



STAGE 4 YEAR 8

ASSESSMENT and REPORTING
PROCEDURES
2022/2023

CONTENTS

Contents

INTRODUCTION.....	2
NSW Education Authority Standards.....	3
Assessment is an important part of the learning process.....	4
Supporting Success.....	4
Academic Requirements for all students.....	5
Strategies to assist student achievement in assessment tasks.....	6
Notification of assessment tasks.....	6
Supporting submission of tasks.....	7
TEEL Writing Scaffold.....	7
ALARM – A Learning and Response Matrix.....	8
Life Skills Assessment.....	8
Absent When an Assessment Task Is Issued.....	9
Absent on the day an Assessment Task is due.....	9
Non-Serious Attempts of Assessment Tasks.....	10
Negotiation For An Extension.....	10
Late submission of an Assessment Task.....	11
End of Semester Examinations.....	11
Defining Malpractice.....	12
Technology and assessment tasks.....	12
Assessment Task Marking guideline.....	13
Appeals Process.....	14
Reporting.....	14
Faculty Information to Follow:.....	16
CHECK IN.....	17
ENGLISH.....	18
GEOGRAPHY.....	19
HISTORY.....	20
LOTE-ITALIAN.....	21
MATHEMATICS.....	22
PDHPE.....	23
SCIENCE.....	24
TECHNOLOGY MANDATORY.....	25
VISUAL ARTS.....	26

INTRODUCTION

The award of the Record of School Achievement (RoSA) is made on the basis of a student's performance in class and through school-based assessment tasks. Assessment tasks are a part of the formal teaching and learning programs we deliver to your child.

Each school has to develop an Assessment Program for every Year 8 course. In practical terms, this means that the school is required to:

- inform students of assessment requirements in each course;
- set tasks that will measure student performance in each specified component of the course and focus on outcomes;
- specify the assessment weighting for each task;
- keep records of each student's performance on each task and;
- provide students with information on their progress.

Schools are required to provide an Assessment Grade based on student achievement in each course studied in Year 8.

The Assessment Grade will be based on achievement measured throughout the course and will encompass performance in all syllabus objectives and outcomes, except those relating to values and attitudes.

The Year 8 assessment program not only contributes to students' rankings in courses they study, but also provides students and parents with an idea of the relative ability of students and their capacity to work over a period of time towards achievements in a wide range of objectives.

NSW Education Standards Authority (NESA) has set requirements for both schools and for students. This booklet contains the Assessment Policy, Procedures and Course Assessment Schedules for Year 8 students beginning their assessment programs for 2022/2023 at Oberon High School.

Students need to ensure that they have read and understood the requirements so that they are aware of their responsibilities and those of the school with regard to assessment.

This handbook is a useful guide for all students and parents/carers – it can assist them to effectively plan ahead and take responsibility for managing their own learning in 2022/2023.

Mr Craig Luccarda

Principal

NSW Education Authority Standards requirements – for the award of Record of School Achievement



Stage 4 comprises Years 7 and 8; Stage 5 comprises Years 9 and 10. Both stages lead to the Record of School Achievement (RoSA), and the Principal must sign off that each student has completed all mandatory components.

The NSW school curriculum is organised into key areas of learning as required by the Education Reform Act 1990. There are eight secondary school key learning areas.

- English
- Mathematics
- Science
- Languages
- Technologies
- Creative Arts
- Human Society and its Environment
- Personal Development, Health and Physical Education

It is mandatory for all students in Years 7 -10 to study courses in each of the key learning areas at some stage.

To attain a RoSA, students must complete the mandatory curriculum requirements for Years 7-10 in each key learning area. This includes:

- completing all assessment tasks
- completing all homework tasks
- completing all class work
- participating in class activities
- participating in practical activities and excursions
- applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course.



Assessment is an important part of the learning process

Students at Oberon High School will complete assessment that complies with the policies and expectations of both the Department of Education and NSW Education Standards Authority (NESA). The assessment schedule developed for each course is the official program of assessment for the year. Students will be expected to complete between 3 and 5 assessments per year for each course. The number of assessment tasks and the type of assessment tasks is determined by teachers in consultation with their Head Teacher.

Assessment completion is compulsory and should be viewed as an important part of the learning process. Assessment provides students and staff valuable information about student progress at that time and ultimately is the information that parents receive in our semester based reports.

Assessment provides students with an opportunity to assess their own performance and make informed decisions about their own learning. It also provides teachers with invaluable data to assess their own programs and plan their approach to teaching and learning in their classroom in the future. Parents are connected to their child's learning through their assessment performance and are encouraged to talk to teachers about their child.

