



Australian Islamic College, Perth

High School Assessment Policy

Introduction

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

1. Purpose of Assessment and reporting

The key purpose of assessment at the AIC is to describe what the learner can and cannot do and determines how well learners have achieved the outcomes of a particular subject, course or unit of work. The key purpose of reporting is to support student learning by providing information to students and parents about student achievement and progress, and to indicate areas for further development.

Assessments need to be valid, educative, explicit, fair and comprehensive and allow for the demonstration of genuine achievement of subject/course outcomes.

The assessment and reporting of student learning enables teachers and administration in AIC to:

- 1.1 Support student learning and enhance student motivation and commitment to learning
- 1.2 Provide detailed, explicit and understandable information about what students have achieved to date
- 1.3 Monitor students' progress and identify learning difficulties that students might encounter.
- 1.4 Develop remedial programs or modify teaching programs to ensure that all students achieve the planned outcomes.
- 1.5 Develop programs that stimulate gifted students.
- 1.6 Enable reports to be made to parents about the progress and achievement of their children
- 1.7 Modify, monitor and evaluate the success of the learning programs at periodic intervals.
- 1.8 Demonstrate their accountabilities to students, parents and educational system.
- 1.9 Enable students to reflect on their own learning.

2. Assessment guideline

AIC has a policy of continuous assessment of students, which means that assessment is carried out throughout the year. Depending on the requirements of individual course, a student's assessment may include tests and examinations, assignments, homework, bookwork, class work, practical work, research and investigations, exhibitions, excursions and performances.

Assessment tasks

- Year 7-9: In each term assessment tasks comprises Mid-term and End of term tests of 50-55 minutes duration along with other tasks required by the individual course/subject.

- Year 10: In term one and three, assessment tasks comprises Mid-term and End of term tests of 50-55 minutes duration along with other tasks required by the individual course/subject.
There are semester examination of 90 – 100 minutes duration for English, Maths, Science and SOSE at the end of term two and four. Subject selections for Year 11 greatly depend on the semester examinations results. All Year 10 students in three campuses write semester examinations in Kewdale campus. These examination papers are marked by the Kewdale teachers.
- Year 11 and 12: Strictly follows the SCSA guidelines for types of assessment, number of assessments, weightings, time of conduction and reporting to parents and SCSA.

Reporting includes:

- written reports
 - Mid-term reports in all four terms and End of term reports in term one and three. These reports include percentage marks, grades and teachers' comments.
 - Semester reports at the end of term 2 and 4. These reports include outcomes tested, percentage marks, grades, teachers' comments on academic and behavioral aspects and number of attendances.
 - The grades are allocated according to the following cut-off score in most courses.
 - **A** 75% and above - outstanding achievement of the knowledge, skills and understandings expected
 - **B** 65-74% - high achievement of the knowledge, skills and understandings expected
 - **C** 50-64% - sound achievement of the knowledge, skills and understandings expected
 - **D** 35 to 49% - limited achievement of the knowledge, skills and understandings expected
 - **E** below 35% - very limited achievement of the knowledge, skills and understandings expected.

[Slight variation of the cut-off score and the description may apply depending on the course, outcomes and complexity of the assessment tasks.]

- parent-teacher interviews
- telephone conversations and informal notes
- Award Assemblies
- End of Year award presentation for Year 7-11
- Year 12 graduation ceremony.

All written progress reports are mailed home.

Assessment of students with special needs

Individual Education Plans (IEPs) are designed for identified students with special needs to inform the planning, delivery and assessment of the student's educational program. The ILP is developed by teachers in collaboration with parents and appropriate stakeholders. ILPs are required for 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 to complete work or the provision of individualized assignments. Students on IEPs receive the full range of reports provided to other students, and meetings are held regularly to evaluate their progress and programs.

NAPLAN Testing (*National Assessment Program – Literacy and Numeracy*)

All students in years 3, 5, 7 and 9 across Australia sit national tests in Literacy and Numeracy. They sit the same tests in the content strands of Reading, Writing, Language Conventions (incorporates spelling, grammar and punctuation) and Numeracy (incorporating calculator and non calculator papers). Results from the national tests will give education systems across Australia vital measures about how students are performing in literacy and numeracy. Individual students and their parents will be given reports which will indicate each student's level of achievement.

ACER Testing (Australian Council for Educational Research**) for Literacy and Numeracy**

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

Traditionally, assessment has been used to judge how well students have learnt what they have been taught (usually a body of knowledge and skills defined by a syllabus or curriculum) leading to a percentage or grade. Such judgments can be made both at the end of a course and during a course, and may include the 'diagnostic' identification of learning gaps.

ACER tests are designed to see assessment as the process of establishing and understanding where learners are in their learning at the time of assessment – a question that can be answered in varying degrees of diagnostic detail. The aim is to establish and describe what learners know, understand and can do.

Assessments of this kind provide informed starting points for teaching and learning and enable long-term progress to be monitored by promoting a 'growth mindset' in assessment.

