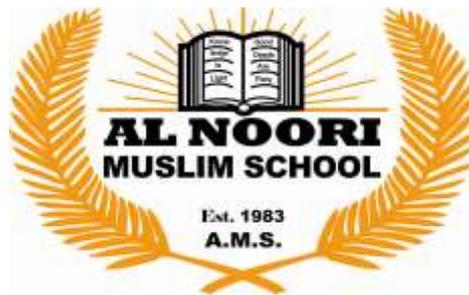


AL NOORI MUSLIM SCHOOL



Assessment Policy

Policies & Documents

Year 2016

Table of Contents

Introduction.....	3
Assessment and reporting.....	3
Forms of assessment	5
Diagnostic assessment	5
Formative assessment.....	5
Summative assessment	5
Assessment Techniques	6
General Assessment Procedures.....	9
Assessment for Learning	10
Goal of Planning	10
Quality Assessment Practices.....	10
Assessment for learning:	10
Assessment per KLA:	20
English:.....	20
Mathematics:.....	20
HSIE:.....	20
Science and Technology	20
PDHPE:	20
Creative Arts:	20
The Grading Scale	21
References:.....	22

Introduction

Student achievement of the syllabus outcomes is the goal of planning, programming and assessing. As students participate in a range of learning experiences, teachers make judgements about student progress. Student work samples can provide information about what students know, what they can do and what they understand. Assessing involves the consideration of the individual needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus. The completion of a course is also considered in conjunction with assessing the students, as it has its own set of requirements.

Assessment may be informal, as part of daily teaching strategies, or formalised through activities that indicate student achievement and progress. Both informal and formal assessment need to be systematic and planned. It is a continuous appraisal of progress towards the objectives of a program. Assessment strategies should be appropriate to the range of objectives as well as support the learning process. Assessment tasks must be accessible to all students whatever the assessment strategy used, particularly in terms of language suitability.

Assessment and reporting

Assessing is the process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. An important purpose of assessment is to design appropriate learning programs for all students. The principles below underpin effective assessment.

- Assessment is integral to teaching and learning. It should be based on the learning outcomes in each strand that specify what students know, understand and are able to do. Ensure that a distinction is made between the assessment of students' knowledge and understandings, skills, values and attitudes.
- Assessment should seek to identify and make judgments about what students know rather than their enthusiasm or interest in a topic.
- A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate, in an authentic manner, what they know and understand about language as well as what they can do.
- Assessment procedures should relate to the knowledge and skills that are taught within the school program, and to the syllabus outcomes.
- Assessment must be reliable in that it consistently produces results that accurately reflect the student's ability to perform that task. It must be valid in that it actually measures what it is intended to measure.
- While the purpose of assessment is to determine what students understand, their use of English should be taken into consideration. They should demonstrate a competency of the English language which should be at the standard expected for the students' stage.

Assessment processes should:

- be consistent with overall school goals and general policies;
- arise from the everyday classroom learning experiences of students;
- enhance the self-esteem and motivation of the individual student;
- recognise and value the diverse backgrounds and experiences of students;
- be based on the syllabus outcomes and be closely related to the syllabus content.

Collecting assessment information involves:

- systematically observing students during activities;
- interacting with students to gain a deeper knowledge of what they know, understand and can do;
- analysing work samples by using indicators.

Forms of reporting to parents

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Student portfolios will be sent to report on students' academic progress. • End of term parent/ teacher interviews (K-6). 	<ul style="list-style-type: none"> • Half- Yearly report. • Half-Yearly examinations will be sent to report on students' academic progress. • Parent meetings can be scheduled throughout this term. 	<ul style="list-style-type: none"> • Student portfolios will be sent to report on students' academic progress. • End of term parent/ teacher interviews (K-6). 	<ul style="list-style-type: none"> • Yearly report. • Yearly examinations will be sent to report on students' academic progress. • Parent meetings can be scheduled throughout this term.

Forms of assessment

Diagnostic assessment

Information gained from assessment will be used in conjunction with other information to diagnose areas of need for individuals or groups of students and to determine students' future goals. This information informs planning and programming.

Formative assessment

Formative assessment is the practice of building a cumulative profile of student achievement. This usually takes place during day-to-day classroom activities and involves informal interaction and systematic observation of the student. The indicators may be used to guide teacher observations. While it may also include more formal assessment procedures, formative assessment provides a broader profile of the student than formal testing may provide. It is a valid and valuable part of overall assessment.

