



# ST MARY'S COLLEGE

Guidelines and Procedures:  
*Assessment, Reporting and  
Moderating*



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## 1 AUTHORITY AND APPLICATION

<b>Date of approval</b>	Thursday March 30, 2023
<b>Source of approval</b>	College Leadership Team (CLT)
<b>Start date</b>	Monday January 30, 2023
<b>Date of review</b>	Wednesday March 1, 2023
<b>Date of amendments</b>	Wednesday March 8, 2023
<b>Previous guidelines replaced by this guidelines</b>	<i>Feedback and Reporting Procedures</i> <i>Assessment Guidelines</i> <i>Online Feedback Guidelines</i> <i>Assessment Principles</i> <i>Online Feedback at St Mary's College</i>

**SIGNED:** \_\_\_\_\_

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## 2 RELATED DOCUMENTS

This Guideline should be considered in conjunction with the following related documents:

<b>Policies and Procedures</b>	Academic Integrity Guidelines and Procedures TASC Extenuating Circumstances Guidelines and Procedures Guidelines and Procedures: Academic Integrity
<b>Applicable Laws</b>	All laws in connection with the carrying out of work or the Workplace including: <ul style="list-style-type: none"> <li><i>Australian Education Regulation 2013</i></li> </ul> <b>59 Student Reports</b> <ol style="list-style-type: none"> <li>For paragraph 77(2)(f) of the Act, an approved authority for a school must provide a report to each person responsible for each student at the school in accordance with this section.</li> <li>A report must be readily understandable to a person responsible for a student at the school.</li> <li>A report must be given to each person responsible for the student at least twice a year.</li> <li>For a student who is in any of years 1 to 10, the report must: <ol style="list-style-type: none"> <li>give an accurate and objective assessment of the student's progress and achievement, including an assessment of the student's achievement: <ul style="list-style-type: none"> <li>against any available national standards; and</li> <li>relative to the performance of the student's peer group; and</li> <li>reported as A, B, C, D or E (or on an equivalent 5-point scale) for</li> <li>each subject studied, clearly defined against specific learning standards; or</li> <li>contain the information that the Minister determines is equivalent to the information in paragraph (a).</li> </ul> </li> </ol> </li> </ol>

## 3 PURPOSE

The purpose of these guidelines are to support students and teachers in planning, delivering, completing and assessing learning opportunities. The aim is to provide consistency and clarity on assessment and reporting procedures at St Mary's College (SMC). Teachers use this document to ensure their assessment and reporting practices adhere to the College's

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expectations, putting student learning at the core of all learning experiences. Key definitions, the principles that underpin assessment and reporting as well as procedures are detailed below.

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## 4 DEFINITIONS and ACRONYMS

The following definitions are relevant as referred to in this document:

- **Reporting:** a formal process used to communicate knowledge gained from assessing student learning.
- **Summative Assessment:** to evaluate student learning, demonstrating the knowledge, skills and understanding learnt within a unit of inquiry.
- **Formative Assessment:** to monitor student learning to provide ongoing feedback that can be used to improve both students' knowledge, skills and understanding, as well as inform teaching practices.
- **Continuous Feedback:** Targets learning intentions and success criteria, acknowledging strengths and areas for improvement with specific goals and guidance for improved learning outcomes.
- **Moderation:** formal discussions amongst teachers to ensure marking of assessment is fair and equitable for all students.
- **Examinations:** a formalised test where students demonstrated knowledge, skills and understanding in a particular subject, or to obtain a qualification.
- **ACARA:** The Australian Curriculum and Reporting Authority
- **TASC:** The Tasmanian Assessment and Certification Standards

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## 5 PRINCIPLES

St Mary's College encourages high expectations of students and teachers, whereby assessment is student-centred and authentic. The principles of student assessment demonstrate that students can explore relevant, real-world issues through their learning experiences. Teachers work towards incorporating student agency through choice in demonstrating their learning. The College highly values learning, therefore, assessment practices are underpinned by constructive reflection and continuous improvement. Furthermore, teachers advocate for deep understanding and seek to create opportunities to see issues from multiple perspectives.

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## 6 PROCEDURES

### 6.1 The Role of a St Mary's Student

Students are required to:

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- Read all assessment details outlined on the schools Learning Management System (LMS).
- Record deadlines and key dates that work towards task completion in their diary, and or calendar.
- Work to the best of their ability throughout lessons.
- Use class time effectively to complete tasks, and homework time if required.
- Use the [Application for Assessment Extension form](#) 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.
- Adhere to the Guidelines for Academic Integrity in all assessment tasks and class learning experiences.
- Years 11/12, use advice from both teachers and [TASC on managing exams](#), including strategies for studying for an exam.

## 6.2 *The Role of a SMC Teacher: Assessment*

Teachers are required to:

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

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### 6.3 The Role of a SMC Teacher: Reporting

Reporting against the Australian Curriculum occurs twice per year, the end of Semester 1 and the end of Semester 2. All teachers are required to make data informed decisions for students on an A-E rating that reflects the Australian Curriculum Achievement Standards in their course. Teachers must adhere to the following:

- Core courses completed at least four pieces of formative and summative assessment to contribute to the Semester 1 report.
- Semester elective courses completed at least two pieces of formative and summative assessment to contribute to the Semester 1 report.
- Core courses have at least eight pieces of formative and summative assessment to contribute to the Semester 2 report across all strands.
- Yearlong elective courses have at least four pieces of formative and summative assessment to contribute to the Semester 2 report across all strands.
- Compose narrative reports in consultation with the Learning Support Coordinator for students who receive a modified curriculum.
- Reflect student work habits by acknowledging their engagement with learning, self-management, social management, and awareness.
- Request a learning conference for students not meeting expectations in either academic performance or approaches to learning in their course.
- Invite all parents to participate in a learning conference to discuss their child's progress.

### 6.4 Procedures for TASC Assessments and Reporting

Teachers facilitating a TASC course must adhere to both the College's Guidelines for Assessment and Reporting and TASC requirements as outlined in their [Internal Assessment](#) details, including:

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

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- Assess against all criterion and elements for each subject, documented on the College LMS and in the course matrix.
- Provide a Mid-Year Report in Semester 1.
- Adhere to all [TASC External Assessment Specifications](#).

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## 7 ADDITIONAL INFORMATION

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## 8 REFERENCES

TASC. (2021). *Internal assessment*. [online] Available at: <https://www.tasc.tas.gov.au/teachers/internal-assessment> [Accessed 30 March 2023].

TASC. (2021). *Internal moderation of assessments*. [online] Available at: <https://www.tasc.tas.gov.au/providers/information-for-schools/assessment-information-schools/internal-moderation-of-assessments> [Accessed 30 March 2023].

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