ACER testing is done for all Yr 7-10 students twice in a year. First round ACER testing is conducted in Term One. The results are analysed, teaching-learning programs are updated

according to the needs of the students. Second round testing is done in term 4 to see the progress since the first round.

3 Unit Outlines

Unit outlines are distributed in every subject within the first two weeks of every semester. They provide a unit description, a list of planned learning outcomes, work practices needed, materials required, homework expectations, assessment items and due dates.

Senior school teachers are expected to adhere to guideline parameters set by the School Curriculum and Standard Authority (SCSA). Teachers must provide to students a clear subject/course outline no later than the second week of the school year (Week 2; Term 1).

For WACE and VET courses 2014 and beyond this should include:

- 3.1 A statement of objectives and procedures
- 3.2 A clear explanation of the structure, and relative emphasis on the expected learning outcomes
- 3.3 The percentage weighting placed on assessment of the various content sections of the subject.
- 3.4 The percentage weighting placed on the different type of assessments that will be used to calculate the final grade.
- 3.5 The planned number of assessments and time set for the various assessments.
- 3.6 The strategies in place for achieving comparability across multiple teaching groups in one subject

4 Student responsibility

Students are responsible to:

- 4.1 Complete all assessment tasks described in the Subject/course outline and all the prescribed work requirements in each subject/course by the due date. If this due date cannot be met the students should contact the relevant teacher before the due date to discuss any issues pertaining to the assessment and extension required;
- 4.2 Attend all classes throughout the year and maintain good Islamic behaviour. A student who is absent for more than five periods from a subject or five days from school will have to be interviewed by the Head of the Learning Area (HOLA) and / or Principal. He/she is deemed to be "at risk."

- 4.3 Familiarize them with the schedule of the assessment, subject/course outline and assessment policy.
- 4.4 Submit a draft of their work before the final copy is due, to make any corrections, and resubmit it.
- 4.5 Study a minimum of ten Curriculum Council Subjects or 20 Course Units during their Senior School years. Up to 10 equivalents may comprise endorsed programs or VET credit transfer.

5 Teacher's Responsibility

Teachers must:

- 5.1 Prepare a teaching /learning program that adheres to Current SCSA guidelines.
- 5.2 Provide students with a course or subject outline and an assessment outline at the commencement of the school year.
- 5.3 Where more than one class follows the same course of study, moderation procedures are used to ensure consistency. These include the use of common tests and teachers exchanging student work for comparative marking.
- 5.4 Involve in small group moderation with other schools if any Year 12 course has less than 6 students. That ensures consistency of assessing, marking and appropriate mark adjustment by the curriculum council for the WACE final marks.
- 5.5 Keep accurate records of student progress and provide copies when required to the Head of Learning Area. The assessments have to be fair valid, educative, and reliable.
- 5.6 Ensure they provide students with adequate feedback, and inform parents about their child's progress.
- 5.7 Encourage all students to work to their full potential.
- 5.8 Allow sufficient time for the submission and marking of draft copies in time for students to meet the deadline for final copies.
- 5.9 Refer unco-operative students, without delay, to the HOLA and /or year coordinator.
- 5.10 Send concern letters to parents if students fail to submit task on time or missed assessment task without any valid reason.
- 5.11 Report as required by the administration on student's progress in completing tasks (class work; homework and tests/assignments/exams).

- 5.12 Give clear instruction on each assessment item including:
- Date due
 - If the assessment task is an assignment, number of words expected.
 - Criteria of marking.
- 5.13 Set targets for each student and for the whole class, analyse results after each term to check whether the targets have been achieved or not, identify strategies to improve all categories of students based on the data.

6 Attendance

Students must attend all classes because absence from class may diminish a student's ability to achieve his/her potential. If a student is absent from more than five periods in any subjects, the teacher must:

6.1 Interview the student to find the reasons for not attending the lesson.

6.2 Report to Head of Learning Area and the Year Coordinators without delay

7 Assessment Missed Due to Illness

If students miss a Scheduled Assessment Task (exams, tests, in class investigation, in class essay, oral presentation, etc.), they should only be given the opportunity to complete that assessment or a similar task and gain credit if the student's absence is explained by the following:

6.1. Medical certificate

6.2 Appointment card

It is expected that students will make routine appointment outside of school time. For pre booked specialist appointments it is expected that students will notify the teacher in advance of the scheduled test or assessment date and present the appropriate documentation showing confirmation of the appointment.

8 Assessment Missed Due to Travel

In case a student has a prior knowledge that he/she will be unable to attend to a scheduled Assessment Task he/she must:

8.1 Notify the teacher concerned with a clear explanation of the reason he/she is unable to attend

8.2 Make arrangements with the teacher for a later date to complete the task or a substitute task of equivalent level of difficulty as Assessment Missed Due to Travel

Family Holidays are not considered as a satisfactory explanation to miss a scheduled Assessment task.

