



Australian Islamic College

PERTH

ASSESSMENT AND REPORTING POLICY AND PROCEDURE

Primary School Kindergarten to Year 6

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Assessment and Reporting Policy Primary (K-6)

1. Purpose

The Australian Islamic College is committed to offering students a balanced curriculum and providing students the opportunity to meet the learning needs of the Western Australian Curriculum and Assessment Outline (available at www.scsa.wa.edu.au).

2. Scope & Responsibility

This policy is provided to all Year K to 6 students, parents and staff. It has been developed so that students, parents and staff are aware of their responsibilities in the assessment and reporting process. It reflects the vision and values of the school as a learning community.

3. Policy Details

3.1 Rationale

The following principles underpin assessment in all courses:

- Assessment improves student learning and promotes deep understanding.
- Assessment tasks provide accurate and valid information about the knowledge, skills and understandings expected of students.
- Assessment makes a positive contribution to students' learning.
- Assessment procedures and marking keys are explicit and provide a clear basis for judgements.
- Assessment is demonstrably fair to all students and does not discriminate on grounds such as disability and ethnicity.
- Judgements about students' progress and achievement are based on multiple assessment tasks of various types.
- Assessments are designed to improve curriculum development and pedagogy (assessment of learning).
- Assessments are designed to make judgments on student achievement against goals and standards (assessment of learning).
- To be accountable to all stakeholders including teachers, students, parents and the school system (assessment of learning).
- Design assessment practice that reflects the full range of the assessment.

3.2 Application

Assessment procedures must therefore be valid, educative, explicit, fair and comprehensive. In addition, all tasks should have the following characteristics:

- They are consistent, accurate and can be used by different groups of students to produce assessment information (**reliable**).
- They have the capacity to differentiate between student achievements (**discrimination**).
- They are consistent with the content and assessment requirements of the syllabus (**relevance**).

3.3 Reporting

Reports use letter grades and achievement descriptors provided by the West Australian Curriculum. The tables below illustrate the achievement descriptors used in the reports for years Kindergarten to Year 6. The achievement descriptors are aligned with the achievement standards described in the Western Australian Curriculum and Assessment Outline.

3.4 Achievement Descriptors: Kindergarten

Kindergarten Achievement Descriptors are outlined below using the five-point scale with no letter grade allocation for reporting and assessing.

	Achievement descriptors for Kindergarten
Achieved	Your child is achieving a thorough understanding of the required concepts, facts and procedures. Your child demonstrates a high level of skill that can be transferred to new situations.
Developed	Indicates achievement that your child is working towards at the time of reporting. It means that your child is learning to apply the range of knowledge and skills expected for their year level at the time of reporting.
Developing	Indicates achievement that your child is working towards at the time of reporting. It means that your child is learning to apply the range of knowledge and skills expected for their year level at the time of reporting.
Emerging	The student can complete the set task with the help of a teacher, or they can sometimes demonstrate the skills by themselves.
Limited	Your child is showing limited awareness 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.

3.5 Achievement Descriptors: Pre-Primary

Pre-Primary Achievement Descriptors are outlined below using the five-point scale with no letter grade allocation for reporting and assessing.

	Achievement Descriptors for Pre-Primary
Excellent	The student demonstrates excellent achievement of what is expected for this year level.
High	The student demonstrates high achievement of what is expected for this year level.
Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
Limited	The student demonstrates limited achievement of what is expected for this year level.
Very low	The student demonstrates very low achievement of what is expected for this year level.

3.6 Achievement Descriptors: Years 1 to 6

Years 1 to 6 Achievement Descriptors are outlined below using the five-point scale with a letter grade allocation for reporting and assessing.

Letter grade	Achievement Descriptors for Years 1-6
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very low	The student demonstrates very low achievement of what is expected for this year level.

- **Exam mark** – Percentage score of the latest task/examination.
- **Accumulated mark** – Percentage score that the student has achieved for all assessment tasks.
- **Attitude, Behaviour and Effort** – The attitude, behaviour and effort demonstrated by the student is shown using the following scale: Consistently, Often, Sometimes and Seldom.
- **Teacher Comments** – Comments provide information about the students’ progress and areas for improvement.
- **Parent Teacher Interview** – Further advice to parents if a follow-up meeting should be scheduled with the teacher to discuss the progress of the child.