Parents can find a document on our school website that can help them formulate questions to ask teachers about their child's performance.

Supporting Success

Purpose of assessment as a whole school program:

- To monitor and report on student progress and attainment.
- To facilitate the involvement of students in the assessment of their own work.
- To facilitate communication between teachers and parents about their child's progress, development and learning needs.
- To enable teachers to continually assess teaching and learning in their classroom.
- To integrate Positive Behaviour for Learning in the classroom as we endeavour to develop students as responsible learners who respect the opportunities they have each day in a safe learning environment. Assessment should always challenge students to perform at their best and demonstrate what they can do, however, it also highlights areas where improvement is necessary. It is at these times that students must have resilience and work hard to improve themselves.
- To encourage academic success, however, we also value student improvement and effort. These are all celebrated through our commendation and presentation system.

Academic Requirements for all students

Any student who is not participating satisfactorily, not completing classwork as required or not completing assessment tasks as necessary will be counselled by the class teacher before referral to the Head Teacher. Letters of concern or a phone call will subsequently be sent if the student does not show improvement. If the concern is spread across several courses the Deputy Principal may then intervene.

1. Attendance

- Students are expected to attend a minimum of **85%** of all classes – this is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
- Students must explain every absence from school and must apply for exemption (with evidence) for absences from school when there are exceptional circumstances.
- Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The Year Adviser can assist students and parents when students are on extended leave or preparing for this circumstance.
- Periods of extended leave must be approved by the Principal. The student is required to maintain a satisfactory level of course work whilst absent and must negotiate with course coordinators in regard to assessment tasks that are scheduled during their time of absence.
- Any student who is not participating satisfactorily due to extensive absences will first be counselled by the teacher then the Head Teacher. Ultimately the student will be referred to the Learning and Support Team and the Deputy Principal for assessment and potentially be placed on an attendance monitoring program.

2. Application and Sustained Effort

Students have a responsibility to:

- Demonstrate sustained diligence and effort in each course and participate in all lessons constructively.
- Familiarise themselves with the school's '**Assessment Procedures**' and any course information provided to them by the school.
- Contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued.
- Complete all assigned work, including every assessment task, to demonstrate through effort and achievement, that they have met the requirements of the course.
- Be present for, and hand in, all assessment tasks on the required date as specified in the assessment notification/schedule.
- Ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is returned to the student.
- Maintain the integrity and confidentiality of all assessment tasks.

- Ensure the work is their own and follows the malpractice guidelines outlined in this handbook.

3. Achieved some or all of the course outcomes

Students demonstrate this by:

- Completing assigned work, practical requirements, formal assessment tasks and examinations and
- Displaying application and sustained effort and
- Attending more than 85% of all classes

Strategies to assist student achievement in assessment tasks

A consistent application of this procedure will provide increased support of student success with their assessment tasks.

To assist a consistent application:

- Regular teacher collaboration at a faculty and whole school level.
- Year group presentations to students on assessment support and expectations.
- The assessment procedures are clearly available on the school's website to assist in keeping students and parents informed.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks are clearly identified in course scope and sequences and assessment schedules.
- Use of the "mystudentdashboard.com" dashboard to assist in keeping students and parents informed.
- Deliberate focus on celebration and recognition of student success through commendation system.
- Life skills outcomes can be met in a number of ways in consultation with parents, students and other significant individuals, as outlined in the student's individual education plan.

Notification of assessment tasks

Assessment tasks for Year 7-10 are prepared on the school's agreed notification of assessment proforma and are issued to the students as early as possible prior to a task; at least a minimum of two weeks notice.

These notifications of assessments should:

- Clearly indicate the outcomes which are being assessed, the value of the task, the nature of the task, due date and marking guideline.
- Be included on the Millennium calendar.
- Be discussed by the class teacher when distributed to reinforce approach and expectations.

Supporting submission of tasks

Expectations of students for successful completion of assessment tasks:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.
- Seek further guidance from teachers asking questions that enable a deeper understanding of task requirements.
- Complete all assessment tasks on time.
- Submit their own work, making a genuine and serious attempt.
- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Reflect on teacher feedback to develop strategies to improve in future tasks.
- Work without hindering the learning and work of other students irrespective of the type of task.
- Access assistance through the Learning and Support Team if extra support is needed with assessment tasks completion.
- Use scaffolds provided such as ALARM and TEEL. These scaffolds are taught in class and provided to assist students in structuring responses. Students achieve greater success if scaffolds are utilised appropriately.

TEEL Writing Scaffold

The **TEEL structure** provides an effective way of organising a paragraph. **TEEL** stands for Topic sentence, Explanation, Evidence, and Link.

