



ASSESSMENT POLICY

PRIMARY

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Introduction:

The Australian Islamic College (AIC) Assessment Policy for the primary phase sets out the school's position on the assessment of student learning.

Our assessment policy will be guided by the **Assessment Principles** set out by the WA School Curriculum and Standards Authority.

The six guiding principles are as follows:

- Assessment should be an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessments should be designed to meet their specific purpose
- Assessments should lead to informative reporting
- Assessment should lead to school-wide evaluation processes

Purpose of Assessment:

The primary purpose of assessment is to improve student learning:

Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students' confidence in their ability to learn. Systems, principals, teachers, students and parents all use assessment information to support improvements in student learning.

Assessment is the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

The link between assessment processes and student motivation is evident and is dependent on feedback. Therefore any assessment must provide constructive feedback to the student.

Use assessment designed to fit the purpose:

Teachers use assessment that is designed to meet three broad purposes:

- **Assessment for learning** — enables teachers to monitor student knowledge, understanding and skills development so as to target their teaching to support students' progress to meet learning goals
- **Assessment as learning** — enables students to reflect on and monitor their own progress to inform their future learning goals
- **Assessment of learning** — assists teachers at the end of learning experiences to gather evidence of student knowledge, understanding and skills as described in the relevant achievement standards for the year level.

Teachers are required to monitor student progress using a variety of assessment tools and practices including:

- Standardised: Designed so that the questions, conditions for administering, scoring procedures and interpretations are consistent and administered and scored in a predetermined, standard manner, e.g. National Assessment Program — Literacy and Numeracy [NAPLAN] and the Progressive Achievement Tests in Reading [PATR])
- Diagnostic assessment: (measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning)
- focused observation
- discussion (recorded in teacher notations)
- Reporting is part of communicating with parents and building the school-parent partnership to improve student learning.

School reporting processes should be clear and transparent for parents and the community so that parents understand:

- The learning expectations for the student
- The student's achievement against expected standards
- How well the student is engaging with the expected learning
- How the student may be able to improve.

Assessment at AIC enables:

- The support of student learning through the enhancement of student motivation through feedback
- A comprehensive record of student development across year levels.
- The identification of learning difficulties.
- Valid and concise feedback to parents and carers.
- The monitoring of programs and their effectiveness.
- Self-reflection by the students.
- Student and teacher goal setting.
- Differentiation and individual education concerns.
- Direction for teachers and future planning.

Assessments must be:

- Clear and concise. The knowledge or skill being assessed must be clearly linked to the assessment task.
- Comprehensive and informative. The assessment task must provide information as to the level of understanding and/or proficiency with the task.
- Of a wide variety and suitable to the skill or knowledge being assessed. Numeracy and Literacy assessment activities should include some NAPLAN/ NSW Competition type questions where possible.
- Differentiated to meet the varying needs of all students.
- Extending learning from simply remembering to more complex cognitive structures, such as analysing and evaluating and should include a variety of questioning techniques (Refer to Blooms' Taxonomy)
- Challenging and motivate student investigation, problem solving, decision making and higher order thinking.

Common Assessments across the three campuses

The following set of common assessment tools, have been established and agreed upon by the AIC staff:

Diagnostic Assessments:

ACER standardised achievement tests across the school in **Reading, Numeracy, Vocab and General ability** from year 1 to 6.

The students undertake these tests early in term one and then they are repeated in term four to track progress over time. Teachers are required to analyse their data in order to inform their teaching and learning and planning throughout the year.

The goal for ACER testing is to promote new ways of thinking about assessment.

ACER tests are designed to see assessment as the process of establishing and understanding where students are in their learning at the time of assessment. The aim is to establish and describe what learners know, understand and their level of ability.

Assessments such as this can provide informed starting points for teaching and learning and enable long-term progress to be monitored.

Acer testing is undertaken twice per year (in term 1 and term 3 for all years from year one up.

Ongoing Assessment:

- Common assessment tests for literacy and numeracy at the end of each semester from year 4-6
- The use of rubrics for writing tasks
- Weekly spelling lists and tests
- Alpha check for mapping phonological awareness for struggling readers.
- Running records
- Weekly fluency tests
- NAPLAN
- NSW Competition for extension group.

Pre-Primary Assessment Guidelines and Reporting:

Guidelines:

In the Pre-Primary, assessment must include ongoing development monitoring and checklists.

Assessments can include the following types:

- Observations of students working and completing tasks. Proof and evidence would include rubrics and anecdotal notes.
- Analysis of student performance. Evidence would include running records and rubrics.
- Analysis of student work. Portfolio and Progress map entries can be analysed using rubrics and checklists.
- Checklists which detail a progression of student skills. These are mainly to determine trends within the class and facilitate amendments to programs where required.
- Paper Tests can be used effectively, however, in the very early years, teachers must check understanding as paper tests rarely always deliver an accurate reflection of knowledge and skills.
- Individual Oral Testing includes running records and discussion concerning concepts areas.

Reporting:

Semester reports are prepared at the end of term 2 and 4. These reports include the following learning areas:

- Literacy
- Numeracy
- Science

- Religion
- Physical Development
- Social and Emotional Development

The grades are allocated according to the following:

Applying (AP)

The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

Making Connections (MC)

The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.

