



Catholic
Education
Commission
Tasmania

Assessment Policy

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1 PURPOSE

- 1.1** The purpose of this policy is to set out school obligations relating to student assessment requirements to each parent/guardian responsible for each student enrolled at the school across Prep to Year 12.
- 1.2** This policy is required because the standards set out in Schedule 2 and Schedule 4 of the *Education Regulations 2016 (Tas)* require that:
- 1.2.1** A system of non-government schools has available to the system schools such policies, plans, methodologies, and procedures available as are needed to ensure that the schools comply with the 'relevant standards' (being those set out in *Education Regulations 2016 (Tas)*).
- 1.2.2** A school must have a student assessment policy.

2 WHO DOES THIS POLICY APPLY TO

This policy applies to all Catholic Schools operating in the Archdiocese of Hobart.

3 POLICY PRINCIPLES

- 3.1** Catholic Schools in the Archdiocese of Hobart must conduct student assessments such that those schools:
- 3.1.1** Enhance student learning.
- 3.1.2** Support teachers to respond effectively to the needs of the students.
- 3.1.3** Provide relevant and accurate information about learning for students, parents/guardians and teachers.
- 3.2** Assessments are to be designed and scheduled so that:
- 3.2.1** Quality assessments (including both formative and summative assessments) are incorporated within the subject curriculum.
- 3.2.2** Assessment provides diagnostic feedback to inform the teacher/student and identify gaps in teaching, knowledge, understanding and recall.
- 3.2.3** Assessments provide students with multiple opportunities to demonstrate their improved knowledge, skill, understanding and recall.
- 3.2.4** Assessment should be cumulative in nature, generating information about the long-term learning of a student.
- 3.2.5** Assessments provide evidence of student learning with timely feedback for the student accessible to both the student and parent/guardian.
- 3.3** All Catholic Schools must develop an assessment guideline/protocol to ensure that this general

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policy is contextualised for their school. Appendix 1 to this Policy sets out an example Assessment Protocol that a Catholic School may adapt for that school's context.

4 COMPLIANCE (LEGISLATION AND OTHER DOCUMENTS)

4.1 This Policy relates to but is not limited to the following legislation and guidelines:

Commonwealth legislation

- a) Australian Curriculum V9
- b) Australian Education Regulation 2013 (Cth)

Tasmanian legislation

- a) Education Act 2016 (Tas)
- b) Education Regulations 2016 (Tas)
- c) Learners First - DoE Assessment Strategy 2020-2023

Other

- a) Online Feedback Guidelines (Under review)
- b) TCEO Assessment, Reporting and Moderation Guidelines (Under review)
- c) TCEO Narrative Reporting Guidelines (Under review)

5 DEFINED TERMS

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.

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Definitions for all other key terms used in this document are included in the *CECT Terms and Definitions*

6 FURTHER INFORMATION AND ASSISTANCE

- 6.1** For further information and assistance in relation to this Policy please contact Advisor: Governance Policy and Research – policy@catholic.tas.edu.au

7 REVIEW OF THIS POLICY

- 7.1** This Policy will be reviewed every four years.
- 7.2** Updated versions of this Policy will be available on the CET website and on request.

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APPENDIX 1: SAMPLE ASSESSMENT PROTOCOL (P-12)

1. The Purpose of Assessment

- 1.1 *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.*

2. Requirements

- 2.1 *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.*
- 2.2 *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 Pastoral Care Leader, as appropriate.*
- 2.3 *Deadlines are essential for teaching and learning, essential for the timing of course delivery and essential for gaining internal assessments. They also ensure that all students have the same opportunity to be assessed fairly and reliably against the subject criteria.*

3. The Role of a Student

Students are required to:

- a. Read all assessment details outlined on the schools Learning Management System (LMS).*
- b. Record deadlines and key dates that work towards task completion in their diary, and or calendar.*
- c. Work to the best of their ability throughout lessons.*
- d. Use class time effectively to complete tasks, and homework time if required.*
- e. 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 24 hours prior to the due date.*
- f. Adhere to the School's Guidelines for Academic Integrity in all assessment tasks and class learning experiences.*
- g. Years 11/12, use advice from both teachers and TASC on managing exams, including strategies for studying for an exam.*

4. The Role of a Teacher: Assessment

Teachers are required to:

- a. Provide baseline tasks to gauge student knowledge and skills prior to learning
- b. Collaboratively design authentic assessment tasks that adhere to [Quality Task Design](#) (set out over page)
- c. Ensure assessment tasks are detailed with the following:
 - i. realistic deadlines set by teachers with at least one-week prior notice.
 - ii. the task description
 - iii. the due date
 - iv. the strands assessed (via a rubric)
 - v. vocabulary of key concepts
 - vi. resources to support student success with the task, including background knowledge or previous learning experiences.
- a. Provide continuous feedback within two weeks of receiving a task to support student learning that includes:
 - i. A strength in the students' knowledge, skills and/or understanding.
 - ii. An area to improve on that directly relates to the learning intentions.
 - iii. Specific guidance on how to build on their knowledge, skills and understanding.
- b. Acknowledge a non-submission of work for any student who has not completed a task and ensure parents or guardians are notified.
- c. Adhere to the School's guidelines for Academic Integrity if concerns arise of a student breach.
- d. Engage in internal and external moderation of assessments to ensure equity and quality assessment.

5. Procedures for TASC Assessments and Reporting (Year 11 and 12 only)

Teachers facilitating a TASC course must adhere to both the schools guidelines for Assessment and TASC requirements as outlined in their internal assessment details, including:

- a. realistic deadlines set by teachers with at least one-week prior notice.
- b. the task description addresses the criteria to be assessed.
- c. the rubric
- d. the due date
- e. performance indicators to support student learning with the specific requirements of the assessment task.
- f. vocabulary to provide clarity and accuracy within a task.
- g. resources to support student success with the task, including background knowledge or previous learning experiences.
- h. Where possible, engage in internal moderation of assessments to ensure equity and quality assessment amongst teams.
- i. Participate in TASC Quality Assurance Meetings or Moderation for respective courses.

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Features of Quality Task Design

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

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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)

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