Students are guided through the use of this scaffold in class and it will improve written responses if used effectively.

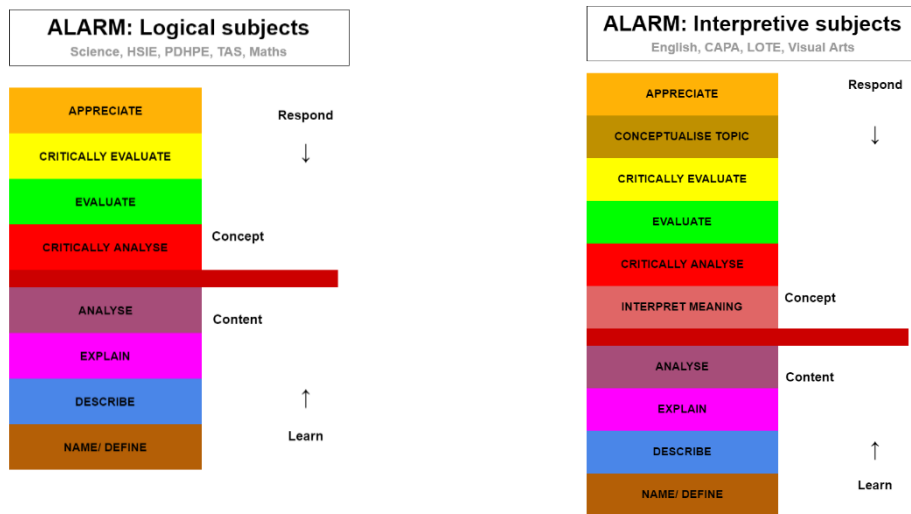
Topic sentence – introduces the paragraph <ul style="list-style-type: none">• States the main idea of the paragraph• Uses key words from the topic
Explanation – what do you mean by that? <ul style="list-style-type: none">• Explains what you mean by the topic sentence• Gives more detail about the idea
Example/Evidence – what makes you say that? <ul style="list-style-type: none">• Proof/evidence from the text (quotes) and/or facts, statistics• Supports the argument you have made
Link – Why is all that important? <ul style="list-style-type: none">• Explains how the example links to the main idea• Closes the argument• May link to the next paragraph

ALARM – A Learning and Response Matrix

The **ALARM** model has been created to support students responding to assessment task questions. The matrix builds on levels of thinking skills that must be demonstrated in assessment tasks across all courses. For example Identify requires one word or short answer whereas an Evaluate question requires a complex assessment of impact.

Every student should be able to complete identify or describe or explain questions. Most students should be able to do analyse questions, and some should be able to effectively respond to evaluate questions.

The ALARM model is structured slightly different dependent courses (subjects) learning requirements.



Life Skills Assessment

Learning outcomes are identified through a collaborative curriculum planning process for students accessing a life skills course. Collaboration is between students, parents/carers, teachers, learning support staff and any other significant individuals such as SLSOs and professional health care providers working with the student.

Assessment should provide opportunities for students to demonstrate achievement in relation to their selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community.

Student assessment could include any or all of the following:

- Students monitoring and reflecting on their own learning
- Teacher observation during teaching and learning and/or work samples
- Alternative assessment tasks specifically designed to assess selected life skills outcomes.

Life skills students are assessed against defined life skills outcomes. They will still be expected asked to participate in active learning and be required to complete assessment tasks appropriate for their program of study. Life skills students may work in a fully supportive environment, be integrated with mainstream students or a combination of both. Achievement of outcomes in the life skills program for each student will be reported on during the school reporting periods along with all other students.

Modified Assessment Tasks for students with an Individual Education Plan (IEP)

Students identified by the Learning Support Team as requiring modified assessment tasks on their IEP are provided with a modified assessment task that reflects the learning outcomes of the course. The modified assessment task must consider the individual learning needs of the student and be developed in collaboration with learning support staff and/or MC staff. Modifications to assessment tasks may include but are not limited to:

- scaffolding and additional resources
- alternative layout and language of assessment task instructions
- focus on specific elements of ALARM appropriate for their abilities
- alternative ways to submit tasks
- reader or writer for formal written tasks to assist completion

Absent When an Assessment Task Is Issued

It is a **student's** responsibility to check what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an Assessment Task is issued. Students may not be entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

Students who have had a prolonged absence must discuss the exceptional circumstance with their teacher or if need be the Head Teacher to determine how to satisfy the requirements of the task(s) in question. The Year Advisor and/or the Deputy Principal may also be involved in this discussion as a prolonged absence is likely to have an impact on a range of courses.

