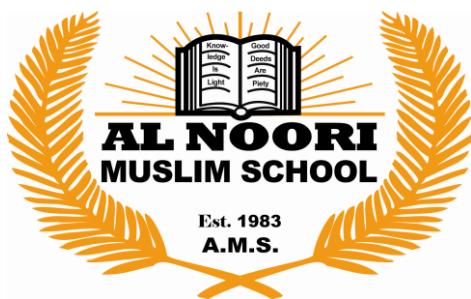


AL NOORI MUSLIM SCHOOL



# Assessment Policy- Senior Campus

---

Policies & Documents

## Year 2018

## Table of Contents

Introduction.....	3
Satisfactory Completion of a course .....	3
Attendance in relation to satisfactorily completing a course .....	3
Disability Provisions.....	4
'N' Determinations .....	5
Assessing.....	5
Forms of assessment .....	6
Formative assessment.....	6
Summative assessment .....	6
Diagnostic assessment .....	6
Assessment Techniques .....	7
General Assessment Procedures.....	10
Assessment for Learning .....	11
Goal of Planning .....	11
Quality Assessment Practices.....	11
Assessment in Practice:.....	11
Assessment per KLA: .....	13
English: .....	13
Mathematics:.....	13
Science:.....	13
HSIE:.....	13
Technology:.....	14
PDHPE:.....	14
Creative Arts .....	14
Language.....	14
The Grading Scale .....	15
School Certificate Grading:.....	16
References: .....	17

## 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.

## Satisfactory Completion of a course

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the Board; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

## Attendance in relation to satisfactorily completing a course

Where a student's attendance pattern may jeopardise the satisfactory completion of a course, the reason for absence and its likely effect on the student's course progress should be established.

Principals should consider:

- The nature and duration of the absence;
- The standing of the student within the course at the time of the absence;
- The student's prior pattern of attendance, application and achievement; and
- The ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the Record of School Achievement.

In cases of prolonged absence and/or where the principal is not satisfied that course completion criteria can be met or that progress can be maintained, the principal may judge that catching up is not feasible. As far as possible, early warning of the consequences for a student of such an absence should be given. The warning must relate the absence to the non-completion of course requirements.

### Absence through illness and/or physical injury

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence. In many instances, school work may be undertaken while at home or in hospital. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course. A student affected by long-term illness may elect to accumulate the Record of School Achievement. The student will then be graded

with the cohort of students with whom he or she completes each course and will receive annual Records of Achievement. A Record of School Achievement will be issued when all requirements have been met.

#### **Absence on holidays**

It may be possible for compensatory assignments to be negotiated, completed and posted back to school by students who are absent on holidays. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course. Some students may be judged able to catch up missed work upon return, in order to meet course requirements and achieve the outcomes of the course

#### **Absences without satisfactory explanation**

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. Warning letters to the student/parent must indicate how the absence may result in non-completion of course requirements and must set out the steps necessary for the student to satisfactorily complete the course(s).

#### **Absence prior to the final date for Year 10**

It is a requirement for the award of the Record of School Achievement that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. The school is to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board and a serious attempt at the Record of School Achievement Tests, are met.

#### **Absence on an approved student exchange**

A student may be eligible for the award of the Record of School Achievement without sitting the Record of School Achievement Tests only if approval has been granted. The school must seek approval from the Director, Examinations for students to retain eligibility where they require the Record of School Achievement to be awarded.

#### **Granting of leave**

Granting of leave is a matter for the individual school principal. The principal has discretion in granting leave for legitimate purposes. Requests for leave for a continuous period of less than one term may be dealt with by the principal without effect on Record of School Achievement eligibility. Educational progress can be ensured by a variety of means, including assignments set by the school, tuition, or attendance at another school, including distance education. Where the period of leave requested exceeds one term, the student must demonstrate that Record of School Achievement requirements will be met. In such cases, full details and a recommendation from the principal must be submitted in writing, in advance, to the Board for determination.

## **Disability Provisions**

i. If a student has a disability that would, in a normal examination situation, prevent you from:

- reading the examination questions and/or
- communicating responses,

the Principal may approve disability provisions.

ii. Applications for known conditions should be submitted as soon as possible. If a student wishes to apply for disability provisions, they should ask the principal, welfare coordinator or school counsellor.

- iii. Emergency provisions can be arranged if a student has an accident just before the examination that impairs their ability to undertake the examination. The student should immediately notify the principal or welfare coordinator in such a case.
- iv. The student's application should contain recent evidence of their disability and, in some cases, examples of their work. The student may need to organise any testing required early in the year to ensure their application is processed in time.
- v. Disability provisions are not available:
  - as compensation for difficulties in undertaking a course and preparing for the examination
  - for lack of familiarity with the English language.

## 'N' Determinations

If at any time it appears that a student is at risk of receiving an 'N' (Non-completion of course requirements) determination in any course, the principal must:

- Advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
- Advise the parent or guardian in writing (if the student is under the age of 18);
- Request from the student/parent/guardian a written acknowledgement of the warning;
- Issue at least one follow-up warning letter if the first letter is not effective; and
- Retain copies all relevant documents. It is strongly recommended that written warnings are issued as soon possible and regularly where required.