3.7 School Reports

Parents/carers will be provided with several reports in each semester. At school, we report on both formal and an informal basis. We report to parents in a formal way through Interim and summative reports which are provided based on the reporting cycles below:

3.8 Reporting Cycle

Interim Reports – Mid-Term 1, 2, 3 and 4

- Year 1-6: Literacy, Numeracy, Quran
Report includes: Test Mark, Accumulated Percentage and Course Grade.

Interim Reports – End of Term 1 and 3

- Year 1-6: Literacy, Numeracy, Science, Humanities and Social Sciences, Quran, Islamic Studies
Report includes: Test Mark, Accumulated Percentage, Course Grade and Teacher Comment.

Summative Reports – Semester 1 and 2

- Kindergarten: Literacy, Numeracy, Science, Quran and Islamic Studies
Report includes: Achievement Descriptor and Teacher Comment.
- Pre-Primary: Literacy, Numeracy, Science, Quran and Islamic Studies, Humanities and Social Sciences, Technologies (Design & Digital Technologies), Health and Physical Education, The Arts, Attitude, Behaviour and Effort.
Report includes: Achievement Descriptor and Teacher Comment.
- Year 1 to 6: Literacy, Numeracy, Science, Quran and Islamic Studies, Humanities and Social Sciences, Technologies (Design & Digital Technologies), Health and Physical Education, The Arts, Attitude, Behaviour and Effort.
Report includes: Test Mark, Accumulated Mark, Course Grade, Teacher Comment.
- Year 3 to 6: Languages - Arabic
Report includes: Test Mark, Accumulated Mark, Course Grade, Teacher Comment.

3.9 Assessments

The Western Australian Curriculum and Assessment Outline sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement.

Assessment can be of two types:

- **Formative** (conducted during the learning cycle) or **Summative** (at the end of the learning cycle).
- A formative assessment is essentially an assessment **for learning**. For example, mind maps, oral responses, quizzes, essay plans submitted for feedback and brainstorming.

- Summative is essentially assessment **of learning**. For example, mid-term and end of term tests, common assessment task and exams which are commonly reported in the semester reports.

3.10 National and state-wide assessments:

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a national assessment held annually for students in Years 3 and 5. These assessments take place in term 2, in the second week of May.

NAPLAN is made up of tests in the four areas (or ‘domains’) of:

- Reading
- Writing
- Language conventions (spelling, grammar and punctuation)
- Numeracy

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

ACER PAT tests

ACER’s Progressive Achievement approach is used by the Australian Islamic College to assess and monitor student growth over time. We understand that students of the same age and in the same year of school can be at very different points in their learning and development. At our College the ACER tests run in term 1 and term 4 in the following areas:

- Year 4 to 6 PAT R – Vocabulary
- Year 1 to 6 PAT R – Comprehension
- Year 1 to 6 PAT – Maths

The ACER results are used to inform our teachers about student achievement and support changes in teaching practices dedicated to increasing learning.

ICAS

The ICAS Assessment series is designed to assess students’ ability to apply classroom learning in new contexts, using higher order thinking and problem-solving skills. A number of tests are offered to our students each year to participate in, across the following learning areas:

- Mathematics
- Digital Technology
- Spelling
- Writing
- Reading
- Science

The assessments are adopted by our College to recognise and reward academic excellence of students in Years 1 to 6. The assessments are based on the curricula for the relevant year. Students are asked to demonstrate a deeper, integrated, and thorough level of learning. These assessments are optional and take place each year during Term 3.

3.11 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.

- **Students on IEPs may have assessment modified by:**
 - a reduction in the number or length of assessment, and extra time to complete work
 - the provision of individualized 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. Students undertaking a modified curriculum (e.g. a documented individual education plan, documented learning plan or differentiated learning plan).

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), school negotiates and documents any variation to the reporting of the student's achievement with the student and her/his parents or carers.

3.12 Moderation:

At the Australian Islamic College, we believe 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 students' achievements look 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.

Last Reviewed: [May 2020]
Approved by: [Executive Principal]
Next review: [December 2021]