



Assessment and Reporting

Procedure



Assessment and Reporting Procedure

1. Scope (audience and applicability)

This document sets out the procedures established to support the *Assessment and Reporting Policy*. It will support departmental, school and classroom assessment and reporting practices in schools and senior secondary schools Kindergarten–Year 12.

2. Purpose

The purpose of this document is to support schools to facilitate the learning and achievement of their students. The procedures are consistent with other departmental processes and expectations as well as national and legislative obligations.

3. Definitions

Assessment: the process of acquiring information and making judgements about students' learning over a period of time. The purpose of assessment is to monitor developments in student learning, make judgements about student achievement in relation to agreed standards, evaluate the effectiveness of teaching programs and system-level initiatives, and to inform decisions about future learning and support.

Schools: a government school, senior secondary school or other centre, unit or institute of the state which provides educational instruction up to and including the final year of senior secondary education.

Parent: includes a guardian or other person having the care or control of a child.

Reporting: communication to stakeholders about the information obtained from assessment. The purpose of reporting is to improve learning. It is one of the means by which parents can participate in decisions about their child's education.

School improvement: the process by which schools strive to become increasingly more effective with the aim of becoming high performing schools; especially in the areas of literacy and numeracy, student participation, general satisfaction and equity of outcomes.

4. Procedure details

4.1 Legal requirements

- The Secretary may issue instructions in respect of any matter relating to the curriculum, teaching practice, homework, assessment and reporting procedures at a government school. (*Education Act 1994* Section 3.3)
- Section 58 of Australian Education Regulation 2013 requires schools to provide a report to each person responsible for each student.

4.2 Assessment against the *Australian Curriculum*

- Principals, in consultation with their staff, must establish clear processes in their school or senior secondary school to support both formative assessment for the purpose of providing regular feedback to students, and summative assessment for the purpose of reporting to parents and at a system level against the *Australian Curriculum* according to the implementation timeline.
- Principals must ensure that A–E ratings are recorded appropriately in SARIS in order to maintain accurate student records.
- Teachers must assess student progress against the achievement standards of the *Australian Curriculum* according to the implementation timeline established by the Secretary and the internal processes of their school.
- Teachers must assess and report student achievement Years 3–10 using the letter ratings A–E:
 - A indicates that a student is performing well above the standard expected
 - B indicates that a student is performing above the standard expected
 - C indicates that a student is performing at the standard expected
 - D indicates that a student is approaching the standard expected
 - E indicates that a student is performing below the standard expected.
- Teachers must assess student achievement in Preparatory (Prep)–Year 2 using the letter ratings A–E. These assessments will be reported to parents using only the descriptors, not the letter rating (see above).
- Teachers must ensure an A–E rating is entered into the Student Assessment and Reporting Information System (SARIS) for all *Australian Curriculum* subjects at least twice a year in line with the reporting timeline established by the Secretary and the internal timelines of their school for students from Years 1–10.

- For students in Prep, an A–E rating must be entered into SARIS by teachers for all *Australian Curriculum* subjects at the end of the year in line with the reporting timeline established by the Secretary and the internal process of their school. An A–E rating may also be entered at mid-year for Prep students.
- Teachers may assess a student’s achievement as C at a lower year level for students from Years 1–10. For this to happen:
 - the teacher must demonstrate that they have planned for student learning using the curriculum descriptors from that lower year level
 - the student must demonstrate performance at the standard expected at that lower year level
 - the school must inform the student’s parents who must agree that the student is assessed at the lower year level.
- Teachers, with support from their principals, must establish a range of formative assessment processes to inform teacher judgement and provide meaningful feedback to students and their parents in addition to the summative A–E assessment.
- Formative assessment must be planned, focused, continuous and inclusive of all students. It must focus on what students know, understand and can do.

4.3 Assessment against the *Tasmanian Curriculum*

- Principals must establish clear processes in their school to support teachers of those subjects not yet implemented under the *Australian Curriculum* and still being assessed against the *Tasmanian Curriculum*.
- Teachers must assess student progress against the *Assessment Evidence Guide* of the *Tasmanian Curriculum* for those learning areas not yet implemented under the *Australian Curriculum*.
- A summative assessment against the standards is not required by teachers for students in Prep–Year 6 for *Tasmanian Curriculum* learning areas not currently implemented.
- A summative assessment against the standards may be made by teachers for students in Years 7–10 for *Tasmanian Curriculum* subjects not currently implemented.
- Teachers must assess students in Year 6 and Year 10 against the Information and Communications Technologies (ICT) Checklist for their year group.