It is the decision of the principal, under delegated authority from the Board, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination. For Stage 5 courses, the school will submit both an 'N' determination and a grade through Schools Online in case of a successful student appeal.

Where the 'N' determination is applied in a Stage 5 course or in a mandatory course in Stage 4, it will appear on the student's Record of School Achievement. A student who is given an 'N' determination in a mandatory course in Stage 5 will not be eligible for a Record of School Achievement in that year. All students should sit for the Record of School Achievement tests irrespective of the principal's recommendation for an 'N' determination as eligibility for a result in the test is independent of the satisfactory completion of the course.

## Assessing

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 assessment**

### **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 judgments 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 judgments. 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.

### **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.

## 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"> <li>What did you learn about the unit?</li> <li>What ways could the activities be improved?</li> </ol>												
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"> <li>Actively participates in movement activities</li> <li>Works independently during self testing activities</li> <li>Willing to cooperate in small group activities</li> <li>Observes safety rules</li> </ul> <p>Scale  A – constantly  B – usually  C – needs improvement</p>												
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"> <li>Project on 'My Nutritional Needs'</li> <li>Self-assessment on performance in fitness program</li> <li>Labeling of the body parts by students</li> <li>Worksheet on growth patterns</li> </ul>												
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"> <li>Video analysis of own skill performance</li> <li>'I' messages (self-reflecting)</li> <li>Keeping journals or checklists on skill development</li> </ul>												
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.	<p>When I think of old people I think of people who are...</p> <table> <tr> <td>Kind.....</td> <td>Cruel</td> </tr> <tr> <td>Unhealthy.....</td> <td>Healthy</td> </tr> <tr> <td>Useful.....</td> <td>Useless</td> </tr> <tr> <td>Strong.....</td> <td>Weak</td> </tr> <tr> <td>Sad.....</td> <td>Happy</td> </tr> <tr> <td>Passive.....</td> <td>Active</td> </tr> </table>	Kind.....	Cruel	Unhealthy.....	Healthy	Useful.....	Useless	Strong.....	Weak	Sad.....	Happy	Passive.....	Active
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.	<p>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...</p>												
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	<p>A list for ticking items about knowledge, competencies (e.g. physical skills, problem solving skills) or group interactions and work habits.</p> <p>Checklists can be based on observations by a teacher, parent, peers or used as a self-reporting technique.</p> <p>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.</p>		Ehab	Rana						
		Aquatics								
		Sculling 10m								
		Tread water 30 sec								
		Float 1 min								
		Sidestroke 30m								
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;"> <tr> <th>Benchmark</th> <th>Indicator</th> <th>Desired goal</th> </tr> <tr> <td>10m</td> <td>15m, 20m</td> <td>25m</td> </tr> </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.									

<b>Technique</b>	<b>Description</b>	<b>Examples</b>							
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: - 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 appropriate for measuring values and attitudes.	Junk food should not be sold at the school canteen <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>SA</td> <td>A</td> <td>D</td> <td>SD</td> </tr> </table> Aerobics Not enjoyable Most enjoyable				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.	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"> <li>• Dance/gymnastics display item</li> <li>• Personal health appraisal</li> <li>• Research project on a health topic/issue</li> </ul>							
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:*

- *Screening tests* for new Year 7 students.
- Half-yearly and yearly *examinations* will take place annually at the conclusion of Terms 2 and 4.
- *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.
- 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 for Years 7 and 9.

## 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 in Practice:

- 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 per KLA:**

Assessment for learning is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their skills, knowledge and understanding. 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.

Teachers will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

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.

### **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. The mathematics grading scale is further differentiated into nine levels (A10, A9, B8, B7, C6, C5, D4, D3, and E2).

### **Science:**

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.

### **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.

### **Technology:**

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 & Music assessment tasks comprise both theory and practical components, including: evidence of learning in student workbooks, class participation, individual in-class project work, class tests, examinations, ICT assignments and research projects.

### **Language**

The language studied at Al Noori is Arabic. Assessments include a range of speaking and listening, reading and writing tasks and in-class tests and examination.

## 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	<b>Outstanding</b>	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	<b>High</b>	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	<b>Sound</b>	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	<b>Basic</b>	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	<b>Limited</b>	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)

## School Certificate Grading:

*While School Certificate Testing has been removed, School Certificate Grading has been maintained.*

*At the end of Year 10, teachers of Visual Arts Years 7–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's Record of School Achievement.*

*Course performance descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.*

*You will make the final judgement of the most appropriate grade on the basis of available assessment information and with reference to the course performance descriptors. In applying these descriptors, you should interpret them in terms of standards that can be achieved by Record of School Achievement students within the bounds of the course. The same course performance descriptors apply to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10.*

Al Noori Muslim School will report Record of School Achievement grading using Method 2

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.
8. Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off (Board of Studies ARC).

## References:

Assessment for Learning: <https://arc.nesa.nsw.edu.au/go/sc/afl>

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

Assessment Certification and Examination Manual. NSW Board of Studies.