Absent on the day an Assessment Task is due

All assessment tasks must be submitted on or before the published due date. However, a student may negotiate with the teacher and if needed the Head Teacher before the due date for an extension or an alternative submission/completion date. As part of this process the Renegotiation of Assessment Task proforma or Extension of Assessment Task Date proforma must be completed appropriately. If an extension is not negotiated, the task will be deemed not submitted/completed on time for the purposes of assessment. Notwithstanding the following:

- If a student is on unexpected legitimate leave (eg sick) the day an assessment task is to be submitted, they should submit the task on the day they return.
- If a student is suspended they may submit the work on the first day they return, however, as all students have access to “mystudentdashboard.com” all tasks can be submitted from home as part of the suspension process.
- All students have access to the same “mystudentdashboard.com” and gmail, therefore, prolonged absences need not be an inhibitor for assessment task (or general work) submission. This will be part of the planning carried out between the school and home in such circumstances.
- If a student is absent for a prolonged period of time and completion of work and assessment tasks is not feasible then teachers will give the student an estimate for each task missed. This process will be based on completed tasks and maintaining the relative rank of the student to other students.

Non-Serious Attempts of Assessment Tasks

Students must make a serious attempt at all assessment tasks. Students failing to make a serious attempt will be **required to resubmit/resit** that assessment task. A non-serious attempt may include:

- a student who shows little or no thought or effort in their task.
- a student completing the task to a minimal standard that does not reflect their capacity.
- a student who refuses to complete the task.
- a student who treats the task with disrespect and damages the task material.
- a student who submits written material or images of an inappropriate nature as part of the assessment task.
- a student who by word or action acts inappropriately in completing an assessment task requiring non-written communication.
- a student who interferes with the completion of an assessment task by another student whether it be by disruptive behaviour or causing damage to the other student’s material will be treated as if they have made a non-serious attempt whether they have completed their task appropriately or not.

The teacher, in consultation with the Head Teacher and/or Deputy Principal, will decide the outcome of the non-serious attempt in relation to the allocation of marks or a grade. The awarding of a zero mark is a possibility and is at the discretion of the staff members involved in assessing the behaviour of the student(s) involved.

Negotiation For An Extension

Occasionally there are special circumstances where a student cannot submit an assessment task in by the set time due to unexpected illness or for an exceptional circumstance. If parents are aware of an assessment task being due on the day of absence they should contact the school and make the teacher of the course aware of the difficulty. If the absence is going to be prolonged they should discuss this further with the Year Advisor or Deputy Principal.

Students will be expected to submit their assessment task on the first day they return to school to avoid the follow up procedure by the class teacher and possibly Head Teacher.

For missed in-class assessment tasks, examinations or practical tasks, parents/carers should contact the school explaining the reasons for the absence. The student will be expected to complete the task or exam on the first opportunity for that course. Students may be asked to complete the existing assessment task or complete an alternative assessment task. Alternatively, an estimate based on the student's previous performance in the course may be used where completion of the tasks become impractical.

This will ultimately be determined by the Head Teacher of the course in consultation with the Deputy Principal when reviewing the student's situation, task completion history and current class rank.

Late submission of an Assessment Task

All students are encouraged to hand in work on time to demonstrate achievement of the outcomes of the course.

What happens if a student does not complete an assessment task?

- The class teacher will negotiate a new date for submission. The class teacher will determine appropriate time and consequences (if necessary). This may be during recess and/or lunch times until the work is completed.
- If the task is still not submitted, a referral to the Head Teacher will result.
- A letter and/or phone call to notify parents and ask for assistance will occur.
- A Millennium entry recording missed /late task will be made by the class teacher.
- A report comment and unsatisfactory Learning Profile relating to the importance of meeting deadlines will be included.
- Assessment tasks up to two days late will incur a penalty which will see students only receiving a mark based on 50% of the advertised total for the task. On the third day late a zero mark will be awarded. Whatever the end result, the task must be completed.



Consistently not submitting assessment tasks by due dates could result in the student not satisfying course requirements to a level commensurate with their ability. It will also impact their reportable achievement on the following semester based report.

End of Semester Examinations

Students in Stage 4 complete formal examinations at the end of each semester in courses that deem it necessary to do so. Examination weeks are highlighted on individual assessment schedules with all courses setting examinations within the agreed whole school examination weeks.

- Examinations are held in general classrooms during a normal period or double period for that course. Formal examinations are not held in the gymnasium until students are in Stage 6.

- Students will receive an official examination timetable prior to the examination weeks allowing students to prepare.
- Students will receive a set of examination rules with the timetable. Students must comply with these rules in all examinations. Students who do not comply with the rules will be subject to the procedures within this booklet that deal with malpractice.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. **It includes, but is not limited to:**

- Copying someone else's work in part or in whole and presenting it as one's own.
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task.
- Assisting another student to engage in malpractice.



