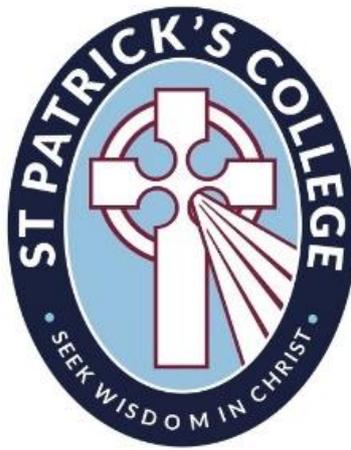


St Patrick's College Sutherland



Year 7 Assessment Handbook 2019

Issued February 2019

INTRODUCTION

This assessment handbook provides information to parents and students about a range of assessment and reporting matters such as:

- The scheduling and weighting of formal assessment tasks to be conducted in each subject in Year 7 over the duration of the 2019 year.
- Standards-Referenced Assessment and how grades are determined.
- Rules and regulations regarding the completion of assessment tasks.
- Details of Reporting.
- Other relevant information about assessment and reporting.

ASSESSMENT AND ITS PURPOSES

Assessment is the process of identifying, gathering and interpreting information about students' learning in order to provide evidence of satisfactory completion of a course. Assessment also helps teachers and students to evaluate the effectiveness of the teaching-learning process and the quality of the teaching program.

The common purposes of assessment in all subjects are:

1. to provide reliable information about student progress and achievement in each course in relation to common standards; and
2. to report on the standard of performance attained at any nominated point in time, particularly at the end of a semester, or the end of a stage of schooling (Stage 4 – Years 7 and 8; Stage 5 – Years 9 and 10).

STANDARDS-REFERENCED ASSESSMENT

STANDARDS-REFERENCED ASSESSMENT: What is it?

All schools in NSW adopt what is known as a standards-referenced approach to assessment and reporting. Teachers collect assessment data on the achievement of each student. They then use this data and their professional judgement to decide which grades best match the standards their students have achieved. The grades awarded to students on their reports is determined by the professional judgement of teachers and takes into consideration the student's performance in both formal assessment tasks and informal assessment (such as classwork, homework, classroom discussions and quizzes).

HOW ARE GRADES DETERMINED AND ALLOCATED WITHIN A STANDARDS-REFERENCED FRAMEWORK?

USE OF THE COMMON GRADE SCALE

The grading scale lets teachers report student achievements in terms of clear, common standards. The Common Grade Scale describes performance at each of five grade levels.

THE COMMON GRADE SCALE

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.

USING STANDARDS

- There are two aspects to standards. These can be thought of in terms of both what and how well the student has learned. The NSW Syllabuses state what students at each stage are expected to learn. The Common Grade Scale summarises how well students achieve at each grade by describing:
 - the depth of knowledge and understanding and
 - the range of skillswhich students at that standard typically show.
- Teachers use work samples, other advice and support materials provided by the NSW Education Standards Authority (NESA), as well as their professional experience.
- The collection of samples of student work provided by NESA demonstrates what standard can be typically expected from students at a particular grade level by the end of a Stage (Years 7 and 8 – Stage 4; Years 9 and 10 – Stage 5). Such samples come from a range of schools and have been graded by teams of experienced and practicing teachers.

ALLOCATION OF GRADES

- Allocating of grades requires teachers to use their on-balance judgement in relation to standards. This is a key professional skill.

- An on-balance judgement does not come from observation of a single piece of work such as an end of semester test. Teachers weigh up the information collected for a student up to the time of compilation of the Half-Yearly and Yearly Report. This information will come from formal assessments and informal observations and will be built up over time and in different situations.
- Teachers are not limited to set numbers of grades within their class or school. For example, if all students adequately demonstrate the achievement of a standard typical of a particular grade, then all students in that course may be awarded that grade.
- A grade does not label a student, it labels a standard.
- In courses that continue for two semesters (e.g. Religious Education, English, Mathematics, Science, History and PD/Health/PE), a student who achieves a Grade C in both semesters has actually made progress.
- Between the two reporting periods the student will have learned new knowledge and skills of a more advanced nature. In Semester 1 (Half-Yearly Report) the Grade C achieved may have been at the lower end of the standard but by the end of the second semester (Yearly Report) the student's work may reflect a higher standard within the descriptor range for that grade. They may even achieve a Grade B by the second semester and this would reflect very significant progress.
- Parents and students must understand that within a standards-referenced approach to assessment and reporting, the marks achieved in formal across-the-year tasks or tests, whilst significantly contributing toward the student's final grade, are not necessarily what determine the final grade. The teacher must use all of the data gathered (including formal assessment task marks, informal assessment and teacher observation throughout a semester) and make a professional judgement as to how well such data matches or aligns to a particular grade descriptor.

