



# Australian Islamic College Adelaide

## Assessment Policy High School

Address: 22A Cedar Ave, West Croydon SA5008

Tel: (08) 8340-7799 Email: [info@aic.sa.edu.au](mailto:info@aic.sa.edu.au) Website: [aic.sa.edu.au](http://aic.sa.edu.au)

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## **Introduction**

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

## **Purpose of Assessment and reporting**

The key purpose of assessment at 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. Support student learning and enhance student motivation and commitment to learning.
2. Provide detailed, explicit and understandable information about what students have achieved to date.
3. Monitor students' progress and identify learning difficulties that students might encounter.
4. Develop remedial programs or modify teaching programs to ensure that all students achieve the planned outcomes.
5. Develop programs that stimulate gifted students.
6. Enable reports to be made to parents about the progress and achievement of their children
7. Modify, monitor and evaluate the success of the learning programs at periodic intervals.
8. Demonstrate their accountabilities to students, parents and educational system.
9. Enable students to reflect on their own learning.
10. Report against the achievement standards of the Australian Curriculum and the performance standards in the SACE subjects.

## **Assessment guidelines**

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 courses, 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 to 9:** In each term assessment tasks comprise Topic tests and summative tasks and other tasks required by the individual course / subject.
- **Year 10:** In term one and three, assessment tasks comprise Topic tests and summative tasks and other tasks required by the individual course / subject.  
There are semester examinations of 90 to 100 minutes' duration for English, Maths, Science and HASS at the end of term two and four. Subject selections for Year 11 greatly depend on the semester examination results.
- **Year 11 and 12:** Strictly follow the SACE guidelines for types of assessments, number of assessments, weightings, time of conduction and reporting to parents and SACE.

### **Reporting includes:**

#### **Written reports**

- *End of term reports in term one and three* - These reports include percentage marks, grades and teachers' comments and number of absences.
- *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 absences.
- The grades are allocated according to the following cut-off score in most courses:

A (from 85 to 100)	Outstanding achievement of the knowledge, skills and understandings expected
B (from 65 to 84)	High achievement of the knowledge, skills and understandings expected
C (from 50 to 64)	Sound achievement of the knowledge, skills and understandings expected
D (from 35 to 49)	Limited achievement of the knowledge, skills and understandings expected
E (35 and below)	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 each term for year7-12
- Year 12 graduation ceremony.

Reports are handed to parents / guardians at parent-teacher interviews.  
Reports are posted to the student's residential address if parents / guardians do not attend the parent-teacher interviews.

## **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 IEP is developed by teachers in collaboration with parents and appropriate stakeholders.

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.

## **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 (incorporating 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 of 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 undertaken for all Year 7 to 10 students twice per year. First round ACER testing is conducted in Term Two. The results are analysed and teaching / learning programs are updated according to the needs of the students. Second round testing is done in Term Four to see the progress from the first round.

## **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 SACE Board. 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 SACE and VET courses 2018 and beyond should include:***

- Subject description, Learning scope and requirements, Assessment scope and requirements. The percentage weighting placed on the different type of assessments that will be used to calculate the final grade.
- The planned number of assessments and time set for the various assessments.
- The strategies in place for achieving comparability across multiple teaching groups in one subject.

**Student responsibility**

Students are required to:

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.
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 Coordinator and/or Principal. He / she is deemed to be “at risk”.
3. Familiarize them with the schedule of the assessment, subject / course outline and assessment policy.
4. Submit a draft of their work before the final copy is due, to make any corrections, and resubmit it.
5. To qualify for the SACE students must:
  - Complete a minimum of 200 credits.
  - Achieve a C grade or better in the Stage 1 compulsory requirements.
  - Achieve a C grade or better in the Stage 2 compulsory requirements.