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 year of schooling. Formal assessment activities such as tests, projects and assignments are generally used to make summative judgements. Such assessment tools may focus on a single outcome or on a number of outcomes. Formative and summative assessments complement each other, and both should be used to form a comprehensive profile of student achievement.

Assessment Techniques

Technique	Description	Examples
Questionnaires	A range of questions designed to draw from students' evidence of their values and attitudes or opinions about a specific issue/topic. This may be used as part of an evaluation of a unit of work.	<ol style="list-style-type: none"> 1. What did you learn about the unit? 2. What ways could the activities be improved?
Rating Scale	A type of scale used to highlight either the degree or frequency of a specific characteristic, skill, attitude or procedure. This technique can be used by the teacher or as a self-rating device by the student.	<ul style="list-style-type: none"> • Actively participates in movement activities • Works independently during self testing activities • Willing to cooperate in small group activities • Observes safety rules Scale A – constantly B – usually C – needs improvement
Samples of Work	A collection of items which illustrates the work of a student or which records activities and events that took place during a particular unit of work. It may include items such as worksheets, workbooks, projects, stories, diagrams, illustrations or photographs.	<ul style="list-style-type: none"> • Project on 'My Nutritional Needs' • Self-assessment on performance in fitness program • Labeling of the body parts by students • Worksheet on growth patterns
Self-assessment	This technique requires students to be self-reflective, to set their own standards of behaviour and make judgements about their own work.	<ul style="list-style-type: none"> • Video analysis of own skill performance • 'I' messages (self-reflecting) • Keeping journals or checklists on skill development
Semantic Differential	A questionnaire which invites students to express their attitudes to an issue, topic or concept by choosing a position by placing a cross or other mark between polar adjectives. This technique is inappropriate for measuring knowledge and skills, but is appropriate for measuring values and attitudes.	When I think of old people I think of people who are... Kind.....Cruel Unhealthy.....Healthy Useful.....Useless Strong.....Weak Sad.....Happy Passive.....Active
Sentence Completion	A method of gathering information by providing the beginning of a sentence as a stimulus and inviting students to complete the sentence in their own words.	My favourite food is... My exercise patterns are... A friend is... Smoking is... I can improve my performance by... I perform better when... Giving my best means...
Anecdotal Records	Anecdotal records allow for the cumulative record of observations that assist the teacher to perceive things such as patterns of behaviour, difficulties, skill acquisition and other evidence of progress.	Lara ran 100m for the first time today. She is showing a commitment to achieving her set objectives. Her confidence in class is improving.

Technique	Description	Examples						
Checklists	A list for ticking items about knowledge, competencies (e.g. physical skills, problem solving skills) or group interactions and work habits. Checklists can be based on observations by a teacher, parent, peers or used as a self-reporting technique. Checklists can be compiled and completed by either teachers, parents and/or students. Checklists should be used to remind teachers of the range of experiences they should be providing for students. Commercial checklists are available	Ehab						
		Rana						
		Aquatics						
		Sculling 10m						
		Tread water 30 sec						
		Float 1 min						
Contracts	An agreement between the teacher and student which shows what work is to be done by the student by a specified date. Both positive and negative consequences that follow the completion or non completion of the contract should be included.	My goal is... My plans are... I plan to present my work by... My contract is for... If I don't honour my contract... Date: Student signature: Teacher signature:						
Diary or Journal	A diary or journal can be a written, taped or oral reflection on issues, events or aspects of a student's own choice. Students should be encouraged to provide personal reflections rather than simple descriptions. A variation might be a journal of cutting from newspapers, articles or personal notes from an analysis of the media. They provide insight into student achievement, habits and attitudes.	Diary entries focusing on personal reflections of physical/leisure/family activities over a set period of time.						
Incidence Chart	A list of skills performed in a given activity. Incidence charts are particularly useful for assisting the teacher in describing movement performances to students. Incidence charts can also be used as peer/parent assessment techniques.	Netta Netball Name: Mahmoud Skill: Goal shooting Into ring Too High Out of Court						
Indicators	Indicators measure progress toward achievement of set goals. Progress is usually measured from a benchmark, through a series of benchmarks, toward the desired goal. Some indicators could be negotiated with students.	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Benchmark</th> <th>Indicator</th> <th>Desired goal</th> </tr> </thead> <tbody> <tr> <td>10m</td> <td>15m, 20m</td> <td>25m</td> </tr> </tbody> </table> <p>The indicator here measures an improvement in the distance a student can swim. From the benchmark of 10m through stages of 15m, 20m over time to the desired goal of 25m.</p>	Benchmark	Indicator	Desired goal	10m	15m, 20m	25m
Benchmark	Indicator	Desired goal						
10m	15m, 20m	25m						
Test (objective)	Objective tests can be teacher developed or standardised. They may involve multiple choice questions, true or false questions, completion items or matching items. They can assess the ability of students to recall, interpret, comprehend or apply knowledge.							
Tests (free response)	Free response tests, in either the short answer or writing form, provide an opportunity for students to organise, integrate and express ideas, feelings, attitudes or opinions.							

