

# Year 7

## Assessment Policy

# 2024

This document includes:

- **What are Assessment Tasks**
- **What are the rules surrounding Assessment Tasks**
- **Assessment—Disability Provisions**
- **Faculty Assessment Schedules**
- **Assessment Calendar**



# Gloucester High School

## Year 7 Assessment Policy

### What are Assessment Tasks?

Assessment Tasks measure student achievement throughout Year 7. They cover core syllabus content and outcomes but do not include information about student attitudes, behaviour or conduct.

Student assessment marks are gathered during Year 7 through a variety of Assessment Tasks and are used to allocate grades for academic reports. The descriptors appear below.

|   |   |                          |
|---|---|--------------------------|
| A | - | Excellent Achievement    |
| B | - | High Achievement         |
| C | - | Substantial Achievement  |
| D | - | Satisfactory Achievement |
| E | - | Elementary Achievement   |

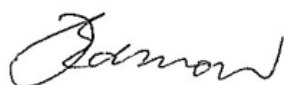
### What are the Rules surrounding Assessment Tasks?

- Students must be notified by the teacher that an Assessment Task is approaching. Notification of the task will be given to students a minimum of two weeks before the task date. Students will be informed of:
  - the type of task (test, assignment, oral presentation, etc);
  - the content covered by the task; and
  - the best way to prepare for the task (organisation, study etc).
- Assessment Tasks must be completed on or by the due date. If a student is sick or away on the due date, an explanatory note from home, a Doctor's Certificate or other documentation must be sent to their teacher as soon as possible. Phone contact with the school speaking with the student's teacher as early as possible would be greatly appreciated.
- Students who have missed a task will still need to complete that task, or an alternative task, immediately upon their return to school. Ideally, the student should see their teacher before school (that is, before 9 am) on the day of their return. Where the assessment task is an examination and the student is unable to return to school the following day to complete the examination, an estimate based on other evidence may be awarded.
- Unexplained or late submission of a task, a non-serious attempt or cheating, plagiarising or using of the work of others, may result in a zero mark being awarded for that task.

### Subject Assessment Schedules

The following pages contain the Assessment Schedules for each subject. These schedules outline the type of task, the weighting for each task and the due date (that is, the date assignments are due to be handed in, or when tests or practical examinations are to be conducted). Assessment Tasks are important indicators of student achievement and it is critical that significant time at home be allocated to their completion or preparation. A well-organised study plan is essential, and needs to be supported by hard work and commitment!

Please contact me at school if you wish to discuss any matter related to this policy.



Mrs T Edman

**Principal**

15 February 2024

## ASSESSMENT - DISABILITY PROVISIONS

Students with disability/individual learning needs work towards syllabus outcomes identified through the collaborative curriculum planning process. They can be given a range of opportunities to demonstrate achievement of these outcomes.

Class teachers can ensure that assessment activities are accessible to students with disability. This is a requirement under the *Disability Standards for Education 2005*. Some students with disability need adjustments to assessment activities to enable access to the task. They also need an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed.

Decisions are made by Classroom teacher in consultation with the Learning Support Team to offer adjustments to students with disability in school-based assessment tasks, including examinations.

**Adjustments** enable a student with disability to access syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with disability rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

**Evidence** (documentation can be provided by, but is not limited to, a Doctor, a Psychologist, an Occupational Therapist or a Speech Pathologist) of the individual student need must be provided to the Learning and Support Coordinator to support all Disability Provisions applications.

Teachers/Learning Support Coordinator/Year Adviser may talk with parents/carers to identify possible adjustments for the student and decide on and **approve any adjustments** for school-based assessment tasks that will allow the student to demonstrate what they know.

Some students may require:

- adjustments to the assessment process
- adjustments to the assessment activities
- alternative formats for responses

Please refer to the following website for further information.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/assessment-and-reporting>

Parents/carers should contact the school if they feel their child is eligible for Disability Provisions and you would like to discuss your child's individual needs.



