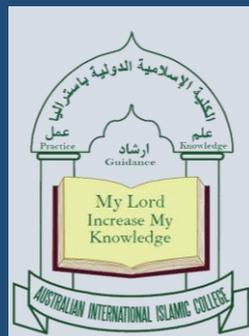


AUSTRALIAN INTERNATIONAL ISLAMIC COLLEGE



Assessment Policy -2015



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Preface

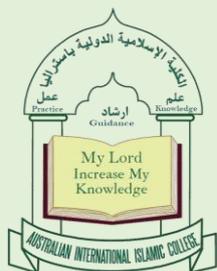
Assessment of student learning is a vital activity in Australian International Islamic College's provision of high quality educational experiences. Research has demonstrated very clearly that assessment directs how students approach their learning and good designs ensure that students actively engage with the learning activities and find meaning in them. Assessment design is also a major determinant of teacher and student workloads. Most importantly, rigorous and valid summative assessment of student learning is the means by which Australian International Islamic College assures society of the capabilities of its graduates. Our new assessment policy enshrines our shared values and principles in regard to student learning and assessment. Students are required to complete assessment tasks in all subjects during the academic year. The purpose of Internal School Assessment is to measure a student's achievement across a wide range of syllabus objectives than those tested in formal examinations. For this reason, the nature of assessment tasks differ from one subject to another. Tasks may include tests, essays, practical work, and projects written and oral work. Each subject teacher sets the minimum number of assessment tasks necessary to measure syllabus objectives and students are informed of the type of assessment task, the date, component and relative weighting for each task. The Principal in conjunction with advisors, monitor the placement of assessment tasks throughout the next year.

The assessment policy and procedures have been developed based on wide consultation across the College and will, as with all policies and procedures, undergo regular reviews to ensure that they support good practice. The policy itself is accompanied by several related documents to assist individuals and departments to implement the intentions and maintain the values inherent in the policy. In recognition that there are numerous stakeholders who have expectations of the processes and outcomes of assessment, a code of practice that clarifies for all stakeholders their rights and responsibilities has been developed. Similarly, in recognition of the emerging innovations in use to make assessment more challenging and authentic, a set of clearly articulated procedures and guidelines accompanies the policy and code of practice. These policies, procedures and guidelines can be found on the Australian International Islamic College's website www.aiic.qld.edu.au.

I commend this guide to you as another step towards our shared goals of providing the very best learning experience for all our students.

Mariam Banwa
Principal

Policy & Procedure



Assessments

Contact person

Principal

Purpose

The purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- provide information for those people — students, parents, teachers — who need to know about the progress and achievements of individual students to help them achieve to the best of their abilities
- provide information for the issuing of certificates of achievement
- provide information to those people who need to know how well groups of students are achieving (College authorities, the State Minister for Education, Training and Employment, the Federal Minister for Education).

It is common practice to label assessment as being formative, diagnostic or summative according to the major purpose of the assessment.

The major purpose of formative assessment is to help students attain higher levels of performance. The major purpose of diagnostic assessment is to determine the nature of students' learning and then provide the appropriate feedback or intervention. The major purpose of summative assessment is to indicate the standards achieved by students at particular points in their schooling. It is geared towards reporting and certification.

Overview

This policy has been developed to inform students, parents and teachers of the key principles and assessment requirements at Australian International Islamic College. The aim is to maximize the opportunity for students to demonstrate what they know and can do. The process is designed to ensure fairness to all students carrying out assessment tasks. This whole of College policy and approach, reflect the principles and policies of the Queensland Curriculum and Assessment Authority (QCAA) Policy and applies to all subjects based on QCAA syllabuses.

Assessment of student learning performance and feedback on progress are pivotal and important processes in College learning and teaching. Assessment tasks communicate to students what must be learned and are vehicles by which the College assures itself, and society, of its students' capabilities.

