



Australian Islamic College Adelaide

ASSESSMENT POLICY PRIMARY

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Table of Contents

Introduction	3
Purpose of Assessment.....	3
<i>The primary purpose of assessment is to improve student learning.....</i>	3
<i>Use assessment designed to fit the purpose.....</i>	3
<i>Assessment at the College enables:</i>	4
<i>Assessments must be:</i>	4
Common Assessments across the College	5
<i>Diagnostic Assessments:</i>	5
<i>Ongoing Assessment:</i>	5
Pre-Primary Assessment Guidelines and Reporting.....	5
<i>Guidelines:.....</i>	5
<i>Reporting:.....</i>	6
<i>Reporting requirements:.....</i>	6
<i>Written reports (Year K to Year 6):.....</i>	7
<i>Assessment of students with special needs:</i>	7
Target Setting:	8
Moderation:.....	8
<i>The purpose of moderation is to:.....</i>	8
<i>Teacher Responsibility:</i>	8
APPENDIX A – Bloom’s Taxonomy.....	9

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Introduction

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

Our Assessment Policy will be guided by the Assessment Principles set out by the Education Standards Board.

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, inclusive of and accessible for all students.
- Assessment should be designed to meet a specific purpose.
- Assessment 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 in order 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 pre-determined, standard manner, eg. 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.
- **Observation:** Focused observation.
- **Discussion:** Recorded in teacher notations.
- **Reporting:** 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 the College 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 / guardians.
- 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.
- **Extended:** Extending learning from simply remembering to more complex cognitive structures, such as analysing and evaluating and should include a variety of questioning techniques (see Blooms' Taxonomy – Appendix A).
- **Challenging and Motivational:** Challenging and motivate student investigation, problem solving, decision making and higher order thinking.

Common Assessments across the College

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

Diagnostic Assessments:

- **ACER** standardised achievement tests across the school in **Reading, Mathematics, SPG (Spelling, Grammar and Punctuation) and Science**.
- The students undertake these tests early in Term 2 and then they are repeated in Term 4 to track progress over time. Teachers are required to analyse the 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 2 and Term 4) for all years from Year 1 to 10.

Ongoing Assessment:

- Common assessment tests for literacy and numeracy at the end of each semester from Years 4 to 6.
- The use of rubrics for writing tasks.
- Weekly spelling lists and tests.
- Running records.
- Weekly fluency tests.
- NAPLAN.
- NSW Competition for extension group.

Pre-Primary Assessment Guidelines and Reporting

Guidelines:

In Pre-Primary, assessment must include ongoing development monitoring and checklists. Assessments can include the following:

- **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:** These 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:** This includes running records and discussion concerning concepts areas.

Reporting:

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

- Literacy
- Numeracy
- Science
- Humanities and Social Sciences
- Technologies
- Religion
- Physical Education and Health
- The Arts
- 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:

Teachers are required to conduct End of Term 1 and 3 Assessments. 70% weightage will be allocated to end of term exams while Coordinators will decide how to allocate weightage to 30%. Exams will only be conducted from Year 4 onwards. The data is entered into **iWise**. At the end of term teachers are required to report in all learning areas. Early childhood will have ongoing assessments.

Semester reports end of Term 2 and 4.

Standardised tests: 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 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 (Year K to Year 6):

Written reports are completed using the appropriate template in the College's Info System. These written reports report on 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 (from 85 to 100)	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 (from 70 to 84)	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 (from 55 to 69)	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 (from 40 to 54)	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 (39 and below)	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

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 individualised 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.

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 guardians.

Even Years teachers will be required to undertake the necessary preparation in Term 4. 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:

The Australian Islamic College believes 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. The College believes 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:

The Australian Islamic College believes 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 student achievement looks 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.

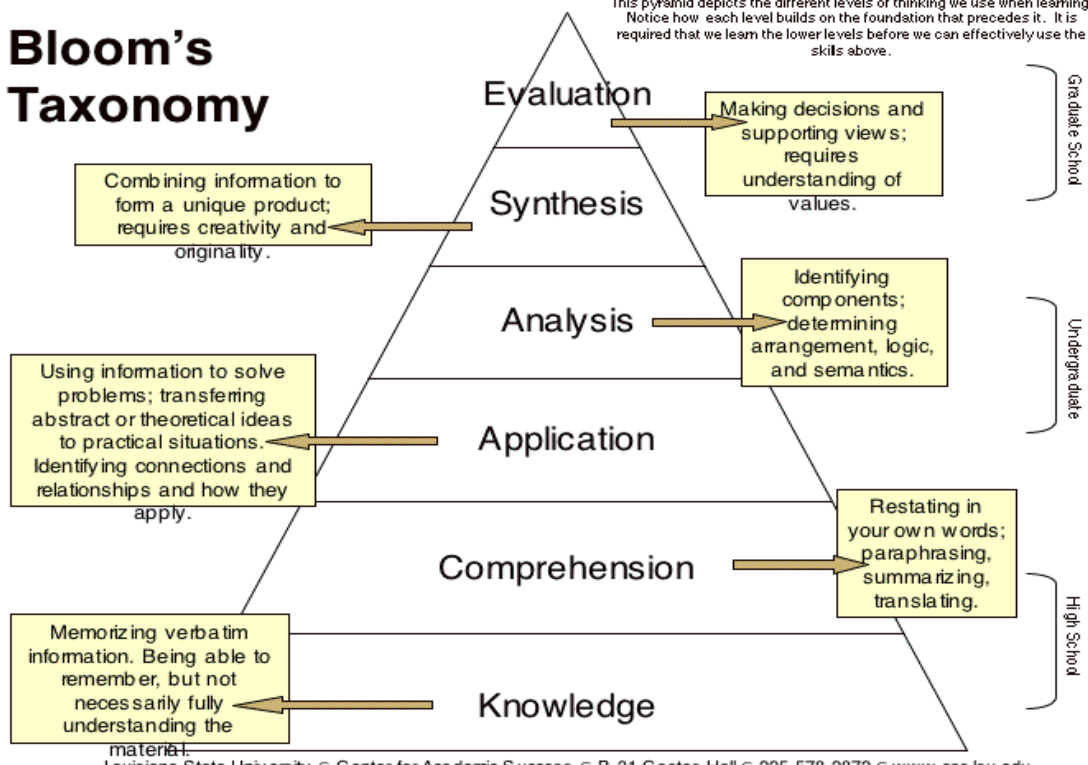
Teacher Responsibility:

- 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 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 for these kinds of assessment.

APPENDIX A – Bloom’s Taxonomy

Bloom’s Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.



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