4.4 Assessment for Kindergarten students

- Teachers must assess Kindergarten students against the markers of the Kindergarten Development Check (KDC) twice during their Kindergarten year.
- The *Early Years Framework* is to inform formative and summative assessment processes for Kindergarten students.

4.5 Assessment for Students with Personalised Learning Plans

- Principals must establish clear processes and provide sufficient resources for students to be assessed on both an ongoing basis against the learning goals articulated in their Personalised Learning Plan (PLP) and for summative judgments for the purpose of reporting to parents.
- The individual requirements of students must be taken into account by teachers and their principals for assessment purposes. An assessment against the achievement standards of the *Australian Curriculum* and the *Assessment Evidence Guide* of the *Tasmanian Curriculum* are not always appropriate.
- Students on the Register for Students with Severe Disabilities (SDR) for intellectual disability, multiple disability and autism must be assessed by teachers against the learning goals established in their Individual Education Plan (IEP). This must be reported by using the IEP framework in SARIS.
- Students not on the SDR but whose individual learning needs are such that they cannot cope with the established curriculum must be assessed by teachers against the learning goals of their IEP. This must be reported by using the IEP framework in SARIS.
- Students supported under the English as an Additional Language/Dialect Program (EAL/D) must be assessed by teachers against the English as an Additional Language/Dialect framework that is located in SARIS.
- Gifted Students with a PLP will be assessed against the relevant achievement standards of the *Australian Curriculum*. Comments can be used to report on enrichment programs.

4.6 Exemption from Assessment

- Where prolonged absence or very recent enrolment at a school means that there is insufficient evidence to form a fair assessment against the *Australian Curriculum* or the *Tasmanian Curriculum*, a principal may decide that a summative assessment is not appropriate for that reporting period.

4.7 Moderation

- Principals must ensure that the process of comparing assessment judgements to enhance quality assurance, reliability and confidence around assessment will occur within their school and across schools in their area.
- Principals must provide opportunities for moderation which involves collaborative teacher discussion of student work samples, assessment of the samples according to standards, and processes to discuss and reconcile assessment judgments to occur in their schools.
- Moderation must involve both formal process including the quality assurance processes articulated by the Tasmanian Qualifications Authority (TQA) or the Learning Services and informal processes established within schools and across networks of schools.

4.8 Assessment in senior secondary schools

- Senior secondary school assessment processes must comply fully with the procedures documents established by the TQA including:
 - Registration to Offer Senior Secondary Courses
 - *Standard for Within-provider Within-course Comparability of Internal Assessments*
 - *Academic Integrity Standard*
 - *Policy for TQA Resulting 2012 – Policy Framework for Quality Assurance in TQA Subjects – Reporting to parents*
- Principals at all schools and senior secondary schools must develop a school reporting agreement with parents. This document should be reviewed and updated regularly.
- School and senior secondary school reporting agreements must be consistent with departmental policies and processes with respect to reporting to parents including the Reporting to Parents Taskforce recommendations.
- Principals at all schools and senior secondary schools must establish clear processes for reporting to parents which include manageable timelines and support their staff to work with these processes.
- Teachers must write student reports using plain, easily understood language.
- Principals must ensure that students are issued with at least one comprehensive report supported by two short statements in each year of schooling.

- Principals must establish timelines for reporting which ensure that the full written report is at mid-year, and is supported by a progress statement early in Term 1. A statement of results is provided by the TQA at the end of the year.
- Teachers must prepare a progress statement which informs parents about how their child is settling in to school and advises them of any early areas of concern.
- Teachers must prepare a full written report at mid-year which provides detailed information about each child's progress and any matters that need their attention.
- Parents must be given the opportunity to receive this report at either a three-way (teacher-parent-student) interview, or a two-way (parent-teacher) interview.
- The time between the completion of report writing and face to face interviews must be minimised.
- Teachers must report achievement in Years 11–12 using the subject criteria for TQA accredited subjects in Term 2.