Technique	Description	Examples						
Interviews	An interviewer (teacher or student) meets with one student or a group of students to obtain information or opinions about an issue or concern. The interview can be structured or unstructured.	Interviews with students on spelling programs: <ul style="list-style-type: none"> - Understanding how to improve spelling - Attitudes towards the spelling program - Progress - Barriers and solutions 						
Likert Scale	A rating scale where students indicate to what extent they agree or disagree with a stated attitude or opinion. This technique is inappropriate for measuring knowledge and skills, but is inappropriate for measuring values and attitudes.	<p>Junk food should not be sold at the school canteen</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 20px;">SA</td> <td style="width: 20px;">A</td> <td style="width: 20px;">D</td> <td style="width: 20px;">SD</td> </tr> </table> <p>Aerobics</p> <p>Not enjoyable</p> <p>Most enjoyable</p> <p style="text-align: center;">1 2 3 4 5</p>	SA	A	D	SD		
SA	A	D	SD					
Observation (formal and informal)	Short objective statements that describe an incident or individual student's behaviour, believed to be typical or illustrative. These are usually recorded as anecdotal records. The teacher is provided with an opportunity to assess aspects of students' learning whilst students are working. Parents are afforded the opportunity to make regular observations regarding their child's progress.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Date</th> <th style="width: 45%;">Student incident/behaviour</th> <th style="width: 40%;">Comment</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Date	Student incident/behaviour	Comment			
Date	Student incident/behaviour	Comment						
Parent Assessment	This form of assessment can occur in both structured and unstructured ways. The emphasis is on constructive observation and feedback. It is a particularly useful technique for skill assessment and is a useful adjunct to other assessment strategies.	A regular observation of their child's behaviours to provide informal feedback to the child and/or teacher focusing on positive comments and areas that might need further attention.						
Peer-assessment	This form of assessment can occur in both structured and unstructured ways. The emphasis is on constructive observation and feedback. It is a particularly useful technique for skill assessment.	After viewing each other's drama performances, students are asked to give informal feedback to each other, focusing on positive comments and areas that might need further attention.						
Projects	A comprehensive study which can be practical in nature, such as a performance or display item, or theoretical in orientation, such as a written task. The manner of presentation may be set by the teacher, agreed to by the class or left as a matter for individual student choice.	<ul style="list-style-type: none"> • Dance/gymnastics display item • Personal health appraisal • Research project on a health topic/issue 						
Standardised Tests	Standardised tests are professionally developed tests which have been validated and found to be reliable. They include set procedures for administering and interpreting results and are often used for diagnostic purposes.	NAPLAN University NSW Competitions ACIS Competitions						

General Assessment Procedures

Assessment will be:

- integrated into the planning stage
- used to identify at risk students
- used to obtain information about students' academic, social and physical progress
- used to identify students' strengths and weaknesses
- reflective of teacher designed tasks as well as commercial assessments
- used to report to parents and provide feedback to students
- reflective of the content of the school's scope and sequence and learning programs as well as the Board of Studies Syllabuses

Assessment is evident in the following forms:

- *Diagnostic tests* will be carried out at the beginning of the year, at the beginning of a students' schooling (if they have transferred from another school), at the beginning of a support teaching program and will be used to inform planning.
- Regular and ongoing *formative assessment* will be carried out throughout the year as part of classroom practice in all subjects including social skills assessment. These assessments will be used for terms 1 and 3 *portfolio* compilation.
- Half-yearly and yearly *examinations* will take place annually at the conclusion of Terms 2 and 4.
- Each teacher will use the *Teacher Assessment Books* to record all assessed work (both informal and formal) and to monitor student progress.
- *Standardised tests* will be administered where appropriate, e.g. NAPLAN

Assessment for Learning

Assessment for learning involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

In summary, assessment for learning:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on assessment data.

Goal of Planning

Students' achievement of the syllabus outcomes is the goal of planning, programming and assessing. The sequence of learning experiences that teachers provide should build on what students already know and should be designed to ensure that they progress through the Stages identified in the learning continuum.