9 Assessment Missed Due to Injury

In case of temporary injury teachers have to assess students at a later date. However, in cases of prolonged injury teachers have to:

- 9.1 Provide the student with an additional opportunity to complete required tasks.
- 9.2 Consider giving alternative completion requirements for the assessment tasks.
- 9.3 Explain clearly that if the student fails to complete enough of the assessment program a 'U' grade will be allocated.

10 Assessment Missed Due to Islamic Activities

Students, who can provide evidence that they are genuinely unable to complete a task because of special Islamic activities, different Eid day etc., may be provided with an alternative opportunity to demonstrate outcomes or achievement of subject/course objectives.

11 Students Failing to Submit Tasks

Students who are unable to provide satisfactory evidence that the reason of failing to submit a task is genuine should be referred to the HOLA. Depending the nature of the assessment task, the HOLA will recommend to the Principal or the Deputy Principal an appropriate strategy to deal with this issue. For example:

Assignments, Reports, Essay: a student who is absent when work is due must submit the required work on their return to school with the appropriate documentation (Medical certificate, appointment card etc.). Later submission can only be accepted if the students presents an acceptable reason and this is approved by the Principal or the Deputy Principal.

Tests: Students who are absent for tests should report to the subject teacher as soon as they return to school and present documentary evidence. If the teacher is satisfied with the documentary evidence, student should be allowed to sit for a similar test or equivalent at a later date.

Where a student submits an assignment task late either with no satisfactory explanation or without prior agreement with the teacher, then a penalty of 10%per day (including weekends) will apply. In this event, the students marked work will show the possible mark (before the penalty) and the actual mark (including the deducted penalty).

In case a student's absence is for an extended period of time from class work and they have no satisfactory explanation the student must be:

- 11.1 Referred to the Head of the Learning Area for interview and further action within a week of the scheduled date.
- 11.2 Informed they might receive a 'U' grade (Unfinished) due to failure to submit tasks. (Parents also need to be informed of this possibility).
- 11.3 Repeat or persistent offenders may incur an additional penalty.

In accordance with the SCSA guideline (WACE Manual 2014), the 'U' is converted to a grade then an updated Statement of Results will be issued at a later date, which may incur a fee, payable by the student.

11 Assessment Missed Due to Subject Transfer

Students are not allowed to change subjects after the date given by the college (i.e. week 5 in 2014). All subject changes must:

- 11.1 Be approved by the Deputy Principal and the HOLA
- 11.2 Be supported by parents
- 11.3 Include arrangements with the subject teacher to complete missed assessment tasks.

In accordance with the SCSA, (where possible) a student transferring to a new subject should be:

- Given an opportunity to complete assessment missed and gain credit
- Given recognition of comparable achievement and gain credit

Students who have missed assessments because of transfer from another school will be provided with the opportunity to demonstrate achievement of subject outcomes or objectives. Credit may be

given for prior achievement gained at the previous school provided satisfactory written evidence is produced.

12 Validity of Assessment Tasks

12.1 Cheating: if cheating in a test or examination is established beyond reasonable doubt the student must be referred to the Head of Learning Area.

The penalty will depend on the seriousness of the offence. This will be determined by the relevant HOLA assisted by the Deputy Principal - Curriculum if required.

Generally teachers have to maximize the security of their tests/examinations by modifying questions from year to year and maintaining them in secure storage prior to being administered to the students.

12.2 Plagiarism occurs when a student uses material written, devised or constructed by another without acknowledging the source. It is unethical because the student is essentially presenting another person's work as their own, and it is regarded as theft of ideas or intellectual property. To deter plagiarism and to assist students to produce fluent writing, students are required to express ideas in their own words and to compile bibliographies or otherwise acknowledge sources. If work is submitted containing plagiarized material, the grade for that item may be withheld or resubmission required. In addition, teachers may require that students submit drafts of assignments to ensure that the work submitted is the student's own work.

12.3 Where there are reasonable grounds to suspect that the integrity of an assessment task may have compromised in some way, the college may decide to declare the task as null and void. In these circumstances, students will be required to complete a substitute task of comparable standard as soon as is practicable at a later date

12 Monitoring Students Progress

Students' progress will be monitored from the interim reports and the subject teacher should monitor through the progress map designed to suit individual course.

13 Student Appeal

Students have the right to appeal if they feel they have been unfairly assessed. There is no appeal on the assessment of work patterns or attitude. The appeal process is to

14.1 Raise the matter with the teacher concerned

14.2 Bring it to the attention of the HOLA or Deputy Principal-Curriculum (if the matter is not yet resolved)

14.3 Bring it to the attention of the Principal by a written appeal that retains the final right of arbitration (if the matter is not yet resolved).

14.4 All appeal must be made by the student not a second party acting on their behalf.

14 High School Record

Students who have completed year 10 may request a certificate of completion of Year 10 and High School Record when they leave the school. This document details the grades achieved by the student in each unit studied in 10 until the date of departure.

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