4.9 Reporting to parents of Kindergarten students

- Principals must support Kindergarten teachers to develop a common Celebration of Learning format across all Kindergarten classes within the school.
- Teachers must use the principles and practices from *Belonging, Being and Becoming – The Early Years Learning Framework for Australia (EYLF)* in particular, Assessment for Learning to underpin their reporting procedures.
- Teachers must conduct parent/teacher meetings after the completion of the first Kindergarten Development Check (KDC). A copy of the KDC should be given to parents at the meeting.
- Teachers must prepare a written report (Celebration of Learning) containing evidence of children's learning against the five outcomes from the EYLF at the end of the year.
- The Celebration of Learning may include learning stories, annotated photos or work samples but must include analysis of the child's learning including what learning has occurred and, opportunities and possibilities for future learning.

4.10 Maintenance of assessment information and reports

- Principals must ensure that assessments recorded against agreed outcomes are retained in accordance with authorisations issued under the *Archives Act 1983*.
- Principals must ensure that assessments for Years 11–12 subjects are maintained in accordance with the TQA requirements.

- Principals must ensure that student reports are retained until their destruction is authorised in accordance with the *Archives Act 1983*.
- National and International Assessment Programs.
 - principals must ensure that their school participates fully in the *National Assessment Program – Literacy and Numeracy (NAPLAN)* and complies fully with procedures articulated in the *National Protocols for Test Administration*.
 - In order to determine whether or not Tasmanian students are meeting important educational outcomes, principals must ensure that their school participates fully in any other national and international assessment programs as required by the department.

4.11 School and system reporting

- School and system level reporting must describe the level of student achievement against outcomes and standards established by the department and its senior officers including those of the *Australian Curriculum* and the Years 11–12 curriculum.
- To enable progress against outcome targets to be measured in areas which include literacy and numeracy, schools and senior secondary schools must report baseline data in their school improvement plan.
- Student achievement data against the standards of the *Australian Curriculum* and *Tasmanian Curriculum*, and the Years 11–12 curriculum must be reported to schools and senior secondary schools, General Managers Learning Services, senior officers and the Minister as required.
- Primary Schools must maintain accurate records in SARIS for students at the completion of the Swim and Water Safety Program in Years 3–6.
- Aggregated data from NAPLAN, and from other international, national and state wide testing and monitoring programs must be reported to schools, General Managers Learning Services, senior officers and the Minister as required.

5. Roles and responsibilities

Meaning of "must", "is to" and "may"

- (a) the word "must" is to be construed as being mandatory
- (b) the words "is to" and "are to" are to be construed as being directory
- (c) the word "may" is to be construed as being discretionary or enabling, as the context requires.

Assessment and reporting are integral to the achievement of high quality learning outcomes for all learners. All members of the educational community have a shared responsibility to participate fully in these processes.

<p>The Secretary and Deputy Secretaries are to:</p>	<ul style="list-style-type: none"> • ensure the implementation of this assessment and reporting procedure at a state level • issue directives and guidelines to schools that are consistent with the procedure • initiate processes and systems for the regular and timely evaluation and review of the procedure to ensure quality assurance.
<p>General Managers and Network Leaders are to:</p>	<ul style="list-style-type: none"> • ensure that principals, teachers and support staff are familiar with the policy and procedures in this area and adhere to them • support principals in their efforts to comply with the assessment and reporting policy and procedures • support principals to use monitoring data strategically and to inform school improvement planning • support professional learning and collaboration to ensure consistency of judgements between teachers • respond strategically to monitoring data within networks and Learning Services.
<p>Educational Performance Services is to:</p>	<ul style="list-style-type: none"> • provide accurate, timely and easily understood monitoring data to schools, General Managers Learning Services, senior officers, the Minister and the Commonwealth • provide system support through the management of national, international and state wide testing and monitoring programs • provide advice and support materials to assist school communities to collect, analyse and use assessment data • facilitate systems for the electronic storage and management of individual student assessment data and reports • provide advice in relation to maintaining the confidentiality of individual student and school-level data in accordance with the <i>Personal Information Protection Act 2004</i> • seek regular feedback from stakeholders to inform monitoring programs.
<p>School principals are to:</p>	<ul style="list-style-type: none"> • provide leadership in strategic planning at a local and system level • ensure the implementation of this assessment and reporting policy and accompanying procedures in their school

