



# ASSESSMENT POLICY & PROCEDURES

## PREFACE

Assessment of student learning is a vital activity in Australian International Islamic College's provision of high-quality educational experiences. This policy enshrines the 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 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 Deputy Principal and Heads of School monitor the placement of assessment tasks throughout the year.

## SCOPE

The Assessment policy applies to all students at the college from Year 5 to 12, teachers and staff engaging with students in the course of 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: October 2023

Next Review Date: October 2024

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 OVERVIEW

Purpose 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).

## ASSESSMENT EXPECTATIONS

### Assessment Expectations of Coordinators:

Secondary academic coordinators and primary curriculum coordinators are accountable for quality assuring assessment items using the [QCAA understanding K-12 assessment](#) for both the Principles of assessment and the Attributes of quality assessment. The curriculum leadership team are responsible for quality assessment items; ensuring all assessment is valid, is clear and fair, meets the QCAA directives for assessment and submission of student results. The coordinators select the assessment papers written by the subject teachers and prepare the copies to be handed out to the subject teachers prior to the assessment schedule.

### Assessment Expectations of Teachers:

- Teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.
- Teachers are expected to write quality assessment papers for the subjects they teach for submission to their coordinators, and to engage in all quality assurance procedures to ensure the validity and accessibility of all assessments.
- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

### Assessment Expectations of Students:

- Students are expected to complete all assessment items within a course of study. Students will meet assignment deadlines as set out in the assessment task sheet and assessment schedule.
- Students who require special provisions or arrangements regarding a change of due date should meet with the HOS or Deputy Principal for further discussion.
- Students are to save their work at every stage in the preparation of an assignment to verify authorship and editing processes undertaken.
- Students are to save all assessment files and have back-up copies. Computer malfunctions will not be accepted as grounds for extension.
- Students who miss assessment resources and task sheets are responsible for ensuring these are collected from the appropriate teachers.
- Submission of assessment is the responsibility of the student and must adhere to the deadlines and submission process as outlined within the assessment task.
- Students are required to submit a medical certificate or a letter from parents when they miss any written assessment or fail to meet the deadline of draft or final submission of any assessment.
- Year 12 students are required to submit a medical certificate when they miss any final

Internal and QCAA External Assessment or fail to meet the deadline of draft or final submission of any assessment.

- Students are responsible for maintaining academic integrity and assuring student authorship of all submissions.

### Assessment Expectations of Parents/Carers:

- Parents/carers are expected to support and encourage their children to complete and submit all drafts and final assessments by the due dates.
- Parents/carers are expected to inform the teacher of any difficulties relating to the completion of assessment tasks in a timely manner and provide documentary evidence where necessary.
- Parents/carers are expected to promote academic integrity and student authorship.

## ASSESSMENT SCHEDULE

Year 11-12 students are required to complete and submit all assessment items as prescribed by the College and QCAA in due time. A student in Year 11 or 12 who fails to successfully complete any formative or summative assessment may be deemed to have insufficient achievement of a subject and may not be adequately eligible for QCE and ATAR. All Senior students follow the guidelines as outlined in the College's [Senior Secondary Academic Policy](#).

- Students from Years 5 to 10 will take a minimum one formative assessment in each term and one summative assessment in each semester.
- In Years 5 – 6 students are required to take a formal summative assessment each semester in at least 3 core subjects: English, Mathematics and Science.
- In Year 7 – 10 students are required to take a formal summative assessment each semester in all subjects.

The formative and summative assessment schedule is as follows:

Term/Semester	Assessment	Week
Term 1	Formative	6-7
Term 2	Formative	4-5
Semester 1	Summative	8
Term 3	Formative	6-7
Term 4	Formative	4-5
Semester 2	Summative	8

Teachers can schedule the formative assessments as per the study program of the subjects as an alternative to the schedule mentioned above. Students receive a formal Assessment Calendar for semester assessments. By Week 2 of Term 2 and Term 4, students and parents receive the Assessment Calendar via the AIIC School App/email. The calendar will outline key assessment dates. Senior students studying General subjects receive the assessment calendar based on QCAA

guidelines.

Changes to the calendar can occur only when the relevant coordinator recommends the change, and it is approved by the HOS or Deputy Principal. Students will need to be given reasonable notice (1-2 weeks) of the change of due dates. Amendments will be published as necessary.

## **ASSESSMENT WEIGHTING**

In each semester, the summative assessment and accumulated formative assessments each contribute 50% to the final semester grade. The weighting is subjected to change in consultation with Principal.

