

Assessment and Reporting

Catholic Education Tasmania

The primary purpose of assessment is to promote learning. Assessment informs teaching and guides the processes of learning. It provides evidence of how learners are progressing according to defined standards throughout a period of learning, as well as achievement at the end of that period. Quality assessment includes both the cognitive and affective domains. The assessment process is integral to the reporting of student achievement.

Assessment is Informed

Assessment is Purposeful

Assessment is Authentic

Assessment is Valid and Reliable

Assessment Principles

Assessment is Informed

Assessment is based on an informed knowledge and understanding of the learner and is relevant and accessible.

- Teachers provide developmentally appropriate assessment opportunities that are designed with a clear understanding of student prior learning, experiences, and socio-cultural context.
- Assessment opportunities include a broad range of strategies that engage learners.
- Assessment opportunities are based on high expectations and are intellectually challenging for all students.

Assessment is Purposeful

Teachers clearly articulate what the assessment is designed to measure and why it is being undertaken. Where appropriate this is communicated to the learner.

- Assessment is intentional and is integral to the planning process.
- Assessment is formative, summative or diagnostic.
- Assessment informs meaningful and timely feedback.

Assessment is Authentic

Assessment is continuous and is informed by defined standards. Ways of demonstrating achievement are clearly articulated.

- Students are assessed according to defined and documented standards of achievement.
- Assessment is a cumulative process.



Reporting Principles

- Assessment should aim to reflect and/or relate to real life application.
- A range of assessment strategies that enable students to demonstrate the knowledge, skills and understanding that reflect the standards of achievement.
- Teachers need to provide students with a guide as to how to reach various achievement levels.
- Assessment should be a collaborative process on the part of students and teachers.
- Student self-assessment is integral to the assessment process.

Assessment is *Valid and Reliable*

Assessment meets its purpose, is evidence based and allows quality evaluation of learner progress.

- Evidence is what students create, do, say and write.
- Summative assessment is based on a variety of evidence gathered over time.
- Assessment enables the provision of feedback which improves and informs student learning.
- Results and tasks are moderated with colleagues to ensure validity and reliability through consistent teacher judgment against defined standards.
- Ongoing moderation should be established to improve the validity and reliability of assessment processes.

Reporting should:

- Be an accurate evidence-based representation of learning, teaching and assessment.
- Communicate clear and relevant information on student learning, progress and achievement to students and parents.
- Support and motivate student learning and indicate areas for further development.
- Provide a formal record of the student's progress and achievement.
- Be inclusive and accessible to the intended audience.
- Provide explicit reporting on learning disposition.
- Protect the privacy of individuals.
- Be consistent in format and transportable within the Catholic system in Tasmania.
- Be efficient and manageable (plain English).
- Meet the requirements for accountability.