	<ul style="list-style-type: none"> • develop a reporting agreement with the parents of their students that is regularly reviewed and updated • respond to system initiatives and directives in relation to assessment and reporting • develop and maintain processes, systems and organisational arrangements to facilitate effective monitoring of student learning which includes both formative and summative assessment • support teachers and other staff to undertake reporting to parents in a manner which complies with the policy and procedures • ensure that teachers have access to professional learning in assessment procedures • provide ongoing opportunities for collaboration between teachers to ensure consistency of judgements • ensure appropriate assessment and reporting for students with particular needs • communicate aggregated assessment data including achievement in literacy and numeracy testing and student assessment against the <i>Australian Curriculum</i> to the school community and the system through their school improvement plan • manage and preserve accurate records of assessment practices and student assessments and retaining student reports in accordance with the <i>Archives Act 1983</i>. This entails the retention of SARIS ratings between the reporting period 1 and 2 of a given year. • Deletion of student ratings between the end of year and the ensuing mid-year reporting period must only be carried out by an EPS officer.
<p>Teachers are to:</p>	<ul style="list-style-type: none"> • ensure that their assessment and reporting practices and processes comply with this procedure • support their principal in the implementation of this procedure by working within the processes and organisational arrangements established in their school • design assessment opportunities that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts – informal, formal, diagnostic, formative and summative approaches • ensure that students know what is being assessed, and when and why and develop the skills needed to carry out assessment tasks • use formative assessment information to inform their teaching and learning and to provide feedback to students

	<ul style="list-style-type: none"> • maintain accurate, accessible and easily understood records in relation to each student’s performance and progress • ensure that summative assessments made for the purpose of reporting to parents are based on ongoing monitoring of performance • ensure that reports to parents are written in plain language and are easily understood by parents • inform parent/s as soon as possible if a child’s achievement level, rate of progress or behaviour differs noticeably from past performance • participate in professional collaboration to share knowledge and ideas in relation to monitoring student progress and performance and ensure consistency of judgements between teachers • support the department in meeting its international, national and legislative obligations • participate in the reporting process as outlined in the school reporting agreement.
<p>Parents are to:</p>	<ul style="list-style-type: none"> • participate in the reporting process as outlined in the school reporting agreement • maintain contact with teachers in relation to their child’s progress and ways to assist their learning • take advantage of opportunities to be informed or to learn about assessment procedures • provide the school with information relevant to understanding their child’s learning needs, including any impact of assessment practices • respond to issues raised by the student or the school during the reporting process.
<p>Learners are to:</p>	<ul style="list-style-type: none"> • contribute to discussions about assessment and monitoring processes • respond to assessments made by peers, teachers and others • assess their personal learning and that of their peers • interact with teachers to identify and plan for future learning • participate in the reporting process where possible • communicate their needs, thoughts and feelings about their learning to parents and teachers • understand plagiarism and its implications.

STATUTORY AUTHORITIES ASSESSMENT AND REPORTING RESPONSIBILITIES

<ul style="list-style-type: none">Tasmanian Qualifications Authority	<ul style="list-style-type: none">Refer to the TQA website: www.tqa.tas.gov.au
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6. Risk management

Risk associated with compliance with this policy is managed by the Deputy Secretary, Early Years and Schools and the General Manager Further Education and Training through the respective General Managers.

7. Associated documents and materials – available from Department of Education website www.education.tas.gov.au (search for Document ID)

- Child and Student Learning Policy Driver (TASED-4-1395)
- Curriculum in Tasmanian Schools K-12 Policy (TASED-4-1145)
- Curriculum Procedures for Tasmanian Schools K-10 (TASED-4-1146)

Senior secondary school policies & procedures – available from Tasmanian Qualifications Authority website www.tqa.tas.gov.au

- Registration to Offer Senior Secondary Courses
- Standard for Within-provider Within-course Comparability of Internal Assessments
- Academic Integrity Standard

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