Issues of malpractice need to be:

- Investigated by the teacher and Head Teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The Head Teacher will consult with the Deputy Principal to deliberate a course of action and communicate this to the student and the student's parents.
- If the malpractice is proven, a penalty, including **consideration of a zero mark**, will be given appropriate to the seriousness of the issue.

Technology and assessment tasks

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are **not** an acceptable excuse for late submission. To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.

- Submit work using the Hapara learning platform as advised by your teacher
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by saving on a cloud, email or on a USB.

Assessment Task Marking guideline

Assessment tasks are designed to assess a range of areas including (but not a finite list) student knowledge and understanding, ability to apply information, capacity to analyse or evaluate or their ability to problem solve. In providing feedback to students about how they have performed in the assessment task teachers include a marking guideline which students have as part of the task being distributed.

Marking guidelines are known by many names including marking scheme and marking rubric. No matter the name they are all designed to inform students how the task will be marked. It also guides teachers in marking student work across different classes that have completed the same task. It is important that there is consistency in marking to ensure integrity to assessing student achievement.

Marking guidelines should be easy to follow and clearly explain how marks will be distributed. They may vary in structure from course to course, however, they have the same purpose. The size of the marking guideline varies depending on the complexity of the task and the number of outcomes being assessed in the task.

It is very important that students look at the marking guideline before they start and talk to their teacher if they are unsure how to use it as part of completing the task as a whole.

The following is a **portion** of a marking guideline from a Science practical investigation task. This section is marked out of 10 and relates to one of the report outcomes. Mark allocation represents a grade as shown:

A: 8.5-10; B: 7.0-8.0; C: 5.5-6.5; D: 4.0-5.0; E: 0-3.5

The grades in the marking guideline are comparable in nature to the grades in the final report.

Report Outcome 1	
<ul style="list-style-type: none"> • SC4-10PW describes the actions of unbalanced forces in everyday situations 	
Labelled diagram and description	A: Correctly annotates diagram with examples of balanced and unbalanced forces and describes each
	B: Correctly annotates diagram with examples of balanced and unbalanced forces and describes each <i>One to two errors or omissions</i>
	C: Annotates diagram with some correct examples of balanced and/or unbalanced forces; describes most OR C: Annotates diagram with some correct examples of balanced and unbalanced forces; outlines all
	D: Annotates diagram with simple examples of balanced and/or unbalanced forces; may outline
	E: Identifies a few examples of balanced and/or unbalanced forces; may outline limited information

Appeals Process

Appeals concerning assessment procedures may only be based on the assessment process. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher **is not** grounds for an appeal. When a student feels that a decision applied to their work is not consistent with the school's assessment procedures, they may appeal to the Head Teacher in the first instance. Where a student feels that the appeal to the Head Teacher has not been considered, they may appeal to the Deputy Principal to determine if:

- The weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus.
- The procedures used to determine the final assessment marks conform with the issued assessment schedule.
- There are no computational or other clerical errors in the determination of the assessment mark.

Note: Where circumstances arise during an assessment task (in class) that adversely impact the ability of a student to complete the task to the best of their ability, an appeal will not be considered unless the concern is raised by the student at the time (or a parent the day following the task) and can be assessed prior to the marking of the task.

Reporting

To inform students, parents and caregivers of student progress, the school issues Interim Reports within 4 weeks of students returning after summer break, Semester 1 reports towards the end of Term 2 and Semester 2 reports prior to roll over during Term 4.

Interim reports (all students) are designed to give parents an early snapshot of their child's progress. It does not provide for a comment and does not include any formal assessment advice. It is designed as a precursor for our first Parent-Teacher conference which is held in the middle of Term 1 each year.

Interim reports will provide parents with information on the following areas and an opportunity for staff to formally request an interview:

- Attendance in class
- Is responsible and organised
- Is respectful and cooperative
- Is engaged in class activities
- Satisfying course requirements

Formal reports for mainstream courses distributed each semester will be based on student performance in class and assessment tasks. They include:

1. Overall grade which is an average of all the grades achieved in the course outcomes shown on the report.

2. Grades for course outcomes based on results achieved by the student in assessment tasks assessing that particular outcome.

3. Learning and social profiles based on what students display to their teacher(s) in that course:

- Behaves in a polite and respectful manner
- Is responsible by being punctual and ready for class
- Works co-operatively and safely in classroom
- Actively involved in lessons
- Completes all set tasks by the due date
- Has a positive attitude towards self-improvement

The school for uses an A to E reporting system as designated by the Department of Education. All assessment tasks have a marking guideline that indicates to students how they will be assessed. This guidelines links marks achieved in the task to a corresponding grade. Tasks are designed to differentiate student performance with an 'A' being a significant achievement. As students progress through stages, achieving grades will become more difficult as expectations are raised.

