guidelines, CET
- TCEO Assessment, Reporting and Moderation Guidelines
- TCEO Narrative Reporting Guidelines
- TASC Course Standards
- TASC Assessment Guidelines
- MacKillop Catholic College Reporting Guidelines
- MacKillop Catholic College Assessment Guidelines

Appendix 1 - Features of Quality Task Design (CECT assessment policy)

An assessment task meets quality assessment criteria if it:	
1	Is able to elicit a range of performance (relevant and valid)
2	Elicits evidence of student knowledge, understanding and skills as described in the Australian Curriculum (including the achievement standard) for each year level (relevant)
3	Makes a positive contribution to student learning and forms an integral part of the teaching and learning process (educative)
4	Is inclusive in that it provides opportunities for all students to demonstrate what they can understand and do (fair and equitable)
5	Is incorporated easily into usual classroom activities (manageable)
6	Demonstrates good assessment practice based on the agreed assessment principles
7	Takes into account of and acknowledges any potential risk environments and safety requirements

1. Is able to elicit a range of performance (relevant and valid)

In practice this means the task:

- Allows students to demonstrate achievement at different levels across the achievement standard – e.g. developing (below satisfactory), consolidating (at satisfactory), extending (above satisfactory).
- Builds on prior knowledge and understanding

2. Elicits evidence of student knowledge, understanding and skills as described in the Australian Curriculum (including the achievement standard) for each year level (relevant)

In practice this means the task:

- Addresses key curriculum content description within the Australian Curriculum
- Is aligned to the achievement standards

3. Makes a positive contribution to student learning and forms an integral part of the teaching and learning process (educative)

In practice this means the task:

- Aligns to school scope and sequence documentation
- Supports positive engagement of students
- Supports students to move from shallow to deep learning

4. Is inclusive in that it provides opportunities for all students to demonstrate what they can understand and do (fair and equitable)

In practice this means the task:

- Is appropriate for all students
- Is inclusive of students' individual learning needs
- Allows opportunities for students to respond in different ways

5. Is incorporated easily into usual classroom activities (manageable)

In practice this means the task:

- Is achievable within the planned time frame (class time)
- Draws on resources readily available to all students

6. Demonstrates good assessment practice based on the agreed assessment principles

In practice this means the task:

- Aligns with explicit learning intentions and success criteria
- Assesses what has been taught
- Is meaningful, engaging and authentic
- Includes opportunities for effective feedback

7. Takes into account of and acknowledges any potential risk environments and safety requirements

In practice this means the task:

- Complies with WH&S guidelines
- Is respectful of, and aligned with, Catholic teachings
- Includes risk analysis where appropriate (e.g. field research)