SATISFACTORY COMPLETION REQUIREMENTS

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

1. followed the course developed or endorsed by NESAs;
2. applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

THE ASSESSMENT TASK CALENDAR

- The Assessment Task Calendar (supplement) indicates the specific date for every formal assessment task. This calendar will also be published on the College website.

TASK WEIGHTINGS AND TYPES OF TASKS

TASK WEIGHTINGS

Also included in the calendar is information about the relative weighting of each task toward a student's grade. In most cases, tasks completed toward the end of a semester will attract a higher weighting than those completed earlier.

- For most courses there will be at least four, perhaps five, formal assessment tasks that may be weighted from 10% to 40% toward the Yearly Grade.
- Technology (Mandatory), Visual Arts and Music are semesterised courses and hence only run for two terms. These courses will generally have two or three tasks over the semester and may be weighted from 10% to 50%.

TYPES OF TASKS

Some scheduled tasks are set, that is, they will be done in class under test type conditions. Others will be due, that is, they are take-home type tasks which are to be completed at home and handed in on a particular date.

NOTIFICATION OF TASKS

- In all cases, students would have been given 2 weeks written and verbal notification about the nature of any formal task, including details about what will be assessed and how it will be assessed.
- The number of tasks in any one week will vary but will always be greater toward that time during which teachers are required to begin the compilation of the Half-Yearly and Yearly Report. This is usually some weeks out before the end of Term 2 and Term 4. Students need to manage their time effectively in the lead up to and during those weeks in which there is a concentration of scheduled formal assessment tasks, many of which may be in the scheduled exam weeks.
- Other than on-going or in-class assessment tasks of a practical nature, no assessment tasks will be set for submission during the week prior to an assessment block, so as to provide all students with adequate preparation time.
- Assessment tasks will be emailed to all students and in some cases may also be distributed in hard copy. Assessment tasks will be discussed in class on the first day of notification. Students are advised to check their college email on a twice daily basis.
- Unless otherwise directed, students will be required to submit completed assessment tasks to the class teacher at the beginning of the lesson during normal class time on the set date or due-by date and must again sign an official subject register as proof of submission.

- Assessment tasks will be returned to students within two weeks from submission date.

STUDENTS REQUIRING LEARNING SUPPORT

Students requiring learning support will have assessment tasks modified where permitted.

Modifications to such tasks will be done in consultation with the Special Needs Department.

Should students requiring learning support or their parents have any concerns about an assessment task, they are to contact Special Needs Department and/or Director of Studies.

PROCEDURES FOR ABSENCE DUE TO ILLNESS OR MISADVENTURE

If a student is unable to attend school on the day of a task, or submit a particular task on or by the set date of that task for reasons of illness or misadventure, the following procedures must be followed:

1. The particular Studies must be notified on, or before, the morning of the task or task due-by date. If the absence is foreseeable, the notification should be made before the day of the task. The Studies can be notified by phone or email and contacted at school from 8.30am (refer to your son/daughter's student diary for the list of Studies s). If for some reason the Studies is unable to speak with the student or parent, a message may be left on the Director of Studies telephone message bank (9542 9026).

2. In all cases of absence involving illness or misadventure, the student must complete and submit the College 'Student Illness/Misadventure Form' available on the College website via

www.stpatscoll.nsw.edu.au/About-Us1/Policies-Documents-and-Forms

together with medical certificate and/or other relevant documentation (such as funeral notices, police reports e.g. in the case of a reported motor vehicle accident, hospital or other equivalent professional documentation) **to the relevant Studies Coordinator before the commencement of the student's first period on the day of his or her return to school.** Letters from parents providing specific reason for absence are acceptable for students in Years 7 and 8 (where a pattern of absence develops on the days of scheduled assessment tasks, such a student may be required to present a Doctor's Certificate.) A completed 'Illness Misadventure Form' must accompany all of the above.

The day or days absent must be indicated on the documentation. Any documentation which does not include such details may result in a zero determination.