The standard of achievement corresponding to each level of the grade scale is shown in the table below. The final grade for each report outcome corresponds to the accumulated assessment mark from several assessment tasks.

Outstanding Achievement	A	The student has 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.	85 to 100
High Achievement	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 in most situations.	70 to 84
Sound Achievement	C	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	50 to 69
Basic Achievement	D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	26 to 49
Limited Achievement	E	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.	0 to 25

Formal reports for Life skills courses use a different reporting criteria as life skills students are assessed against life skills course outcomes using adjusted assessment practices.

Our school reports student achievement against course outcomes using the following terms: **Independent, Frequent, Occasional and Beginning.**

These terms indicate the degree or frequency to which the student demonstrates they can achieve the course outcome.

Independent: The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.

Frequent: The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.

Occasional: The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.

Beginning: The student has existing prior knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

Below is an example of these criteria being used to report on a students progress:

Knowledge and Skills

Learning Areas	I	F	O	B
Articulate understanding through speaking, listening, reading, writing, viewing and representing			✓	
Use language to shape and make meaning according to purpose, audience and context				✓
Think in ways that are imaginative, creative, interpretive and critical			✓	
Express themselves and their relationships with others and their world				✓

I - Independent **F** - Frequent **O** - Occasional **B** - Beginning

The life skills report includes the same personal profiles as a mainstream report as the general attitudes and qualities for student success are the same for all students.

- Behaves in a polite and respectful manner
- Is responsible by being punctual and ready for class
- Works co-operatively and safely in classroom
- Actively involved in lessons
- Completes all set tasks by the due date
- Has a positive attitude towards self-improvement

Faculty Information to Follow:

CHECK IN



ENGLISH ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying English in 2021 – 2022.

Assessment guidelines and components from NESA	Weighting
a) Communicate through speaking, listening, reading, writing, viewing and representing	30%
b) Use language to shape and make meaning according to purpose, audience and context	20%
c) Think in ways that are imaginative, creative, interpretive and critical	20%
d) Express themselves and their relationships with others and their world	20%
e) Learn and reflect on their learning through their study of English	10%

Assessment Schedule

<i>Weightings</i>							
Task 1: Book Review EN4-1A, EN4-2A, EN4-4B, EN4-5C	20%	Out: T1, W2 In: T1, W9					
Task 2: Advertising EN4-1A, EN4-4B, EN4-5C, EN4-9E	30%	Out: T2, W2 In: T2, W10					
Task 3: Composing EN4-2A, EN4-3B, EN4-6C, EN4-7D, EN4-8D	30%	Out: T3, W1 In: T3, W7					
Task 4: Examination EN4-4B, EN4-5C, EN4-8D	20%	Out: T3, W7 In: T3, W9					



GEOGRAPHY ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Geography in 2021 – 2022.

Syllabus Components and Weightings from syllabus

Component	Weighting
<i>Knowledge of Geographical Features and Characteristics.</i>	15%
<i>Understand Interactions Between People, Places and Environments.</i>	25%
<i>Managing Contemporary Geographical Challenges</i>	30%
<i>Application of Geographical Tools and Skills</i>	30%

Assessment Schedule:

Task 1: In-Class 2, 3, 5, 7	30%	Out: T1, W5 In: T1, W7				
Task 2: Research Task 2, 3, 4, 5, 7	30%	Out: T2, W1 In: T2, W9				
Task 3: End of Year Exam 1, 4, 5, 8	40%	Out: T3 W5 In: T3, W9/10				



HISTORY ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying History in 2021 – 2022.

Assessment guidelines and components from NESA	Weighting
<i>Knowledge and Understanding of Ideas, Movements and People who Have Shaped the Nature of History</i>	40%
<i>Development of Historical Skills in Historical Inquiry</i>	40%
<i>Communication of Historical Concepts</i>	20%

Assessment Schedule

<i>Weightings</i>					
Task 1: In-Class Source task	25%	Out: T1,W 5 In: T1, W9			
Task 2: Research Task	40%	Out: T2, W5 In: T3, W2			
Task 3: End of Year Exam	35%	Out: T3, W5 In: T3, W9/10			



LOTE-ITALIAN ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying History in 2021 – 2022.