	<p>The design of assessment tasks, feedback processes and grading strategies are to be efficient, effective and ethical, as well as imbued with educational integrity and equity and grounded in research-based evidence regarding effective practice.</p> <p>Importantly, this policy is based on the premise that all assessment practices must be aligned with Australian curriculum intentions, and measured against externally validated standards and not merely directed at arriving at a grade. Equally, this policy is based on the premise that it is important that through assessment students are encouraged to engage in their education, rather than merely pursue grades. Student engagement is best facilitated by learner managed learning in which students are active partners in the process through undertaking challenging responsibilities and making choices.</p>
<p>Assessment Schedule</p>	<p>All due date including draft and final for assessment items will be communicated with the students and parents at beginning of each term. Dates on the assessment schedule are set, if a date change is made. Students affected will be informed of any change of due dates.</p>
<p>Failure to comply</p>	<p>Students are required to complete and submit all assessment items as prescribed by the College and respective work program on or before the due date. Consequently, a failure to submit assessment on or before the due date could directly impact on the QCE and OP eligibility for Year 11 and 12 students.</p> <p>Students who fail to comply with this process and/or fail to submit work or not turn up for assessment items, will not be rated for that particular assessment item. This will be recorded as a NS (non-submission by due date) on the student profile.</p> <p>A student who fails to submit assessment for a subject as per work program, could be deemed to have insufficient coverage of a subject and not be adequately assessed. As a result the Principal could decide not to award a result in that subject. Alternatively, if a result is not awarded in Years 11 and 12, the number of semesters credited to a student's course of study could be reduced.</p>
<p>Examinations or Tests</p>	<p><u>Attendance at Exams or Tests</u></p> <p>Students must attend all tests and exams at the scheduled time.</p> <p><u>Non-Attendance at Exams</u></p> <p>a. An inability to attend an exam</p> <p>i. Illness</p> <p>If a student is ill and/or cannot attend a test or exam the following procedure must be followed:</p> <ul style="list-style-type: none"> • The College must be notified before the scheduled test/exam. • Immediately on return to the College the student

	<p>is responsible for reporting to the teacher to make alternate arrangements to sit for the test/exam.</p> <ul style="list-style-type: none"> • Proof of illness, a Doctor’s Certificate, must be produced (Senior College) on the student's return to College. <p>ii. Prior knowledge of absence Students who know, prior to the respective date that they will be absent for a scheduled test, must notify the College administration before the due date.</p> <p>iii. Exceptional circumstances Exceptional circumstances will be considered by the Principal.</p> <p>b. Failure to attend an exam If students fail to attend scheduled exams/tests and do not comply with the conditions outlined above:</p> <ul style="list-style-type: none"> • Students will have the result recorded as a NS (Non-Submission).
<p>Cheating</p>	<p>If cheating/disruptive behaviour is suspected during exams and practical exams, the supervising teacher will immediately collect the exam paper. The student is then issued with a clean exam paper to continue with the exam and the teacher will make a decision regarding the results for the exam.</p>
<p>Assignments</p>	<p><u>Drafting and monitoring policy</u></p> <p>Each teacher is required to have a system of monitoring and recording for collecting and gathering evidence (eg class work, rehearsal notes, drafts, photographs of work, teacher observations) through the teaching, learning and assessment process.</p> <p>When an assignment draft is due, students must hand in two copies of their written assignment to the teacher who will keep a record of submission. One copy with feedback is to be returned to the student and the other copy is to be kept by the teacher in case a final assignment is not submitted. In the event of this occurring, the teacher will mark the draft copy and grade it as the final assessment piece.</p> <p>In reference to the draft submitted, teachers are to provide at least one set of feedback referring to the assessment task sheet and criteria. Teachers will only indicate where attention is required.</p> <p>If no draft (2 copies) is submitted, the teacher will arrange for the student to produce a draft in the next timetabled lesson either in class or in a buddy teacher's class.</p> <p>If still no draft (2 copies) is received, parents are to be informed by the teacher.</p>

Submission of Assignments

Written assignments are to be handed to the subject teacher on or before the due date.

Absence on due date of assignments

Students who know they will be absent on the day an assessment item is due for submission must arrange for it to be submitted before the listed due date or delivered to the teacher.

Assignment extension of Time - requested by students

There are only two (2) grounds for students to apply for an extension of time to complete assignments.

i. Illness

A medical certificate is mandatory for Year 10, 11 and 12 students. A letter is required from parents for Year 7, 8 and 9 students.

ii. Extenuating Circumstances

- Family excursions/vacations which occur in College time.
- Family activities of a very special nature requiring absence from College.
- Bereavement, family breakdown etc.
- Essential sporting/cultural commitments
- Long-term illness of self or family member.

To Apply for an Extension of Time

- Contact subject teacher

NO EXTENSION OF TIME WILL BE APPROVED ON OR AFTER THE DUE DATE.

Unforeseen Inability to Submit Assignment on Due Date

If a situation occurs suddenly, with the student being unable to submit an assignment, verification of the circumstances that have caused the students to not be able to submit the assignment is required.