3. Absence due to out-of-school appointments: Unless totally unavoidable, an out-of-school appointment made on the set-date of an assessment task, or the date a task is due, **is not an acceptable reason for absence.** If such a situation arises, a student must still provide **'other acceptable documentation'** (as noted above). Such documentation would either be presented before the appointment, if it was known, or immediately upon return to school **(as outlined in 1 & 2 above)**. If prior notice of the appointment is unable to be given, the student, parent or guardian must telephone the Director of Studies on the day of the appointment informing of the student's circumstances. Failure to comply in this regard may result in a zero determination for that assessment task.

4. If absence occurs during an examination period: A student must contact the Director of Studies on 9542 9026 on the first day of absence. Upon return to the College, the student is to report to the Studies or Examination Supervisor for consultation about appropriate alternatives in order to meet assessment requirements. Failure to report immediately on the first day of return may result in a zero determination. The student must also present the required documentation **(as outlined in 2 above)**.

5. Late submission penalties: The late submission of assessment tasks will incur a percentage mark penalty based on the total mark possible for the task. The penalties for students in Years 7 & 8 will be as follows:

- One lesson late - 20%
- Two lessons late - 50%
- Three lessons late - zero

It is a requirement of the College that all students must complete all assessment tasks unless they are on a pre-determined modified assessment program.

6. In the case of a student requiring Special Leave: Special Leave is leave of absence granted to a student who will be absent from school for more than three school days in order to attend holidays with family outside of normal school holiday time, or who may have non-school sporting or other commitments requiring extended absence. Such students must **apply in writing at least two weeks in advance** to the School Principal for permission to be absent from school. A '*Certificate for Exemption from Attendance at School*' form must be obtained from the Student Office. The completed application must be first presented to the relevant Studies, then to the Assistant Principal for perusal and finally approved by the Principal, before the student takes leave. Decisions about any missed tasks during the time of Special Leave will be at the discretion of the relevant Studies, in consultation with the Director of Studies.

MALPRACTICE AND THE SUBMISSION OF NON-AUTHENTIC WORK

Malpractice means any form of cheating, plagiarism, or deliberate attempt to gain advantage over other students in an assessment task. **Any kind of malpractice will result in an immediate zero being awarded.** Some examples of malpractice include the following:

- Claiming as their own work any part of a take-home assessment task that has been transferred by electronic means from one student to another (in such cases, both students may be guilty of collusion). **Students may provide advice to each other but any final written presentation (be it a set of notes, and/or short answers, and/or essay) must be the individual's own work. The same procedures apply to oral presentations.**
 - *** **Parents, siblings and tutors may discuss a task, advise, direct the student to information sources, or read over drafts for grammatical or spelling errors, but never write or dictate any part of an assessment task for a student and allow them to claim it as their own work.**
- Completing or preparing work on a due or set assessment task during another subject lesson.

- Deliberately coming late to school on the day of a task in order to make more time available for preparation and/or presentation of the task.
- Using downloads of information from the Internet or copying large sections from books and other sources without acknowledgement of the source or author.
- Any form of cheating during an in-class test.
- Breach of examination rules for procedures.

EXAMINATION RULES and PROCEDURES Years 7-12

1. Students must wear full school uniform during examinations. A student who attends an examination out of correct school uniform will NOT be allowed to sit for that examination and will be sent home by the Year Coordinator.
2. Students are required to line up in designated area before the examination begins.
3. Students who are not able to attend an examination through illness or misadventure are to ring the school office and leave a message for their Year Coordinator.
4. A student who arrives late for examination will not receive extra time beyond the scheduled finishing time.
5. A student who arrives more than one hour late will not be allowed to complete the exam.
6. All bags are to be left outside the examination room, unless otherwise informed.
7. NO MOBILE PHONES are permitted in the examination room.
8. Students are to sit in the allocated place in the examination room.
9. Students MUST write in black biro.
10. Students are NOT permitted to talk or engage in distracting behaviour in the examination room. No communication of any type is permitted in the examination room.
11. Students are not to start writing until they are told to do so and must stop writing immediately when told to do so.
12. Students are to write their student number on every booklet.
13. Students are to attempt all required questions on the exam. Failure to do this could be deemed to be a NON-GENUINE attempt at the examination.
14. Students will stay for the full time for each examination.
15. Students are not permitted to borrow anything from another student during the examination. All materials brought into the examination room should be in a clear plastic sleeve.
16. Students are not to bring any food or drink into the examination room unless they are approved provisions.