Assessment guidelines and components from NESA	Weighting
<i>Communicating</i>	50%
<i>Understanding</i>	50%

Assessment Matrix/Weightings:

Stage 4 LOTE				
Task 1: Scrapbook LGE4-1C, LGE4-6U, LGE4-7U	25 %	Out: T1, W3 In: T1, W8		
Task 2: Speaking and Listening Task LGE4-1C, LGE4-3C, LGE4-4C LGE4-5U, LGE4-6U, LGE4-7U, LGE4-8U	25 %	Out: T2, W1 In: T2, W4		
Task 3: Travel Brochure LGE4- 1C, LGE4-2C, LGE4-3C LGE4-6U, LGE4-8U	25%	Out: T3, W1 In: T3, W6		
Task 3: Exam LGE4-1C, LGE4-2C, LGE4-4C LGE4-5U, LGE4-6U	25%	Out: T3, W6 In: Exam Period		



MATHEMATICS ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Mathematics here in 2021-2022.

Assessment guidelines and components from NESA	Yr 8
<i>Understanding, fluency and communication</i>	50%
<i>Problem solving, reasoning and justification</i>	50%

Assessment Matrix/Weightings

Yr 8				
Task 1: Data MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA4-20SP	25%	Out: Term 4 Week 7 In: Term 4 Week 9		
Task 2: Fractions, Decimals, Percentages and Financial Mathematics MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4- 6NA	25%	Out: Term 1 Week 6 In: Term 1 Week 8		
Task 3: Area, Volume and Capacity MA4-1WM, MA4-2WM, MA4-3WM, MA4-13MG, MA4-14MG	25%	Out: Term 2 Week 4 In: Term 2 Week 6		
Task 4: Equations, Linear Relationships and Rates and Ratios MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA4- 10NA, MA4-11NA	25%	Out: Term 3 Week 8 In: Term 3 Week 10		



PDHPE ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying PDHPE here in 2021-2022.

Assessment guidelines and components from NESA	Yr 7	Yr 8
Health, Wellbeing and Relationships	30%	30%
Movement, Skill and Performance	40%	40%
Healthy, Safe and Active Lifestyles	30%	30%

Assessment Matrix/Weightings

Yr 7 and Yr8 (Different topics, same syllabus components addressed)			Report Outcome 1 : Health, Wellbeing and Relationships	Report Outcome 2 : Movement, Skill and Performance	Report Outcome 3: Healthy, Safe and Active Lifestyles
			30%	40%	30%
			PD4-1, PD4-2, PD4-3, PD4-9, PD4-10	PD4-4, PD4-5, PD4-10, PD4-11	PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10
Task 1: Research Task PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10	15%	Out: Term 1 Week 4 In: Term 1 Week 8	10%		5%
Task 2: Observation PD4-4, PD4-5, PD4-10, PD4-11	20%	Out: Term 4 Week 6 In: Term 2 Week 2		20%	
Task 3: Research Task PD4-3, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10	15%	Out: Term 3 Week 2 In: Term 3 Week 5	5%		10%
Task 4: Yearly Examination PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10, PD4-11	30%	Out: Term 3 Week 8 In: Term 3 Week 10	15%		15%
Task 5: Observation PD4-4, PD4-5, PD4-10, PD4-11	20%	Out: Term 4 Week 6 In: Term 4 Week 1		20%	



SCIENCE ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Science here in 2021-22.

Assessment guidelines and components from NESA	Yr 7	Yr 8
Knowledge and Application	50%	50%
Working Scientifically Skills	50%	50%

Assessment Matrix/Weightings

Stage 4B Science (Year 7 and 8)			Report Outcome 1: Recall and apply scientific knowledge	Report Outcome 2 : Plan, conduct and record collected data from scientific investigations	Report Outcome 3: Analyse and evaluate data to justify conclusions and solve scientific problems	Report Outcome 4: Communicate ideas using scientific language
			50%	20%	20%	10%
			SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW	SC4-4WS, SC4-5WS, SC4-6WS	SC4-7WS, SC4-8WS	SC4-9WS
Task 1: First-hand Investigation (GRP) SC4-17CW, SC4-4WS, SC4-5WS, SC4- 6WS	25 %	Out: T1 W6 In: T1 W10	5%	10%	5%	5%
Task 2: Half Yearly Examination SC4-10PW, SC4-17CW SC4-7WS, SC4-8WS	25%	Out: T1 W11 In: T2 W2	20%		5%	
Task 3: Second-hand Investigation (Resources) SC4-13ES SC4-7WS, SC4-8WS, SC4-9WS	20%	Out: T3 W3 In: T3 W6	10%		5%	5%
Task 4: Theory and Practical Examination SC4-12ES, SC4-14LW, SC4-4WS, SC4-5WS, SC4- 6WS, SC4-7WS, SC4-8WS	30%	Out: T3 W7 In: T3 W9	15%	10%	5%	



TECHNOLOGY MANDATORY ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Technology Mandatory in 2021 – 2022.