Mrs Margo Cameron  
**Learning and Support Coordinator**

|  |
|--|
| <b>Year 7</b>                            |
| <b>Schedule of Assessment Tasks 2024</b> |

### FRENCH

| Nature of task | Task 1<br>Role play – performance, script | Task 2<br>Written character profile | Task 3<br>Power point or photo album | Task 4<br>Pirozzo grid – select own task | Total       |
|----------------|---|-------------------------------------|--------------------------------------|--|-------------|
| Date           | T1 W10                                    | T2 W10                              | T3 W9                                | T4 W5                                    |             |
| Topic          | Toi et Moi - About Me, About You          | Les Voisins – The neighbours        | Voici ma Famille – The Family        | Les Fêtes - Festivals                    |             |
| <b>Total %</b> | <b>20%</b>                                | <b>30%</b>                          | <b>20%</b>                           | <b>30%</b>                               | <b>100%</b> |

### HUMANITIES (Common Tasks Only)

| Nature of task | Task 1<br>Autobiography                | Task 2<br>In class quiz | Task 3<br>Museum project and critical response   | Task 4<br>Yearly Examination   | Total       |
|----------------|--|-------------------------|--|--------------------------------|-------------|
| Date           | T2 W2                                  | T2 W7                   | T3 W9  | T4 W5                          |             |
| Format         | Portfolio: autobiography map, timeline | Examination of skills   | Artefact, historical analysis, critical response | Examination of content covered |             |
| <b>Total %</b> | <b>30%</b>                             | <b>20%</b>              | <b>30%</b>                                       | <b>20%</b>                     | <b>100%</b> |

### MUSIC

| Nature of task | Task 1<br>The concepts of music & basic notation | Task 2<br>Instruments of the orchestra | Task 3<br>Australian folk music                  | Task 4<br>Popular music                         | Total       |
|----------------|--|--|--|---|-------------|
| Date           | T1 W8  | T2 W7                                  | T3 W6  | T4 W5   |             |
| Format         | Compose and perform a simple Blues Melody        | In-class listening test                | Performing notated rhythms using Body Percussion | Perform a series of differentiated guitar riffs |             |
| Performance    | 5%   |  | 25%  | 25%   | 55%         |
| Composition    | 20%  |  |  |   | 20%         |
| Listening      |  | 25%                                    |  |   | 25%         |
| <b>Total %</b> | <b>25%</b>                                       | <b>25%</b>                             | <b>25%</b>                                       | <b>25%</b>                                      | <b>100%</b> |

## PD/HEALTH/PE

| Nature of task | Task 1<br>Surviving<br>Year 7<br>Brochure | Task 2<br>Topic Test  | Task 3<br>Fitness Plan             | Task 4<br>Board Game<br>Assignment | Task 5<br>Movement<br>Skills       | Total       |
|----------------|---|-----------------------|------------------------------------|------------------------------------|------------------------------------|-------------|
| Date           | T1 W9                                     | T2 W9                 | T3 W8                              | T4 W4                              | T 1-4                              |             |
| Format         | Being the<br>Best Version<br>of Me        | Friends<br>Soundtrack | Healthy<br>Kids are<br>Active Kids | Do I or<br>Don't I?                | Ongoing<br>Practical<br>Assessment |             |
| <b>Total %</b> | <b>10%</b>                                | <b>15%</b>            | <b>10%</b>                         | <b>15%</b>                         | <b>50%</b>                         | <b>100%</b> |

## STEM (MATHEMATICS/SCIENCE)

| Nature of task | Task 1<br>Practical<br>Test | Task 2<br>Project            | Task 3<br>Examination | Task 4<br>Project                       | Task 4<br>Examination | Total       |
|----------------|-----------------------------|------------------------------|-----------------------|---|-----------------------|-------------|
| Date           | T1 W5                       | T2 W4                        | T3 W6                 | T3 W9                                   | T4 W5                 |             |
| Format         | Science<br>Skills Test      | Design a<br>zoo<br>enclosure | Mathematics           | Design a<br>Rube<br>Goldberg<br>Machine | Mathematics           |             |
| <b>Total %</b> | <b>10%</b>                  | <b>25%</b>                   | <b>20%</b>            | <b>25%</b>                              | <b>20%</b>            | <b>100%</b> |