Such circumstance might include, but not be limited to:

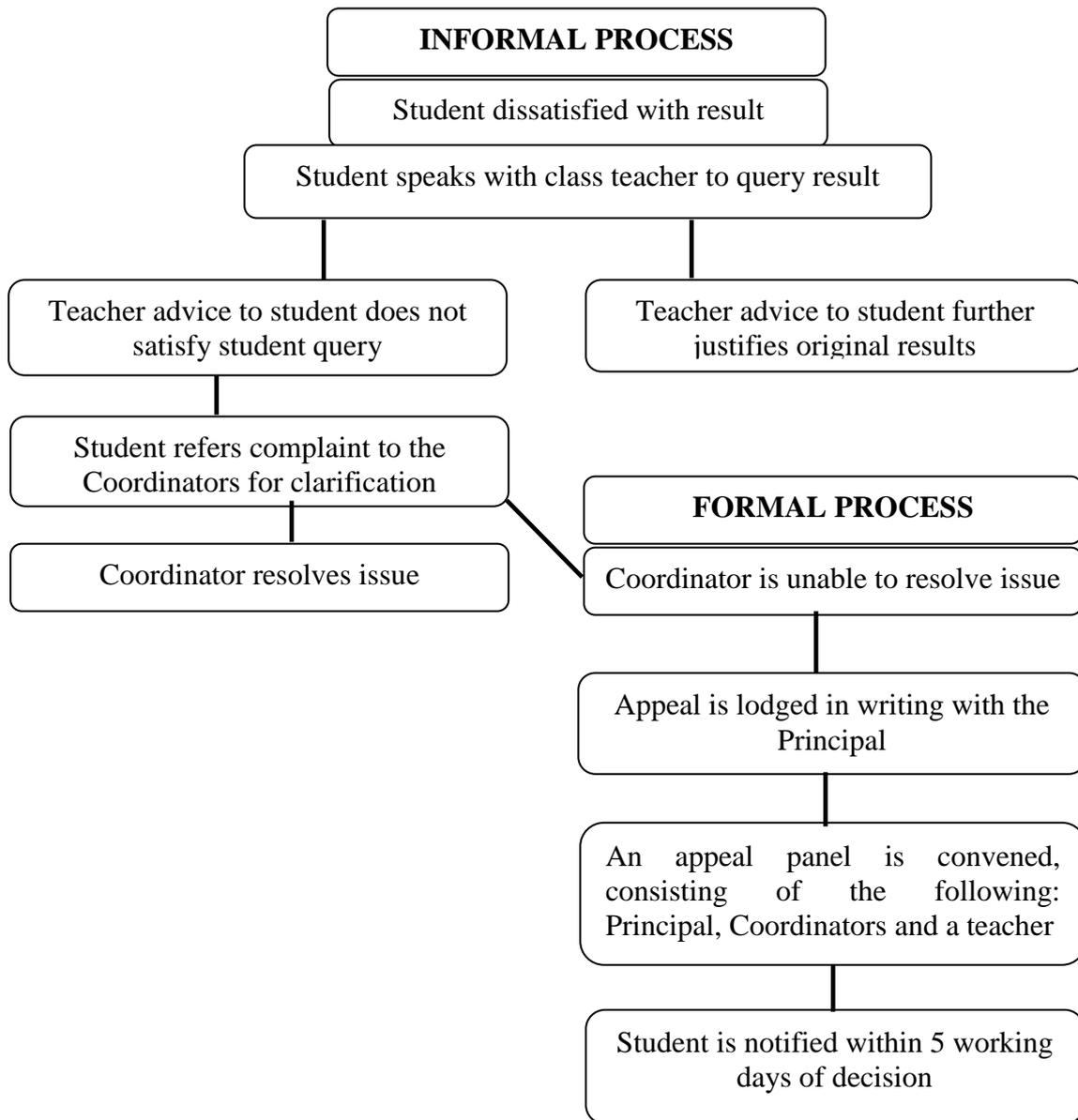
- Sudden, unpredictable illness/injury requiring medical attention;
- Family bereavement; and
- Delicate or personal family circumstances.