Assessment guidelines and components from NESAs		Yr 7	Yr 8
Digital Technologies		50 Hrs across the stage	
Agriculture and Food Technologies, Engineered Systems, Material Technologies		Each Technology focus area is to be covered in at least one unit	
<p>Assessment for Technology Mandatory will be undertaken using a Learning Continuum throughout the course. Learning outcomes will be assessed regularly identifying students current status, development of future goals and a reflection of where they are at each reporting cycle. The process will involve plotting students on a continuum for skills and knowledge related to the course outcomes using both teacher and student evaluation.</p> <p>Judgement of students will be reflected by grading students performance of outcomes using the A - E scale.</p>			
Grade Description			
A	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	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	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	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	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.		

Assessment Matrix/Weightings

Yr 8			Report Outcome 1: Uses processes to create and manage design solutions	Report Outcome 2 : Uses a range of appropriate technologies, processes and equipment in the production of quality projects
			50%	50%
			Reporting using Grading A-E	Reporting using Grading A-E
			TE4-1DP,TE4-2DP, TE4-3DP,TE4-4DP	TE4-5AG,TE4-6FO, TE4-7DI, TE4-8EN,TE4-9MA,TE4-10TS
Task 1: Paddock to Plate TE4-2DP,TE4-5A,TE4-1DP, TE4-6FO, TE4-3DP,	20%	Out: W 6,T 4 In: W 5, T 1	A-E 10%	A-E 10%
Task 2: Digital Technologies Task TE4- 1DP, TE4- 2DP, TE4- 3DP, TE4- 7DI, TE4- 10TS	20%	Out: W 6, T1 In: W 1, T 2	A-E 10%	A-E 10%
Task 3: Barbie Mate TE4- 1DP, TE4- 2DP,TE4- 3DP, TE4- 9MA, TE4- 10TS	20%	Out: W 2, T 2 In: W 8, T2	A-E 10%	A-E 10%
Task 4: Muffin Man TE4- 1DP, TE4- 2DP, TE4- 3DP, TE4- 6FO, TE4- 10TS	20%	Out: W 9, T 2 In: W 5, T 3	A-E 10%	A-E 10%
Task 5: Billy Cart Derby TE4- 1DP, TE4- 2DP,TE4- 3DP, TE4- 8EN,TE4- 10TS	20%	Out: W 6 , T 3 In: W 4, T 4	A-E 10%	A-E 10%



VISUAL ARTS ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Visual Arts here in 2021- 2022.

<i>Assessment guidelines and components from NESAs</i>	Yr 7	Yr 8
Artmaking <i>Students will develop knowledge, understanding and skills to make informed artworks.</i>	50%	50%
Critical & Historical Studies <i>Students will develop knowledge, understanding and skills to critically and historically interpret Art from a range of different perspectives.</i>	30%	30%
Maximising Interest <i>A portion of time should be used to maximise the interests of students and teachers in any of the above aspects of content.</i>	20%	20%

Assessment Matrix/Weightings

Yr 7				
Task 1: Research Task 4.7 (Practice), Representation (4.10).	10 %	Out: T 1, W 3 In: T 1, W 7		
Task 2: Body of Work 1 4.2 (Conceptual Framework), 4.3 (Frames), 4.4 (Practice).	30 %	Out: T 4, W 6 In: T 2, W 2		
Task 3: Body of Work 2 4.1 (Practice), 4.5 (Conceptual Strength & Meaning), 4.6 (Resolution)	40 %	Out: T 2, W 4 In: T 3, W 10		
Task 4: Exam 4.7 (Practice), 4.8 (Conceptual Framework), 4.9 (Frames).	20 %	Out: T 3, W 7 In: T 3, W 9		
Yr 8				
Task 1: Research Task 4.7 (Practice), Representation (4.10).	10 %	Out: T 4, W 6 In: T 4, W 10		
Task 2: Body of Work 1 4.2 (Conceptual Framework), 4.3 (Frames), 4.4 (Practice).	30 %	Out: T 4, W 6 In: T 1, W 10		
Task 3: Body of Work 2 4.1 (Practice), 4.5 (Conceptual Strength & Meaning), 4.6 (Resolution)	40 %	Out: T 2, W 1 In: T 3, W 10		
Task 4: Exam 4.7 (Practice), 4.8 (Conceptual Framework), 4.9 (Frames)	20 %	Out: T 3, W 7 In: T 3, W 9		