Quality Assessment Practices

The following principles provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

- emphasises the interactions between learning and manageable assessment strategies that promote learning

In practice, this means:

- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do

- clearly expresses for the student and teacher the goals of the learning activity

In practice, this means:

- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
- students receive feedback that helps them make further progress

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark

In practice, this means:

- teachers use tasks that assess, and therefore encourage, deeper learning
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
- assessment is an integral component of the teaching-learning process rather than being a separate activity

- provides ways for students to use feedback from assessment

In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers
- feedback is clear and constructive about strengths and weaknesses
- feedback is individualised and linked to opportunities for improvement

- helps students take responsibility for their own learning

In practice, this means:

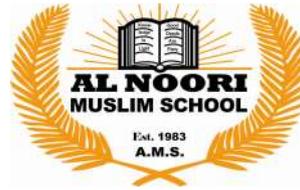
- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning

- is inclusive of all learners

In practice, this means:

- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias.

Assessment Guidelines on a term basis



Term 1 Assessment Guidelines

KLA	Strand	Portfolio Requirements(portfolio samples)	Continuous Assessment Checklists(BLUE BOOK)All results derived from learning evidence need to be entered into the blue book
English	Talking and Listening	<ul style="list-style-type: none"> ▪ Class speeches with criteria-based checklist and comments ▪ Additional speech with checklist and comments 	<ul style="list-style-type: none"> ▪ Brief fortnightly anecdotal records with a skills focus, i.e. posture and stance, eye contact, voice and intonation, facial expression, quality of content
	Handwriting	<ul style="list-style-type: none"> ▪ One overall/general term work sample ▪ Published writing work sample – incorporate handwriting into the marking criteria of a published work sample¹ 	<ul style="list-style-type: none"> ▪ Weekly assessments/checklist
	Grammar	<ul style="list-style-type: none"> ▪ One overall/general term work sample ▪ Published writing work sample – incorporate grammar into the marking criteria of a published work sample² 	<ul style="list-style-type: none"> ▪ One assessment per concept ▪ Evidence in the grammar exercise books and textbooks
	Spelling/Phonics	<ul style="list-style-type: none"> ▪ One overall/general term spelling test based on the term’s list words³ ▪ Published writing work sample – incorporate spelling into the marking criteria of a published work sample⁴ ▪ Spelling rules work sample⁵ 	<ul style="list-style-type: none"> ▪ Weekly assessments ▪ Evidence in phonics/spelling exercise and textbooks
	Writing	<ul style="list-style-type: none"> ▪ One draft (from one of the text types covered this term) ▪ One published piece of writing – marking criteria to include grammar, spelling, handwriting and writing assessment components 	<ul style="list-style-type: none"> ▪ A draft and published piece for each text type taught ▪ Evidence in exercise books
	Reading	<ul style="list-style-type: none"> ▪ One shared reading work sample 	<ul style="list-style-type: none"> ▪ Guided reading running records results

¹ Incorporated into published writing work sample

² Incorporated into published writing work sample

³ Avoid providing a set list of the words to be assessed. Rather, you may provide the list words covered in the term and inform students that you will be selecting, for example 30, words from the term’s spelling words.

⁴ Incorporated into published writing work sample

⁵ This is only relevant for those grades who are teaching *Ants in the Apple* spelling generalisations/rules

		<ul style="list-style-type: none"> Two running(reading)records and a work sample; One at the beginning of the term and one at the end 	
	Comprehension	<ul style="list-style-type: none"> Two work samples 	
Mathematics	Number	<ul style="list-style-type: none"> One work sample (if covered during T1) 	<ul style="list-style-type: none"> One assessment per concept/sub strand Please note that in addition to the portfolio and blue book requirements you have to show evidence of learning in portfolio assessment books+ textbooks+ exercise books +other informal assessment records (Observations & anecdotal notes)
	Data	<ul style="list-style-type: none"> One work sample(if covered during T1) 	
	Space and Geometry	<ul style="list-style-type: none"> One work sample(if covered during T1) 	
	Measurement	<ul style="list-style-type: none"> One work sample(if covered during T1) 	
	Patterns and Algebra	<ul style="list-style-type: none"> One work sample(if covered during T1) 	
HSIE		<ul style="list-style-type: none"> Two work samples with a criterion-based checklist 	<ul style="list-style-type: none"> Concept assessments (where applicable) according to the program overview⁶.
Science and Technology	Science	<ul style="list-style-type: none"> Two work samples with a criterion-based checklist 	<ul style="list-style-type: none"> Concept assessments according to the program overview⁷
	Technology	<ul style="list-style-type: none"> One work sample including computing 	
CAPA	Visual Arts	<ul style="list-style-type: none"> One work sample 	<ul style="list-style-type: none"> Checklist for each strand+ results
	Music	<ul style="list-style-type: none"> One work sample 	
	Drama/Dance	<ul style="list-style-type: none"> One work sample 	
PDHPE	PDH	<ul style="list-style-type: none"> Two work samples 	
	PE/Sport	<ul style="list-style-type: none"> Early observational skills-based checklist⁸ Final observational skills-based checklist⁹ 	