## TECHNOLOGY (Mandatory)

This subject involves the rotation through 4 context areas, including Digital Technologies, Engineered Systems, Mixed Materials, Agriculture and Food Technologies during Years 7 and 8. Students have a variety of projects and activities to work through which indicate levels of achievements against the course outcomes. A grade is awarded for each context area based on these outcomes. Below is how the grade is awarded and when rotations occur.

|  |                       |
|--|-----------------------|
| Practical Projects/Tasks                               | <b>50%</b>            |
| Design Folio/Tasks                                     | <b>30%</b>            |
| Safety and Attitude                                    | <b>20%</b>            |
| <b>Rotation Schedule—Assessment at end of Rotation</b> |                       |
| Rotation 1 - Materials Technology                      | <b>T1 W1 – T2 W3</b>  |
| Rotation 2 – Digital Technologies                      | <b>T2 W4 - T3 W7</b>  |
| Rotation 3 – Engineered Systems                        | <b>T3 W8 – T4 W10</b> |

## VISUAL ARTS

| Nature of task                | Task 1<br>Drawing & Design | Task 2<br>Ceramics | Task 3<br>In-Class Test | Total       |
|-------------------------------|----------------------------|--------------------|-------------------------|-------------|
| Date                          | T2 W4                      | T3 W5              | T4 W2                   |             |
| Critical & Historical Studies | -                          | 10%                | 30%                     | 40%         |
| Artmaking                     | 30%                        | 30%                | -                       | 60%         |
| <b>Total %</b>                | <b>30%</b>                 | <b>40%</b>         | <b>30%</b>              | <b>100%</b> |

## 2024 FEE SCHEDULE

| JUNIOR CONTRIBUTION              |            | Online Payment Reference |         |
|----------------------------------|------------|--------------------------|---------|
| <b>Years 7 &amp; 8</b>           | Whole year | 78CNT                    | \$40.00 |
| By Four Instalments              | Per term   |                          | \$10.00 |
| <b>Years 7 &amp; 8 PRACTICAL</b> | Whole year | 78PRA                    | \$50.00 |
| By Four Instalments              | Per term   |                          | \$12.50 |

## ASSESSMENT SUMMARY NOTE

Students should note that every endeavour has been made to limit the number of tasks in any one week. Sometimes ongoing tasks will be due in a week when other tasks are also due.

**STUDENTS MUST PLAN TO ENSURE THAT TASKS ARE COMPLETED AHEAD OF DUE DATES RATHER THAN LEAVING UNTIL A WEEK WHEN OTHER TASKS ARE DUE.**

## GHS YEAR 7 ASSESSMENT CALENDAR - 2024

### Term 1

|         |               |
|---------|---------------|
| Week 1  |               |
| Week 2  |               |
| Week 3  |               |
| Week 4  |               |
| Week 5  | STEM          |
| Week 6  |               |
| Week 7  | Year 7 Camp   |
| Week 8  | <b>NAPLAN</b> |
| Week 9  | PDHPE Music   |
| Week 10 | French        |
| Week 11 |               |

### Term 2

|         |                       |
|---------|-----------------------|
| Week 1  |                       |
| Week 2  | Humanities            |
| Week 3  | Technology changeover |
| Week 4  | STEM, Visual Arts     |
| Week 5  |                       |
| Week 6  |                       |
| Week 7  | Humanities, Music     |
| Week 8  |                       |
| Week 9  | PDHPE                 |
| Week 10 | French                |

### Term 3

|         |                          |
|---------|--------------------------|
| Week 1  |                          |
| Week 2  |                          |
| Week 3  |                          |
| Week 4  |                          |
| Week 5  | Visual Arts              |
| Week 6  | Music, STEM              |
| Week 7  | Technology changeover    |
| Week 8  | PDHPE                    |
| Week 9  | French, Humanities, STEM |
| Week 10 |                          |

### Term 4

|         |   |
|---------|---|
| Week 1  |   |
| Week 2  | Visual Art  |
| Week 3  | PDHPE   |
| Week 4  | <b>Assessment Free Period</b>   |
| Week 5  | <b>YEARLY ASSESSMENT (EXAM) WEEK:</b> French, Humanities, Music, STEM |
| Week 6  |   |
| Week 7  |   |
| Week 8  |   |
| Week 9  |   |
| Week 10 |   |