Working With (WW)

The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.

Exploring (EX)

The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skills in situations familiar to them.

Becoming Aware (BA)

The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

N: Insufficient evidence to make a judgment.

Reporting requirements:

Educators are required to conduct **Mid-Term and End of Term Assessment Cycles**. The data is entered onto the **Info System**. In the Mid-Term test, class educators are required to report in English and Maths only. End of term they are required to report in all learning areas.

Semester reports end of Term 2 and 4

Portfolios are required in Term 1 and 3.

Standardised tests: PIPS, ACER and NAPLAN

Educators are required to **analyse** their ACER data and compare the students' progress from Term 1 to term 4. Data analysis from PIPS, ACER and NAPLAN will inform teaching and learning in the school and programs will be adjusted accordingly.

Teacher observations and anecdotal notes will support formal testing.

Reporting also takes place informally through parent/teacher interviews, telephone conversations and diary notes.

Written reports (Year1-6):

Schools complete written reports using the appropriate template in the school's Info System. These report student achievement for each learning area/subject studied in the reporting period. Student effort and behaviour is also reported.

The following five-point scale is used to report student achievement:

A - Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills

B - Evidence in a student's work typically demonstrates a high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.

C - Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.

D - Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.

E - Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.

At the AIC the **A – E** achievement standards are linked to the following percentages:

A - from 80 to 100

B - from 65 to 79

C -from 50 to 64

D - from 36 to 49

E -35 and below

Students are assessed and reported against the achievement standard for the year level curriculum they are taught. Australian Curriculum achievement standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers should make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time.

Assessment of students with special needs:

Individual Education Plans (IEPS) are designed for students who have been identified as having special needs to inform planning, delivery and assessment. IEPs are developed by the teacher in collaboration with parents and appropriate stakeholders.

IEPS are required for all students receiving support from the Special Education Section, students in care and students referred to Student Support Services.

Students on IEPs may have assessment modified by:

- a reduction in the number or length of assessment tasks, the provision of extra time
- the provision of extra time to complete work
- the provision of individualized assignments.

Students on IEPs receive the full range of reports provided to other students. Meetings are held regularly to evaluate progress and the effectiveness of their individualised programs.

Students undertaking a modified curriculum (e.g. a documented individual education plan, documented learning plan or differentiated learning plan)

If there is a legitimate reason for a student to be following a modified curriculum (for example, an individual education plan, documented learning plan or differentiated learning plan), schools should negotiate and document any variation to the reporting of the student's achievement with the student and her/his parents or carers.

NAPLAN Preparation:

The students will begin their NAPLAN preparation in the even years. The school will subscribe to Excel Test Zone in order to assist in this preparation. Each student will have their own account and will be required to practice on a daily basis.

Even years teachers will also be required to undertake the necessary preparation in term four. Teachers will need to build in various NAPLAN requirements in their Numeracy and Literacy lessons. Teachers will need to ensure that the students are equipped with the necessary skills and strategies to allow the students to achieve the best possible outcome.

Target Setting:

We believe that teaching our students to set **SMART** goals for themselves is crucial to ensuring their improvement and growth. How can we achieve anything if we are not clear about where we want to get to? The teacher in collaboration with the student and parent will set targets for every student at the end of each term in literacy and numeracy. The targets are set around the A-E achievement scale. We believe that target setting is not an option and striving to always go the extra mile is part of the mind-set of a successful student.

Moderation:

At the Australian Islamic College we believe moderation is a valuable process whereby teachers share and compare their judgements about student work in order to develop a common interpretation of standards and expectations of student achievement.

The purpose of moderation is to:

- develop consistency of teacher judgements
- develop a common understanding of what students' achievements look like
- support teachers to develop confidence in making judgements
- ensure comparability of reported results.

The moderation process is ongoing. Moderation also occurs informally by way of professional conversations between teachers. Teachers are encouraged to moderate with their teaching peers throughout each reporting period to ensure consistency of teacher judgement, develop common understanding and ensure comparability of reported results.

Teacher Responsibility:

- Teachers must ensure that the content addressed in the assessment has been addressed in class, except where the test is for diagnostic purposes such as ACER testing or NAPLAN.
- Teachers must ensure that the concept or skill being assessed is paramount. For instance, where assessment is a concept area such as science, geography or history, and the student has a low level of literacy, the student must be assessed through oral language or practical assignment.
- Teachers must ensure that the students are fit and well enough to complete an assessment. Where children are tired or have not had sufficient nutrition, the results may be lower than they (the students) are capable of.

- Teachers must ensure that adequate feedback is provided for each assessment. In the early sector, marking an assessment and returning it to the student is insufficient. Students must have oral feedback and be given direction as to ways to improve.
- Where a teacher suspects that an assessment has not produced a valid indication of the child's ability, the teacher must re-assess to ensure that the student is being taught at the correct level.
- When completing paper exams, teachers must ensure that children are not copying. In effect, supervision is vital to these kind of assessments.

Implementation date: [February 2017]

Approved by: [Executive Principal]

Next review: [February 2018]