Please note:

- Assessment techniques can and should vary. Some techniques include Questionnaires, Rating Scale, Samples of Work, Self-assessment, Semantic Differential, Sentence Completion, Anecdotal Records, Checklists, Contracts, Diary or Journal, Incidence Chart, Indicators, Test (objective), Tests (free response), Interviews, Likert Scale, Observation (formal and informal), Peer-assessment, Projects
- The Blue Assessment Book is not only meant to be used for numerical data but it can also be used for anecdotal notes, checklists, observations and other assessment forms.
- Term 3 assessment tasks (portfolio samples and assessment folders) must include the following scale on the cover page:

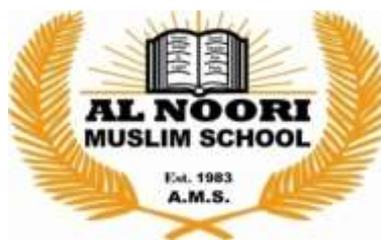
Outstanding	High	Sound	Basic	Limited
A	B	C	D	E

⁶ For example, in the Stage One unit 'Malaysia' the concepts covered include Globe and world mapping, National Symbols / Flags, Greetings and Gestures, Traditional Costumes, Food, Festivals, Schools in Malaysia, Capital Cities, Malaysian Money, Similarities and differences between Australian and Malaysian lifestyles

⁷ For example, in the Stage One unit 'Transport' the concepts covered include Local Transport, Uses of Transport, Sea Transport, Land Transport, Air Transport, Safety and these will all be assessed.

⁸ Anytime between weeks 2 to 4

⁹ Anytime between weeks 8 to 11



Al Noori Muslim School Term 2 Assessment Guidelines

KLA	Strand	Mid Year Exam Requirements	Continuous Assessment Checklists (BLUE BOOK)
English	Talking and Listening	<ul style="list-style-type: none"> ▪ One mid year exam 	<ul style="list-style-type: none"> ▪ Week 3, 6 and 9 - Brief fortnightly anecdotal records with a skills focus, i.e. posture and stance, eye contact, voice and intonation, facial expression, quality of content
	Handwriting	<ul style="list-style-type: none"> ▪ One mid year exam 	<ul style="list-style-type: none"> ▪ Week 3, 6 and 9 - assessment checklist – evidence from text books
	Grammar	<ul style="list-style-type: none"> ▪ One mid year exam assessing term 1 and 2 content. 	<ul style="list-style-type: none"> ▪ One assessment per concept ▪ Evidence in the grammar exercise books, textbooks and across all KLAs.
	Spelling/Phonics	<ul style="list-style-type: none"> ▪ One mid year exam assessing term 1 and 2 spelling rules. 	<ul style="list-style-type: none"> ▪ Weekly assessments ▪ Evidence in phonics/spelling exercise and textbooks
	Writing	<ul style="list-style-type: none"> ▪ Two mid year exams assessing one text type from term 1 and 1 from term 2. 	<ul style="list-style-type: none"> ▪ One assessment per text type ▪ Evidence in exercise books
	Reading	<ul style="list-style-type: none"> ▪ Mid year exam - one running record 	<ul style="list-style-type: none"> ▪ Week 6 guided reading running record
	Comprehension	<ul style="list-style-type: none"> ▪ One mid year exam assessing term 1 and 2 skills. 	<ul style="list-style-type: none"> ▪ Marks recorded in blue book
Mathematics	Number	<ul style="list-style-type: none"> ▪ One mid year exam assessing term 1 and 2 content. 	<ul style="list-style-type: none"> ▪ One assessment per concept/sub strand
	Data	<ul style="list-style-type: none"> ▪ One mid year exam assessing term 1 and 2 content. 	
	Space and Geometry	<ul style="list-style-type: none"> ▪ One mid year exam assessing term 1 and 2 content. 	