REPORTS

HALF-YEARLY AND YEARLY REPORTS

- **In Years 7, 8 and 9 each** student will receive a Half-Yearly and Yearly Report. The grade that a student is awarded in the Half-Yearly Report is based upon the student's level of achievement as evidenced by both formal assessment tasks and class work that have been completed to the point of time of report distribution. The Yearly Report Grade is based upon the published Assessment Schedule of tasks, class work and is inclusive of the tasks covered in the Half-Yearly Report.

OUTCOMES BASED REPORTING

- All tasks and other work completed during a semester will assist teachers to determine an appropriate grade and to indicate the levels of achievement in each outcome.
- Outcomes will be listed on the official School Report and the level of achievement in each outcome assessed will be indicated.

PERSONAL ACADEMIC PROFILE AND PASTORAL PROFILE

- A student's Half-Yearly and Yearly Report will also contain a Personal Profile grid that indicates the level of application and effort that the student has made in a number of areas. Such areas include participation in group-work, completion of homework, bringing of correct equipment and the extent to which the student has abided by the classroom code of conduct.
- As well as the Personal Profile there is also a Pastoral Profile that addresses such matters as regularity of attendance, punctuality, wearing of school uniform and involvement in school activities.
- Parents wishing further information should attend the Semester Parent/Teacher interviews or, if appropriate, contact the relevant subject teacher for further clarification.

HALF-YEARLY/YEARLY PARENT / TEACHER INTERVIEWS

What should be the focus of parent / teacher interviews? What other information is available about student performance and achievement other than what's on the report?

- The focus of parent / teacher interviews should be how well the student achieved the overall standard, the level of achievement in each outcome and what needs to be done to improve or maintain achievable standards. The parent / teacher interview is not about comparisons with other students.
- At parent / teacher interviews parents may ask for more details about a student's performance within the cohort.
- Parent / teacher interviews are seen as an integral second part of the reporting process.

SCHOOL-HOME COMMUNICATION

- Parents may contact the College to make an enquiry about assessment and/or student progress. The first point of contact is normally the student's Pastoral, or in the case of subject specific issues, the Studies Coordinator responsible for that subject.
- The College website also contains useful information on a range of school matters. An assessment calendar for each year group is also available on the College website.
- The student diary is perhaps the most important method of communication between school and home and should be checked regularly by parents, as well as teachers.
- Other information about curriculum matters such as assessment and reporting are often included in the weekly College newsletter.

**RELIGIOUS EDUCATION
YEAR 7 ASSESSMENT SCHEDULE 2019**

	TASK 1	TASK 2	TASK 3
Date Due	Term 2 Week 5	Term 3 Week 5	Term 4 Week 2
Title/Nature of Task	Stewards of Creation (Explanation Writing)	Affirming Human Dignity (Research & Explanation Writing)	Sacred Writing (Subject Specific Writing)
Outcomes Being Assessed	C7K C7S	E7K E7S	A7K A7S
Percentage Weighting	40%	30%	30%
Total Assessment Marks 100%			

**ENGLISH
YEAR 7 ASSESSMENT SCHEDULE 2019**

	TASK 1	TASK 2	TASK 3
Date Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8
Title/Nature of Task	Novel Study Responding and composing- Imaginative response	Narrative Poetry Responding and composing- Discursive response	Film as Story Responding and composing- Informative response
Outcomes Being Assessed	EN4-1A, EN4-3B , EN4- 4B, EN4-5C,	EN4-1A, EN4-3B, EN4-6C, EN4-7D	EN4-1A , EN4-2A, EN4-3B, EN4-4B
Percentage Weighting			
Total Assessment Marks 100%	30%	30%	40%

**MATHEMATICS
YEAR 7 ASSESSMENT SCHEDULE 2019**

	TASK 1	TASK 2	TASK 3
Task Description	Test Type Task	Test Type Task	Test Type Task
Timing	Term 1 Week 10	Term 2 Week 9	Term 4 Week 2
Topics Assessed	Unit 1, 2 & 3 Computation with Integers Angle Relationships Whole Numbers and Number Theory	Unit 4, 5 & 6 Fractions & Percentages Algebraic Techniques 1 Equations 1	Unit 7, 8, 9 & 10 Geometry Decimals & Percentages Length, Perimeter, Area & Volume Time
Outcomes Assessed	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-18MG, MA4-4NA, MA4-9NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-8NA, MA4-10NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG
Total%	30%	30%	40%

