



**AL-AMEEN COLLEGE**  
**Assessment and Reporting Policy K-10**

## **1. PURPOSE**

Assessment and reporting form an essential part of the teaching and learning process and are integral to the achievement of excellence in learning outcomes. Assessments are required for teachers to gather information about students and their learning, and make judgements about achievements using the data gathered from assessments. Assessments need to be designed to meet their specific intended purposes and lead to informative reporting and school-wide evaluation for continued improvement in teaching and learning. The School Curriculum and Standards Authority (SCSA) requirements sets out the knowledge, understanding, skills, values, and attitudes that students are expected to acquire and guidelines for the assessment of student achievements.

Reporting is the process of communicating the outcomes of assessments to parents, carers, and students. The National Education Agreement 2009 (NEA) requires all schools to report to parents and carers twice a year. Al-Ameen College's (formerly known as Langford Islamic College) Assessment and Reporting Policy and Assessment and Reporting Procedures have been established to ensure compliance with SCSA guideline and NEA.

## **2. SCOPE**

This policy applies to all students, parents, and teachers at Al-Ameen College. The Principal (or delegate) is responsible for the implementation of this policy and related procedures and ensure compliance with the requirements of relevant authorities.

## **3. POLICY**

Assessments should be an integral part of teaching and learning and should lead to meaningful reporting. This policy sets out the following requirements for assessments, reporting and related matters:

### **3.1 Assessments**

- Assessment tasks are to be developed in accordance with the Western Australian Curriculum and Assessment Outline.
- Assessments are to be fair, valid, reliable and inclusive, and specifically reflect SCSA assessment principles including being designed to meet its specific purposes, educative, provide data for improvement in teaching and learning, enable school wide evaluation and lead to informative reporting.
- The outcomes of assessments are to be communicated to parents, carers and students via reporting and should be undertaken at least twice per annum.

### **3.2 Reporting**

- Reports are to be accessible to parents/guardians on SEQTA Engage at the completion of Semester One and Semester Two. In addition, interim reports are to be available at the end of Term One and Term Three for high school students.
- Reports are to be readily understandable and give an accurate and objective assessment of the student's progress and achievement.
- Reports are to include, the subjects studied, an assessment of the student's achievement reported as A, B, C, D, E (or equivalent five-point scale), clearly defined against specific learning standards and relative to the performance of the Judging Standard set out by SCSA. Grade and achievement descriptors table and explanations are provided with reports on SEQTA.

### **3.3 Special Needs/Disability**

- Students who have special educational needs or disabilities are to be provided with opportunities to demonstrate their achievements within the assessment requirements of the syllabus.

### **3.4 Absence from Assessment/Missed Work**

- Absence from a specially scheduled assessment task (including tests, examinations, practical tasks, performances, expeditions etc) must be accompanied by an acceptable explanation (e.g. medical certificate) in order for students to complete that assessment task or a similar task and gain credit. In cases where there is no satisfactory explanation of an absence from a specially scheduled assessment/task/examination, a zero will be given for the assessment/task/examination which may result in an 'E' grade for that particular subject.
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### 3.5 Failure to Submit Work By Due Date

Late submissions may incur the following penalties:

- 10% reduction in the mark (if submitted day late); or
- 50% reduction in the mark (if submitted two days late); or
- a mark of zero (if submitted more than two school days late or not submitted).
- Where the student provides a reason which is acceptable to the school for the non-completion or non-submission of an assessment task, the teacher will determine the options that are available and notify the student and their parent/guardian.

### 3.6 Extensions

- If emergencies or difficult circumstances arise, a student may apply to the class teacher for an extension to the due date for an assignment prior to the due date. Any extensions granted will be at the discretion of the teacher.

### 3.7 Academic Misconduct (Cheating, Collusion & Plagiarism)

Students must not engage in academic misconduct to gain an unfair advantage.

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert);
- copied or downloaded from the internet without acknowledging the source;
- paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the School Coordinator/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

### **3.8 Examinations**

- If a student does not attend an examination due to illness, a medical certificate must be provided. If a student misses a test/examination without prior notice to the school and without a valid reason and/or without obtaining permission, the student will be given a zero.
- School examinations are to be included in the assessment outline. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

### **3.9 Request for Review of Exam Grades/Appeals**

- Requests for a review of exam marks and/or course grades is to be made in writing clearly stating the reasons for the review request. The Assistant Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will state the outcome of the review and will be provided to the student and their parent/guardian.

### **4.0 Feedback on Assessments**

- The approach teachers should take when providing feedback involves outlining:
  1. What went well
  2. Providing at least one area for improvement
  3. A strategy to achieve this
- The area for improvement could relate directly to the content or skills demonstrated in the assessment or it could focus on the process and preparation work that took place prior to the assessment. Marks should not be released until feedback has been entered into SEQTA Teach.
- As Continuous Reporting will be one of our most important and public communications with parents and students, the feedback must be written in a professional tone, similar to that you would use in an email to parents.

Suggested methods of feedback that teachers may use are as follows:

- Written feedback in the comment section on SEQTA Engage/Learn (between 60 to 150 words)
- Individual audio feedback referring to the assessment (no longer than 2 mins)

- A marking key with specific reference to the students' performance
- Digital feedback provided on the students' work
- Individual video going through key areas for improvement. (no longer than 2 mins)
- Scanned copy of handwritten feedback provided on the work

There will be variation when teachers provide feedback based on the following considerations:

- The type of assessment (i.e. test, assignment, investigation, practical, performance)
- The subject being assessed
- The teachers' preferred method of delivering feedback

Teachers will need to have marked and provided feedback on major assessments within ten working days of the due date. Shorter formative assessments will have a reduced feedback process.

However, this may vary in Year 12 if:

- The duration of the assessment was over a longer period of time and informal feedback was and informal feedback was given prior to the final submission
- The weighting of the assessment was significantly higher (above 20%)
- The marking of that assessment had to undergo moderation or cross-marking

To improve the outcomes for students and to ensure they are making the most of the feedback given, they are also expected to reflect on the feedback. Their reflection should focus on:

- What went well
- Areas for improvement
- The strategies they intend to put in place as a result of receiving the teacher' s feedback and their own reflection

The following, although may be valuable to student learning, is not considered individual feedback:

- A marking key
- A test paper/assignment that only highlights the mistakes (spelling errors, inaccuracies, poor sentence structure)

- A model answer
- A video/audio recording of the solutions
- Feedback not recorded on TA

Moderation of Assessment is a quality assurance process to uphold the appropriate standards of assessment required by the College.

Summative Assessment is an evaluation of student achievement generally at the end of a unit or course. Feedback from summative tasks may be used formatively when it guides student's efforts and activities in subsequent units.

#### 4. REGULATION OR AUTHORITY

- School Curriculum and Standards Authority Reporting Policy 2013 ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au))
- The Western Australian Curriculum and Assessment Outline (<https://k10outline.scsa.wa.edu.au/>)
- The National Education Agreement 2009

#### 5. REVIEW

Year of Review	Reviewed By	Amendments/Review
2014	NM	Originally Released
2016	NM	Revised
2017	NM	Revised
April 2019	NM	Reviewed
June 2021	PR/ME	Revised