



Catholic
Education
Commission
Tasmania

STUDENT TESTING POLICY

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1 PURPOSE

The purpose of this Policy is to ensure a system-wide approach to undertaking mandated testing from Kindergarten to Year 10 in schools to facilitate the collection of timely, accurate, reliable, and relevant educational data.

Through the systematic collection of educational data, schools will have evidence to inform the formulation of its educational priorities and school improvement plans. This information can assist Catholic Education Tasmania to monitor student progress and prioritise areas of student learning.

This policy does not outline the obligation and accountability of international and National Standardised Testing (e.g. NAPLAN). Participation in National Standardised Testing is mandated under Commonwealth schools funding legislation and funding agreements.

2 WHO DOES THIS POLICY APPLY TO

This policy applies to all Catholic Schools operating in the Archdiocese of Hobart (excluding Guilford Young College).

3 POLICY PRINCIPLES

3.1 All schools must complete the following testing in accordance with the Schedule outlined in Appendix A:

- (a) In Term One, schools:
 - (i) Early in term will undertake the PAT Early Years Reading and Maths Start-Foundation tests for students in Prep. All students must complete the practice program one to two weeks prior to sitting a PAT Early Years assessment for the first time.
 - (ii) Will undertake AGAT testing for students in Years Three through Ten.
- (b) In Term Two, schools:
 - (i) Who have a Kindergarten year will undertake the Kindergarten Development Check, with every Kindergarten student to be assessed against the critical markers.
- (c) In Term Three, schools:
 - (i) In weeks six to nine, will undertake the Year One Phonics Check for students in Year 1.
 - (ii) Will undertake the Religious Literacy Assessment for students in Years Four and Eight.
- (d) In Term Four, schools:
 - (i) Who have a Kindergarten year will undertake the Kindergarten Development Check, with every Kindergarten student to be assessed against the critical markers.

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- (ii) Early in term will undertake the PAT Early Years Reading and Maths Mid-Foundation tests for students in Prep. All students must complete the practice program one to two weeks prior to sitting a PAT Early Years assessment for the first time.
 - (iii) Between the second and fifth week will undertake PAT testing (Linear and Adaptive), including:
 - (A) PAT Reading, for students in Years One through Nine
 - (B) PAT Maths, for students in Years One through Nine
 - (C) PAT Spelling, for students in Years Three through Six
 - (D) PAT Vocabulary, for students in Years Four through Six
 - (e) Where a student who otherwise would have undergone AGAT testing in accordance with clause 3.1(a)(ii) commences school after that testing has occurred, the school must undertake AGAT testing of that student within four weeks of their commencement.
 - (f) For students in Prep through Year Two, schools must assess their progress in reading according to the assessment schedule in the InitialLit program.
 - (g) DIBELS must be administered to students in Years Three through Six three times a year (at the beginning, middle, and end of the year), with the schedule to be at the school's discretion.
 - (h) In line with the agreed intention of the Archbishop of Hobart, and the Australian Bishops, there will be demonstrations of Catholic religious literacy through appropriate assessment. In addition to the Religious Literacy Assessment referred to above at clause 3.1(c)(ii) schools will undertake Religious Literacy assessments following the guidelines specified by the annual Religious Literacy Assessment Administrator' User Guide.
- 3.2** It is highly recommended that schools, in accordance with the time frames outlined above in clause 3.1, administer:
- (a) PAT Spelling for students in Years Seven through Nine.
 - (b) PAT Vocabulary for students in Years Seven through Nine.
- 3.3** Schools may, in accordance with the time frames outlined above in clause 3.1, administer:
- (a) PAT Reading for students in Year Ten.
 - (b) PAT Maths for students in Year Ten.
 - (c) DIBELS for students in Year Seven and Eight.
- 3.4** It is recommended that schools undertake PAT (Linear and Adaptive) testing for new students within four weeks of their commencement, unless the student's previous school has provided any relevant assessment data (e.g. NAPLAN or PAT).

4 RECORD KEEPING

- 4.1** Student records must be kept for the length of time required by our legal requirements and records retention schedule.

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5 COMPLIANCE (LEGISLATION AND OTHER DOCUMENTS)

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

Commonwealth legislation

- a) *Australian Education Act 2013 (Cth)*
- b) *Australian Education Regulation 2013 (Cth)*
- c) *Disability Discrimination Act 1992 (Cth)*
- d) *Disability Standards for Education 2005 (Cth)*
- e) *Privacy Act 1988 (Cth)*

Tasmanian legislation

- a) *Anti-Discrimination Act 1998 (Tas)*
- b) *Education Act 2016 (Tas)*
- c) *Education Regulations 2017 (Tas)*

Other

- a) Religious Education Standards for Catholic Schools of the Archdiocese of Hobart

6 DEFINED TERMS

ACARA is the Australian Curriculum Assessment and Reporting Authority.

AGAT is the ACER General Ability Test: this series of tests is designed to assist teachers to assess a student's general reasoning ability.

DIBELS is the Dynamic Indicators of Basic Early Literacy Skills test for students in Prep, Year One to Year Eight.

InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers.

NAPLAN is the National Assessment Program – Literacy and Numeracy, undertaken annually by students in Years Three, Five, Seven and Nine.

PAT adaptive is a computer-adaptive online assessment, which means that students are automatically presented test content that is appropriate and engaging for their level, and that will elicit accurate and useful information to support teachers in their work.

PAT linear is a form of Progressive Assessment Testing, in which all students in a group respond to a test containing the same items.

PAT Early Years is Progressive Assessment Testing for Prep Students.

Religious Literacy Assessment is the assessment which focuses on students' ability to recall

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content about the Catholic faith and their knowledge and understanding of Religious Education. It is not designed to measure a student's faith.

Definitions for all other key terms used in this document are included in the [CET Terms and Definitions](#) available on the CET Website.

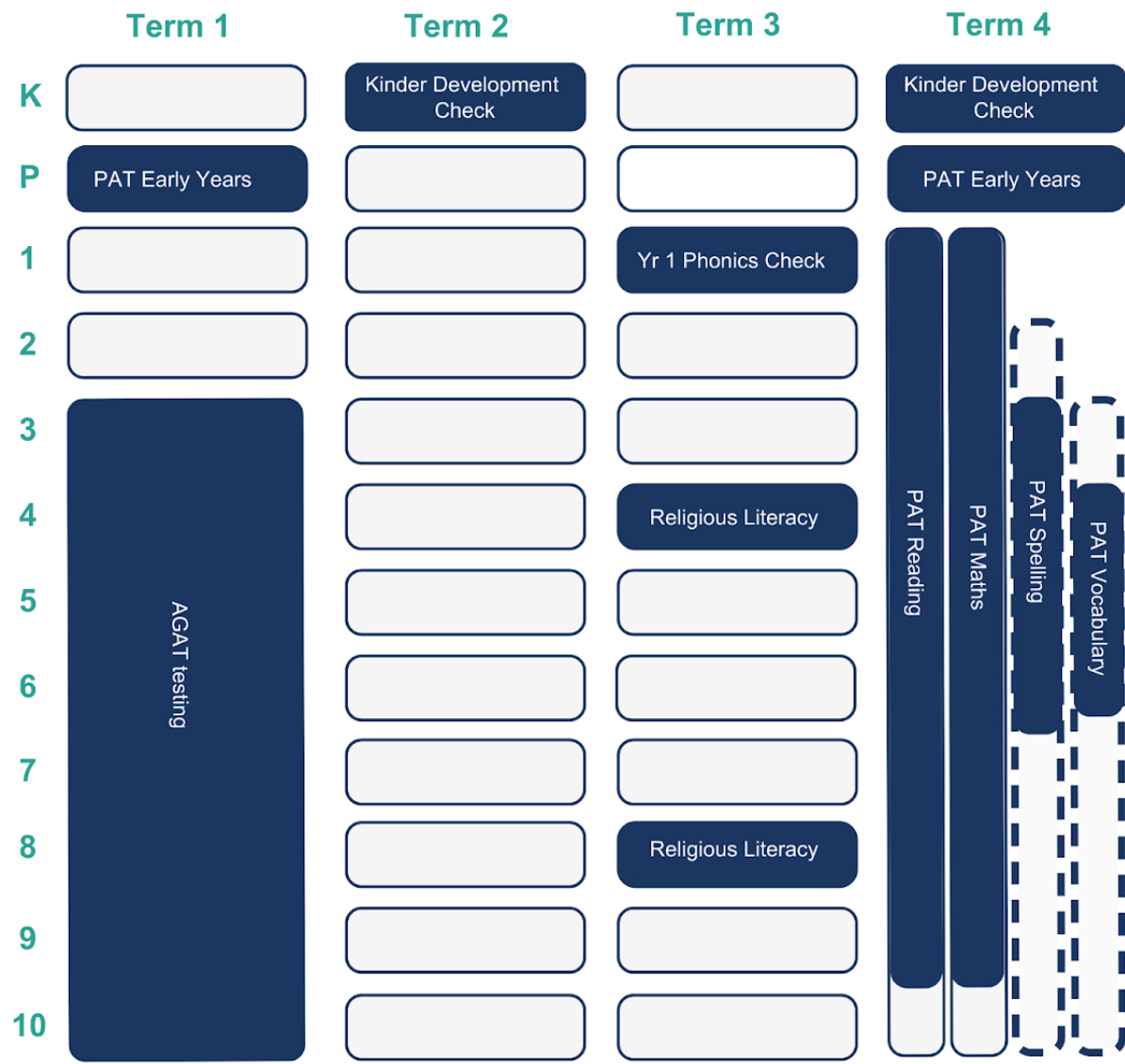
7 FURTHER INFORMATION AND ASSISTANCE

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

8 REVIEW OF THIS POLICY

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

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This timeline only outlines testing mandated by the TCEO.
This timeline does not show national and international sample assessments (e.g. PISA, TIMSS, or NAP-sample).

 Optional testing