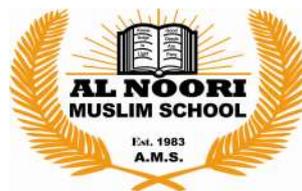
	Measurement	<ul style="list-style-type: none"> One mid year exam assessing term 1 and 2 content. 	
	Patterns and Algebra	<ul style="list-style-type: none"> One mid year exam assessing term 1 and 2 content. 	
HSIE		<ul style="list-style-type: none"> One mid year exam assessing term 1 and 2 content. 	<ul style="list-style-type: none"> Week 6 assessment
Science and Technology	Science	<ul style="list-style-type: none"> One mid year exam assessing term 1 and 2 content. 	<ul style="list-style-type: none"> Week 6 assessment
	Technology	<ul style="list-style-type: none"> One mid year exam 	<ul style="list-style-type: none"> Marks recorded in blue book
CAPA	Visual Arts	<ul style="list-style-type: none"> One mid year exam covering the term 2 unit. 	<ul style="list-style-type: none"> Marks recorded in blue book
	Music		
	Drama/Dance		
PDHPE	PDH	<ul style="list-style-type: none"> One mid year exam assessing term 1 and 2 content. 	<ul style="list-style-type: none"> Marks recorded in blue book
	PE/Sport	<ul style="list-style-type: none"> One mid year exam = Observational skills-based checklist 	<ul style="list-style-type: none"> Marks recorded in blue book

Please note: Assessment techniques can and should vary. Some techniques include Questionnaires, Rating Scale, Samples of Work, Self-assessment, Semantic Differential, Sentence Completion, Anecdotal Records, Checklists, Contracts, Diary or Journal, Incidence Chart, Indicators, Test (objective), Tests (free response), Interviews, Likert Scale, Observation (formal and informal), Peer-assessment, Projects. **All additional assessments should be highlighted within program coversheets.**

- Mid year exam cover pages must highlight the relevant syllabus outcome/s
- Mid year exams must include a marking checklist and rubrics where applicable
- Mid Year exams must include the following scale:

Outstanding A	High B	Sound C	Basic D	Limited E
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- Working mathematically must be embedded in the exams
- Teachers may begin to assess reading as of week 11



Term 3 Assessment Guidelines

KLA	Strand	Portfolio Requirements (portfolio samples)	Continuous Assessment Checklists (BLUE BOOK) <i>All results derived from learning evidence need to be entered into the blue book</i>
English	Talking and Listening	<ul style="list-style-type: none"> ▪ Debating assessment rubric (including comments) 	<ul style="list-style-type: none"> ▪ Brief anecdotal records based on checklists in weeks 3, 6 and 9 with a skills focus, i.e. posture and stance, eye contact, voice and intonation, facial expression, quality of content
	Handwriting	<ul style="list-style-type: none"> ▪ One overall/general term work sample ▪ <i>Published writing work sample – incorporate handwriting into the marking criteria of a published work sample¹⁰</i> 	<ul style="list-style-type: none"> ▪ Brief anecdotal records in weeks 3, 6 and 9 with a skills focus, i.e. pencil grip, posture, letter formation, size, slope, spacing
	Grammar	<ul style="list-style-type: none"> ▪ One overall/general term work sample ▪ <i>Published writing work sample – incorporate grammar into the marking criteria of a published work sample¹¹</i> 	<ul style="list-style-type: none"> ▪ One assessment per concept ▪ Evidence in the grammar exercise books and textbooks
	Spelling/Phonics	<ul style="list-style-type: none"> ▪ One overall/general term spelling test based on the term’s list words and spelling rules¹² ▪ <i>Published writing work sample – incorporate spelling into the marking criteria of a published work sample¹³</i> 	<ul style="list-style-type: none"> ▪ Weekly assessments ▪ Evidence in phonics/spelling exercise and textbooks
	Writing	<ul style="list-style-type: none"> ▪ One draft (from one of the text types covered this term) ▪ One published piece of writing – marking criteria to include grammar, spelling, handwriting and writing assessment components 	<ul style="list-style-type: none"> ▪ A draft and published piece for each text type taught ▪ Evidence in exercise books

¹⁰ Incorporated into published writing work sample

¹¹ Incorporated into published writing work sample

¹² Avoid providing a set list of the words to be assessed. Rather, you may provide the list words covered in the term and inform students that you will be selecting, for example 30, words from the term’s spelling words.