## **OVERVIEW OF ASSESSMENT**

Assessment at Australian International Islamic College has been designed to align with curriculum and pedagogy as set out by the Australian Curriculum and Reporting Authority (ACARA, 2019). The process is designed to ensure fairness to all students carrying out assessment tasks. The assessment items are underpinned by equity principles and are designed to be responsive to the diverse needs of students. The policy and approach reflect the principles and policies of the QCAA and applies to all subjects based on ACARA/QCAA syllabuses. It is common practice to label assessment as being formative and summative according to the major purpose of the assessment. Formative and summative assessments complement each other, and both should be used to form a comprehensive profile of student achievement.

### **Formative assessment**

The major purpose of formative assessment is to help students attain higher levels of performance. It assists teachers to determine the nature of students' learning and then provide the appropriate feedback or intervention. Teachers prepare a minimum one formative assessment in each term. Formative assessment at the college:

- is ongoing, resulting in a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning;
- provides information to teachers, students and parents about the progress and achievements of individual students;
- enables the determination of the nature and scope of students' learning so that appropriate feedback or intervention can be provided and students can achieve to the best of their abilities;
- allows students to demonstrate and assess their knowledge and understanding of content and skills specific to the subject against the learning goals, success criteria and achievement standards of the subject area;
- allows students to receive constructive and timeous feedback from teachers for personal development.

## Summative assessment

Summative assessment is the practice of making judgements about student achievement at certain relevant points in the learning program, such as at the end of units of work, or the end of a term or semester. Formal assessment activities such as supervised written tests, projects and assignments are generally used to make summative judgements. Teachers prepare a minimum one summative assessment at the end of each semester. Summative assessment at the college:

- measures a student's ability to demonstrate the curriculum achievement standards as set out by the Australian Curriculum and Reporting Authority (ACARA).
- is evidence based with the use of established standards/continua to make defensible and comparable judgements about students' learning;
- is transparent so as to enhance professional and public confidence in the processes used, the information obtained and the decisions made;
- is created, distributed, marked and moderated in accordance with the Australian Curriculum guidelines and is, as such, reliable, consistent, dependable and repeatable;
- is accessible to all students, affording each student opportunities to demonstrate what they know and can do; and
- examples/mirrors assessment instrument students will experience in Senior Schooling where possible.

## ASSESSMENT COMPLETION

Students are required to complete all assessment items as prescribed by the College. Consequently, a failure to complete assessment directly impacts on the students' eligibility to continue their study at the college as per the college [Promotion Policy](#). It will also impact the QCE and ATAR eligibility of Year 11 and 12 students if they do not complete all assessments in their Senior year levels.

A student in Year 11 or 12 who fails to submit assessment for a subject as per the Senior subjects' requirement specified by QCAA, could be deemed to have insufficient achievement in a subject and may not be adequately assessed. As a result, the principal reserves the right to determine the enrollment of the students as per the [Senior Academic Policy](#) of the College.

## Examinations

### Attendance at Exams or Tests

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

### Non-Attendance

- a. An inability to attend an examination

- 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 or as soon as possible.
    - 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.
    - A Doctor's Certificate as proof of illness must be produced on the student's return to college.
  - ii. Students must inform the teacher before the assessment date of any prior unavoidable commitments. The teacher will determine if the commitment is 'unavoidable' to ensure the absence is valid.
  - iii. Exceptional circumstances: Exceptional circumstances will be considered by the principal.
- b. Failure to attend an exam**
- If a student fails to attend scheduled exams/tests and do not comply with the conditions outlined above, the result will be recorded as "N".

## 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 submit a hard copy or digital copy as per teachers' choice. Digital copies must be uploaded to class Teams to be screened by plagiarism detection software. Teacher will keep a record of draft submissions and provide necessary written or verbal feedback.

### 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 the quality 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 time. The assignment can be submitted digitally or in hard copy as per the teachers' decision. Students

must keep a copy of the assignment.

Students who fail to comply with this process and/or fail to submit assignments, may not be rated, and may not be able to submit at a later date. Failure to submit an assignment may result in the draft being graded, or the student producing the assignment during the scheduled class period.

### **Extension of Assignment Due Dates:**

Students can apply or request for an extension for the following reasons only:

- i. Illness: A medical certificate or a letter from parents is required as a proof.
- ii. Extenuating Circumstances
  - Bereavement, family breakdown etc.
  - Essential sporting/cultural commitments
  - Long-term illness of self or family member
  - Family activities of a very special nature requiring absence from the College which has been applied for to the HOS

No extension of time will be approved on or after the due date. The draft will be considered as the final submission if a student is unable to meet the due date and will be graded accordingly.

