

ASSESSMENT POLICY & PROCEDURE



PURPOSE

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. Most importantly, rigorous, and valid summative assessment of student learning is the means by which the Australian International Islamic College accurately measures the capabilities of its graduates. This policy enshrines the shared values and principles regarding 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 differs 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 Heads of School, 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.

SCOPE

The Assessment policy applies to all students, teachers and staff engaging with students during their education at the College. The Assessment policy also has implications for parents and caregivers.

Approved By: College Board

Status: Approved

Contact: Principal

Reviewed: Annually

Date Approved: May 2022

Next Review Date: May 2023

This policy may be updated or revised from time to time. The College will not notify you each time the Policy is changed.

PURPOSE AND OVEVIEW

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.

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.

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.

Importantly, this policy is based on the premise that all assessment practices must be aligned with the 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

student-managed learning in which students are active partners in the process through undertaking challenging responsibilities and making choices.

ASSESSMENT SCHEDULE

All due date including draft and final for assessment items will be communicated with the students and parents at the beginning of each term. Dates on the assessment schedule are set and if a date change is made, students affected will be informed of any change of due dates.

COMPLIANCE

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 ATAR eligibility for Year 11 and 12 students.

Students who fail to comply with this process and/or fail to submit work or not turn up for assessment items, may not be rated, and may not be able to submit later.

Failure to submit an assignment may result in the draft being graded, or the student producing the assignment during the scheduled class period.

A student in Year 11 or 12 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.

EXAMINATIONS

Attendance at Exams or Tests

Students must attend all tests and exams at the scheduled time.

Non-Attendance at Exams

- a. An inability to attend an exam
 - i. Illness
If a student is ill and/or cannot attend a test or exam the following procedure must be followed:
 - The College must be notified before the scheduled test/exam.
 - Immediately on return to the College the student is responsible for reporting to the teacher to make alternate arrangements to sit for the test/exam.
 - Proof of illness, a Doctor's Certificate, must be produced (Senior College) on the student's return to College.
 - 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.

iii. Exceptional circumstances

Exceptional circumstances will be considered by the Principal.

b. Failure to attend an exam

If students fail to attend scheduled exams/tests and do not comply with the conditions outlined above: Students will have the result recorded as a NS (Non-Submission).

Dishonourable Behaviour

If a student is found to be plagiarizing another student's work, communicating during the exam in such a way as to disrupt

others or to gain advantage, or if the student brings into the room, or access material that provides them with an advantage, the student will immediately have their examination collected and be referred to the Head of School for disciplinary action. A determination on the grading, or resubmission of the exam will be at the sole discretion of the Head, or Principal.

ASSIGNMENTS

Drafting and monitoring policy

Each teacher has a system of monitoring and recording student progress (e.g. class work, rehearsal notes, drafts, photographs of work, teacher observations) through the teaching, learning and assessment process.

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 will 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.

In reference to the draft submitted, teachers will provide at least one set of feedback referring to the assessment task sheet and criteria. Teachers will only indicate where attention is required.

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.

If still no draft (2 copies) is received, parents are to be informed by the teacher.

Managing response length

Students will be supported in understanding the required and acceptable response length for an assessment piece. Where a submission is under the response length, students will be marked and graded based on their submission, with adequate feedback given during the drafting phase to improve and increase the length of the submission.

Where students exceed the submission length, students will be provided feedback at the

drafting phase regarding the length. If a student submits a response (exam or assignment) that exceeds the length specified, the student will be awarded a grade based on the volume of work that is within the response length. Further responses outside the length stipulated will not be included in the marking or grading.

Submission of Assignments

Written assignments are to be handed to the subject teacher during the allocated class period 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, students are to contact their subject teacher.

No extension of time will be approved on or after the due date.

Plagiarism

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.

Special Provision

“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.

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.

Appeal Process for Assessment

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