¹³ Incorporated into published writing work sample

	Reading	<ul style="list-style-type: none"> ▪ One shared reading work sample ▪ One guided reading work sample 	<ul style="list-style-type: none"> ▪ Reading running records results based on an unseen text
	Comprehension	<ul style="list-style-type: none"> ▪ Two work samples based on two different comprehension skills 	<ul style="list-style-type: none"> ▪ Brief anecdotal records in weeks 3, 6 and 9 with a skills focus, e.g. clarifying
KLA	Strand	Portfolio Requirements	BLUE BOOK
Mathematics	Number	<ul style="list-style-type: none"> ▪ One work sample (include comments) 	<ul style="list-style-type: none"> ▪ One assessment per concept/sub strand (in student assessment portfolio)
	Data	<ul style="list-style-type: none"> ▪ One work sample (include comments) 	
	Space and Geometry	<ul style="list-style-type: none"> ▪ One work sample (include comments) 	
	Measurement	<ul style="list-style-type: none"> ▪ One work sample (include comments) 	
	Patterns and Algebra	<ul style="list-style-type: none"> ▪ One work sample (include comments) 	
	Working Mathematically	<ul style="list-style-type: none"> ▪ Math-a-fun quiz; theme: open-ended questions 	
HSIE		<ul style="list-style-type: none"> ▪ One work samples with a criterion-based checklist 	<ul style="list-style-type: none"> ▪ One work samples with a criterion-based checklist
Science and Technology	Science	<ul style="list-style-type: none"> ▪ One work samples with a criterion-based checklist 	<ul style="list-style-type: none"> ▪ One work samples with a criterion-based checklist
	Technology	<ul style="list-style-type: none"> ▪ One work sample including computing 	
CAPA	Visual Arts	<ul style="list-style-type: none"> ▪ One work sample 	<ul style="list-style-type: none"> ▪ Checklist for each strand with results recorded in blue book
	Music	<ul style="list-style-type: none"> ▪ One work sample 	
	Drama/Dance	<ul style="list-style-type: none"> ▪ One work sample 	
PDHPE	PDH	<ul style="list-style-type: none"> ▪ Two work samples 	
	PE/Sport	<ul style="list-style-type: none"> ▪ Final observational skills-based checklist¹⁴ 	<ul style="list-style-type: none"> ▪ Early observational skills-based checklist¹⁵

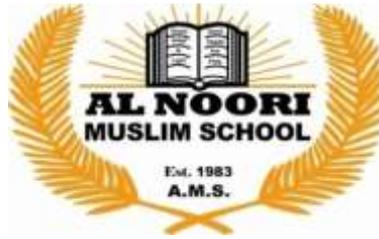
Please note:

- *Assessment techniques* can and should vary. Some techniques include Questionnaires, Rating Scale, Samples of Work, Self-assessment, Semantic Differential, Sentence Completion, Anecdotal Records, Checklists, Contracts, Diary or Journal, Incidence Chart, Indicators, Test (objective), Tests (free response), Interviews, Likert Scale, Observation (formal and informal), Peer-assessment, Projects
- *The Blue Assessment Book* is not only meant to be used for numerical data but it can also be used for anecdotal notes, checklists, observations and other assessment forms.
- Term 3 assessment tasks (portfolio samples and assessment folders) must include the following scale on the cover page:

Outstanding	High	Sound	Basic	Limited
A	B	C	D	E

¹⁴ Anytime between weeks 8 to 11

¹⁵ Anytime between weeks 2 to 4



Al Noori Muslim School Term 4 Assessment Guidelines

KLA	Strand	Exam Requirements	Continuous Assessment Checklists (BLUE BOOK)
English	Talking and Listening	<ul style="list-style-type: none"> ▪ One exam - Talking component (public speaking) - Listening test 	<ul style="list-style-type: none"> ▪ Exam results recorded in the class blue book
	Handwriting	<ul style="list-style-type: none"> ▪ One exam -Must include a marking rubric 	<ul style="list-style-type: none"> ▪ Exam results recorded in the class blue book
	Grammar	<ul style="list-style-type: none"> ▪ One exam assessing term 3 and 4 content. 	<ul style="list-style-type: none"> ▪ One assessment per concept ▪ Evidence in the grammar exercise books, textbooks and across all KLAs.
	Spelling/Phonics	<ul style="list-style-type: none"> ▪ One exam assessing term 3 and 4 content. - Exam must include spelling test, rules and editing activities. 	<ul style="list-style-type: none"> ▪ Weekly assessments ▪ Evidence in phonics/spelling exercise and textbooks
	Writing	<ul style="list-style-type: none"> ▪ Two exams assessing one text type from term 3 and 1 from term 4. -Must include a marking rubric 	<ul style="list-style-type: none"> ▪ Exam results recorded in the class blue book
	Reading & comprehension	<ul style="list-style-type: none"> ▪ One exam - one running record - Including at least 3 oral comprehension questions 	<ul style="list-style-type: none"> ▪ Exam results recorded in the class blue book
	Comprehension	<ul style="list-style-type: none"> ▪ One exam assessing term 3 and 4 content. - Comprehension skills activity - Passage with questions activity 	<ul style="list-style-type: none"> ▪ Exam results recorded in the class blue book
Mathematics	Number	<ul style="list-style-type: none"> ▪ One exam assessing term 3 and 4 content. 	<ul style="list-style-type: none"> ▪ One assessment per concept/sub strand