### **Plagiarism**

All final copies of written assignments are to be submitted through *Turnitin* in *Microsoft Teams*. A similarity above 20% will be investigated by the teacher and may be marked down/not be accepted. Students must ensure that an assignment consists of their own work only. Significant plagiarism could result in the assessment task being deemed as 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 have their needs considered in a proactive way – to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements.

## **ASSESSMENT REPORTING**

The result of formative and summative assessments is recorded in the Interim (Term 1 and Term 3) and Semester reports. Interim reports display the average grade of all assessments covered in Terms 1 and 2. Semester reports display the average grade of all assessments in the semester, the weighting of which is determined by the assessment policy. The HOS communicates the due dates of the Interim and Semester reports at the beginning of each term.

## **QUALITY ASSURANCE PROCEDURES**

Assessment moderation is a process for developing consistency or comparability of assessment judgments across the college. The coordinators and HOS lead the moderation process of all

assessments.

- **Moderation for improvement:** All assessment papers are required to be moderated before they are presented to the students. It develops the capability of teachers to undertake appropriate assessments and make consistent and comparable judgment. It therefore involves collaborative processes supporting the professional development of teachers.
- **Moderation for accountability:** All student response papers must be moderated before finalising the students' level of achievement. It provides official confirmation of assessments that are reported for individual students or for cohorts of students; it therefore involves some external control mechanism or validation requirement.

## ACADEMIC INTEGRITY

Australian International Islamic College expects students, parents and teachers to understand and implement the [QCAA academic integrity](#) of assessments and results. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity. Plagiarism: the copying of another person's ideas, text, or other creative work and presenting it as one's own, will not be tolerated.

Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs without acknowledgement of the author.
- Copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data mathematical workings, etc.
- Copying or adapting another student's work.
- "Cutting and pasting" statements gathered from a variety of sources.
- Submitting work produced by someone else on the student's behalf.
- Self-plagiarism – re-submitting work you have already submitted as an assessment response.
- Purchasing or obtaining assessments from an internet site and submitted as an original response

When a student is suspected of or observed participating in an act of academic misconduct, students are permitted to complete the assessment despite the alleged incident of misconduct. Students are notified at the end of the session that a report may be made to the Coordinators, HOS, Deputy Principal. All incidents of misconduct will be investigated and a student who is guilty of misconduct may face disciplinary action. The principal reserves the right to take the final decision of any academic misconduct.



**Types of Academic misconduct defined by the QCAA:**

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"> <li>beginning to write during perusal time or continuing to write after the instruction to stop work is given</li> <li>using unauthorised equipment or materials</li> <li>having any notation written on the body, clothing or any object brought into an assessment room</li> <li>communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student</li> </ul>
<b>Collusion</b>	<ul style="list-style-type: none"> <li>when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work)</li> <li>assisting another student to commit an act of academic misconduct</li> </ul>
<b>Contract cheating/ significant contribution of help</b>	<ul style="list-style-type: none"> <li>asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response</li> <li>paying for someone or a service to complete a response to an assessment</li> </ul>
<b>Copying work</b>	<ul style="list-style-type: none"> <li>deliberately or knowingly making it possible for another student to copy responses</li> <li>looking at another student's work during a supervised assessment</li> <li>copying another student's work</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"> <li>giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li> <li>making any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<ul style="list-style-type: none"> <li>inventing or exaggerating data</li> <li>listing incorrect or fictitious references</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>arranging for/allowing another person to complete a response to an assessment in place of the student</li> </ul>

<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>distracting and disrupting others in an assessment room</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>completely or partially copying or altering another person's work without attribution (another person's work may include text, audiovisual material, figures, tables, images or information)</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>duplicating work or part of work already submitted as a response to an assessment</li> </ul>