The compulsory requirements are:

- Personal Learning Plan — 10 credits at Stage 1.
- Literacy — At least 20 credits from a range of English subjects (Stage 1 or Stage 2).
- Numeracy — At least 10 credits from a range of mathematics subjects (Stage 1 or Stage 2).
- Research Project — 10 credits at Stage 2.
- Other Stage 2 subjects — At least 60 credits from a range of Stage 2 subjects.
- The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice (such as Vocational Education and Training (VET) or community learning).

## **Teacher's Responsibility**

Teachers must:

1. Prepare a Learning & Assessment Plan that adheres to current SACE guidelines.
2. Provide students with a course or subject outline and an assessment outline at the commencement of the school year.
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.
4. Keep accurate records of student progress and provide copies when required to the Coordinators. The assessments are to be fair, valid, educative and reliable.
5. Ensure they provide students with adequate feedback and inform parents about their child's progress.
6. Encourage all students to work to their full potential.
7. Allow sufficient time for the submission and marking of draft copies in time for students to meet the deadline for final copies.
8. Refer uncooperative students, without delay, to the relevant Coordinator.
9. Send concern letters to parents if students fail to submit a task on time or missed an assessment task without a valid reason.
10. Report as required by the administration on student's progress in completing tasks (class work; homework and tests / assignments / exams).
11. Give clear instruction on each assessment item including:
  - Date Due.
  - If the assessment task is an assignment, number of words expected.
  - Criteria for marking.

## **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:

1. Follow up with the student to find the reasons for not attending the lessons.
2. Report to the Coordinators without delay.

## **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:

## **Medical Certificate**

It is expected that students will make routine appointments 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.

## **Assessment Missed Due to Travel**

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

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

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

## **Assessment Missed Due to Injury and other reasons**

In cases of temporary injury, teachers have to assess students at a later date.

However, in cases of prolonged injury teachers have to:

- Provide the student with an additional opportunity to complete required tasks.
- Consider giving alternative completion requirements for the assessment tasks. For SACE subjects, special provision request will be sent to the SACE Board.
- Explain clearly that if the student fails to complete enough of the assessment program:
  - For the school report a 'NA' grade will be allocated.
  - For the SACE subjects an 'I' grade will be allocated.

## **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.

## **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 Coordinators. Depending on the nature of the assessment task, the Coordinator will recommend to the Principal an appropriate strategy to deal with the 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 student presents an acceptable reason and this is approved by the 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 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, 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 cases where a student's absence from class work is for an extended period of time, and they have no satisfactory explanation, the student must be:

1. Referred to the Coordinators for interview and further action within a week of the scheduled date.
2. Informed they might receive a 'NA' grade (unfinished) due to failure to submit tasks. Parents also need to be informed of this possibility).
3. Repeat or persistent offenders may incur an additional penalty.

In accordance with the SACE guidelines, students will be issued with an 'I' grade and receive no credits for the subject.

### **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 2018). All subject changes must:

1. Be approved by the SACE / VET Coordinators.
2. Be supported by parents.
3. Include arrangements with the subject teacher to complete missed assessment tasks.

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

Given an opportunity to complete assessment missed and gain credit.

Students who have missed assessments because of transfer from another school will be provided with the opportunity to demonstrate achievement of the performance standards for the subject. Credit may be given for prior achievement gained at the previous school provided satisfactory written evidence is produced.

### **Validity of Assessment Tasks**

1. **Cheating:** If cheating in a test or examination is established beyond reasonable doubt the student must be referred to the Coordinators. The penalty will depend on the seriousness of the offence. This will be determined by the relevant Coordinator. Generally, teachers must 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.
2. **Plagiarism** is unacceptable and all students from Year 7 to Year 12 are required to submit their assessment tasks through Turnitin.
3. Where there are reasonable grounds to suspect that the integrity of an assessment task may have been 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.

## **Monitoring Students Progress**

Students' progress will be monitored by teachers and parents / guardians are notified of students at risk in week 5 of each term.

## **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:

1. Raise the matter with the teacher concerned.
2. Bring it to the attention of the Coordinators (if the matter is not yet resolved).
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).
4. All appeals must be made by the student, not a second party acting on their behalf.