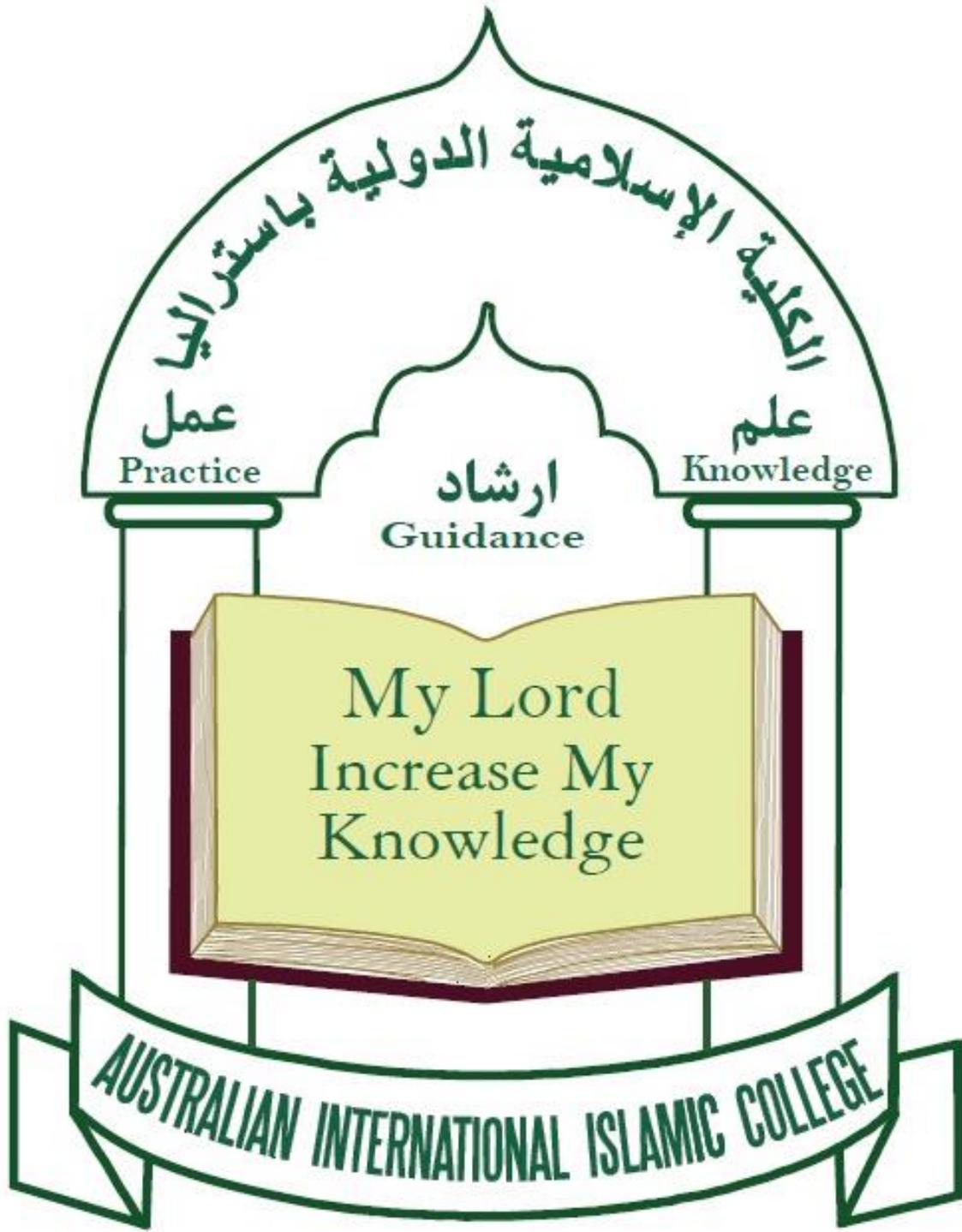
The College should be notified of the circumstance on or before the due date is recommended so that the teacher is informed.

<p>Plagiarism</p>	<p>Students must ensure that an assignment consists of their work only. The penalty for plagiarized work, or work that consists heavy input from someone else (e.g. large amounts copied from the Internet or another person's assignment) will be the cancellation of the parts of the assignment which are shown to be plagiarized. The assignment will be graded on the remaining material. Significant plagiarism could result in the assessment task being deemed a non-submission.</p>
<p>Cheating in Assignments</p>	<p>Cheating occurs when a student has copied all or part of another student's assignment. One or both students may be subject to penalty when there is evidence that cheating has occurred. The subject teacher will make a decision regarding the results for the assignment and any further action to be taken.</p>
<p>Special provision</p>	<p>“Special provisions” means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provision may be particularly relevant for students with specific educational needs requiring reasonable educational adjustment or exemption from assessment.</p> <p>Students with specific educational needs should have their needs considered in a proactive way – to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements.</p>

Appeal Process for Assessment

After assessment has been marked and returned students may query the result awarded by using the following procedure:





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