	Data	<ul style="list-style-type: none"> One exam assessing term 3 and 4 content. 	
	Space and Geometry	<ul style="list-style-type: none"> One exam assessing term 3 and 4 content. 	
	Measurement	<ul style="list-style-type: none"> One exam assessing term 3 and 4 content. 	
	Patterns and Algebra	<ul style="list-style-type: none"> One exam assessing term 3 and 4 content. 	
HSIE		<ul style="list-style-type: none"> One exam assessing term 3 and 4 content. 	<ul style="list-style-type: none"> Exam results recorded in the class blue book
Science and Technology	Science	<ul style="list-style-type: none"> One exam assessing term 3 and 4 content. 	<ul style="list-style-type: none"> Exam results recorded in the class blue book
	Technology	<ul style="list-style-type: none"> One exam -Assessed by ITC staff. 	<ul style="list-style-type: none"> Exam results recorded in the class blue book
CAPA	Visual Arts	<ul style="list-style-type: none"> One exam 	<ul style="list-style-type: none"> Exam results recorded in the class blue book
	Music	<ul style="list-style-type: none"> One exam 	
	Drama/Dance	<ul style="list-style-type: none"> One exam 	
PDHPE	PDH	<ul style="list-style-type: none"> One exam assessing term 3 and 4 content. 	<ul style="list-style-type: none"> Exam results recorded in the class blue book
	PE	<ul style="list-style-type: none"> One exam = Observational skills-based checklist 	<ul style="list-style-type: none"> Exam results recorded in the class blue book

- End of year examination cover pages must highlight the relevant syllabus outcome/s
- End of year examinations must include a marking checklist and rubrics on page 2
- End of year examinations must include the following scale as part of the cover page:

Outstanding A	High B	Sound C	Basic D	Limited E
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Assessment per KLA:

English:

English assessment tasks planned are varied to ensure a thorough coverage of all syllabus skills and outcomes. The assessment tasks we will cover include short story, visual presentations, ICT tasks, listening tasks, performance/drama, written tasks, movie reviews, journal writing, oral presentations, essays, poetry reviews, group performances, speeches, advertising campaigns, research assignments, poem analysis, extended response, journal writing, group tasks, viewing tasks, letter writing, PowerPoint presentations, writing portfolios and news reports.

Mathematics:

Mathematics assessments have been designed not only to assess for numeracy skills but also literacy skills. It is an important component of mathematics to be able to present your ideas to an audience using many different forms. Assessments for mathematics are thus not limited to simple pen and paper examinations and quizzes. Oral presentations, essays, research assignments, information reports, ICT presentations, 3D models are all forms of assessment where literacy skills are pertinent.

HSIE:

History and Geography assessments comprise of source analysis, research assignment, website review, book work, class work, ICT assignments, research essay, written speech, field work, oral tasks and end term examinations.

Science and Technology

Science assessment tasks planned at Al Noori are wide-ranging. These assessments include journal writing, scientific posters, practical assessments, exposition reports, problem solving, research reports, 3D Models, practical demonstrations, oral presentations, debate, laboratory report, ICT presentations, fieldwork and open-ended presentation.

Technology assessment tasks primarily made up of design projects, design portfolios and research assignments. These three types of assessment are all related to the unit specified.

PDHPE:

PDH/PE assessments comprise of workbooks, class participation, individual research project, class test, mid-term exam, ICT assignment, examination, essay, group research project.

Creative Arts:

Creative Arts assessments comprise of class participation, individual artwork, class performances both musical and dramatically.

The Grading Scale

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

Grade	Word	Description
A	Outstanding	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	High	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	Limited	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

(Adapted from the ARC centre)

References:

Assessment for Learning: <http://arc.boardofstudies.nsw.edu.au/go/sc/afl>

The Common Grade Scale: <http://arc.boardofstudies.nsw.edu.au/go/7-8/common-grade-scale/>