**SCIENCE
YEAR 7 ASSESSMENT SCHEDULE 2019**

	TASK 1	TASK 2	TASK 3
Date Due	Term 2 Week 2	Term 3 Week 2	Term 4 Week 4
Title/Nature of Task	Practical Task	Open-ended Task	Yearly Examination
Outcomes	SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-17CW	SC4-4WS, SC4-5WS SC4-6WS, SC4-7WS SC4-8WS, SC4-9WS SC4-10PW	All outcomes may be assessed
Percentage Weighting	25%	35%	40%
Total Assessment Marks 100%			

**HSIE
YEAR 7 ASSESSMENT SCHEDULE 2019**

	HISTORY TASK 1	HISTORY TASK 2	GEOGRAPHY TASK 1	GEOGRAPHY TASK 2
Date Due	Term 1 Week 7	Term 2 Week 4	Term 3 Week 6	Term 4 Week 3
Title/Nature of Task	Research Task	Skills Test	Research Task & In-class Task	Exam
Outcomes	HT4.6, HT4.8, HT4.9	HT4.5, HT4.6, HT4.7, HT4.9	GE4.2, GE4.5, GE4.7, GE4.8	GE4.1, GE4.3, GE4.5, GE4.7, GE4.8
Percentage Weighting	50%	50%	50%	50%
Total Assessment Marks 100%				

*Semesterised course

**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION
YEAR 7 ASSESSMENT SCHEDULE 2019**

	SEMESTER 1		SEMESTER 2	
	TASK 1	TASK 2	TASK 3	TASK 4
Date Due	Term 1 Weeks 2-10	Term 2 Week 4	Terms 1-3 Weeks 2-10	Term 4 Week 5
Title of Task	RLSSA Life Saving Award- Level 5	Research Task 1	Practical Task Gymnastics	Yearly Exam
Outcomes being assessed	PD4-4, PD4-5	PD4-1, PD4-2	PD4-4, PD 4-5	All Outcomes may be Assessed
Percentage Weighting	20%	20%	25%	35%
	Total 40%		Total 60%	

**MUSIC
YEAR 7 ASSESSMENT SCHEDULE 2019**

Date Due	SEMESTER 1			SEMESTER 2		
	TASK 1	TASK 2	TASK 3	TASK 1	TASK 2	TASK 3
	Term 1 Week 8	Term 2 Week 2	Term 2 Week 4	Term 3 Week 8	Term 4 Week 2	Term 4 Week 4
Title/Nature of Task	Keyboard Performance	Composition	Listening Test	Keyboard Performance	Composition	Listening Test
Outcomes	4.3, 4.12,	4.4, 4.5, 4.6, 4.12	4.7, 4.8, 4.12	4.3, 4.12	4.4, 4.5, 4.6, 4.12	4.7, 4.8, 4.12
Percentage Weighting	35%	30%	35%	35%	30%	35%
Assessment and Reporting Semesterised	Total 100%			Total 100%		

**VISUAL ARTS
YEAR 7 ASSESSMENT SCHEDULE 2019**

	SEMESTER 1			SEMESTER 2		
	TASK 1	TASK 2	TASK 3	TASK 1	TASK 2	TASK 3
Date Due	Term 1 Week 8	Term 2 Week 4	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4	Term 4 Week 5
Title/Nature of Task	Artmaking Drawing	Critical & Historical Studies	Artmaking Painting	Artmaking Drawing	Critical & Historical Studies	Artmaking Painting
Outcomes	4.3, 4.5, 4.6	4.7, 4.8	4.1, 4.4	4.3, 4.5, 4.6	4.7, 4.8	4.1, 4.4
Percentage Weighting	35%	30%	35%	35%	30%	35%
Assessment and Reporting Semesterised	Total 100%			Total 100%		

**TECHNOLOGY MANDATORY
YEAR 7 ASSESSMENT SCHEDULE 2019**

	TASK 1	TASK 2
Date Due	Term 2 Week 2	Term 3 Week 5
Title/ Nature of Task	Folio 1 TE4-1DP, TE4-2DP, TEA-3DP	Folio 2 TE4-1DP, TE4-2DP, TE4-3DP
Percentage Weighting	50%	50%
Assessment and Reporting	SEM 1 REPORT 50%	
	SEM 2 REPORT 100%	