## MARKING GUIDES

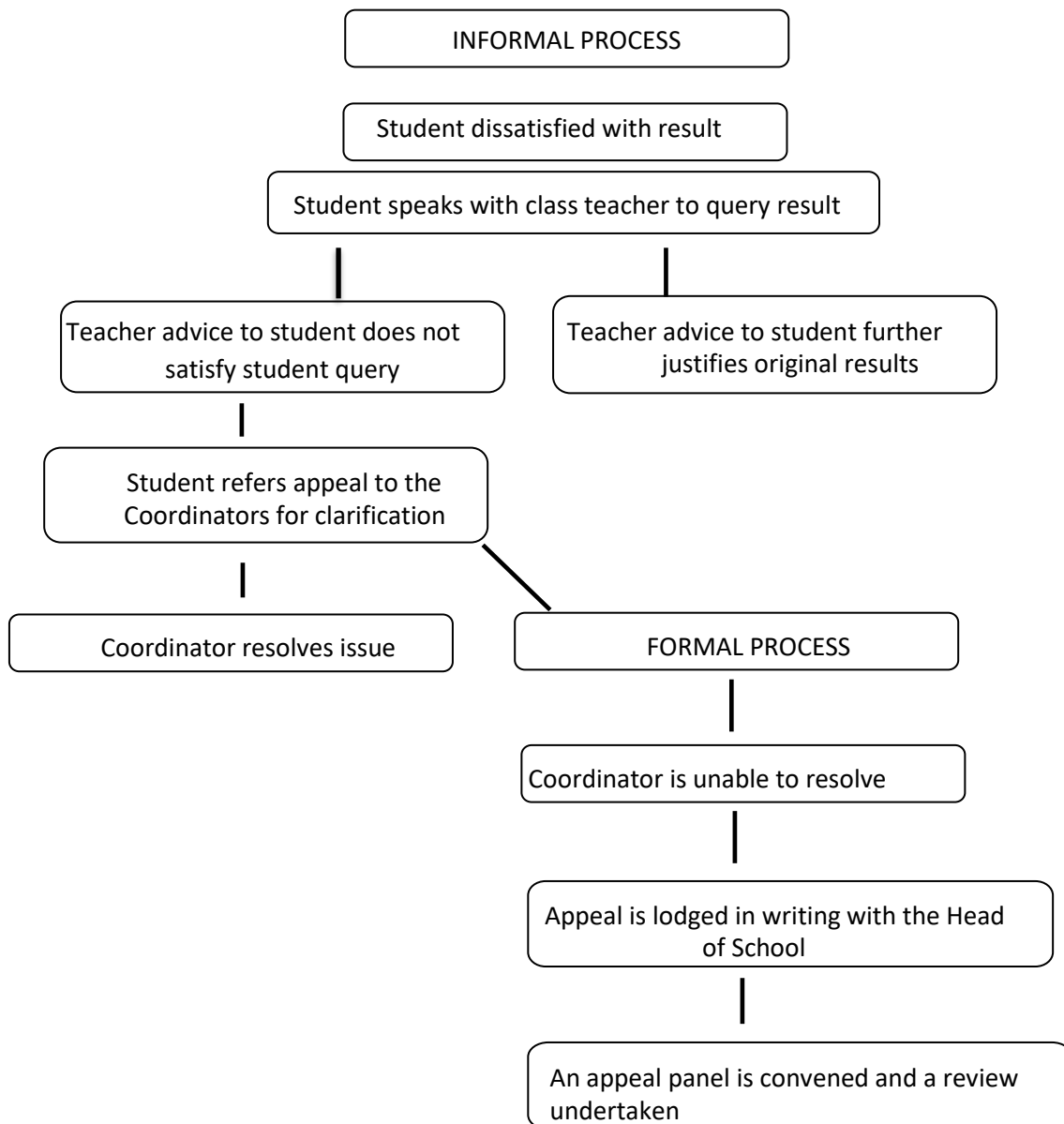
A marking guide identifies the valued knowledge, understanding and skills to be assessed in all assessable elements/dimensions of the assessment paper. Each assessable element/dimension is accompanied by a set of task specific descriptors. These assist teachers to judge the quality of student's response to the assessment task against a five point (A-E) scale.

	Grade	Mark
A	A+	86-100
	A	81-85
	A-	76-80
B	B+	71-75
	B	66-70
	B-	61-65
C	C+	56-60
	C	51-55
	C-	45-50
D	D+	40-44
	D	35-39
	D-	30-34
E	0-29	

## APPEALS PROCESS

If a student is not satisfied with an assessment outcome, he/she must first discuss this with the teacher. If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent/carer) should approach the relevant Academic Coordinator responsible for the course. If an assessment issue cannot be resolved through discussion with the Academic Coordinator, the student (or parent/carer) must apply in writing for a meeting with the HOS or Deputy Principal for further investigation.

The appeals process:



## FURTHER INFORMATION AND RESOURCES

- Behaviour Management Policy
- Promotion Policy
- Senior School Academic Policy