



STRIVE TO DO WELL

# Year 8 Assessment Policy

## 2020



## **TABLE OF CONTENTS**

1	<i>GUIDELINES ON TYPES OF ASSESSMENT TASKS</i>
2	<i>RECOMMENDATIONS ABOUT THE TIMING AND COORDINATION OF TASKS</i>
3	<i>ADMINISTRATION OF COMMON ASSESSMENT TASKS</i>
4	<i>REVIEW AND GRIEVANCE PROCEDURES</i>
5	<i>PERFORMANCE DESCRIPTORS</i>
6	<i>STANDARDS REFERENCED APPROACH</i>
7	<i>RESPONSIBILITIES OF STUDENTS</i>
8	<i>THE SCHOOL REPORT</i>
9	<i>ASSESSMENT COMMITTEE</i>
10	<i>YEAR 8 ASSESSMENT TIMETABLE 2020</i>
11	<i>COURSE INFORMATION</i>
12	<i>APPENDIX FORMS</i>



## **INTRODUCTION**

At Canowindra High School we value the learning process and believe that assessment should allow our students to demonstrate what they have learnt and areas requiring further development. Assessments should engage our students in the learning process.

### **1. GUIDELINES ON TYPES OF ASSESSMENT TASKS**

Assessment tasks may be classified as formal (Common Tasks) and informal (Coursework).

Formal assessment tasks to be used for each subject are listed within this booklet.

- 1.1 Assessment tasks are designed to assess a range of knowledge and skills. Tasks will be varied and be appropriate to each particular subject.
- 1.2 Assessment tasks should not be time consuming and detract from teaching and learning.
- 1.3 Teachers may use a variety of techniques as indicated on the subject assessment plan.

### **2. RECOMMENDATIONS ABOUT THE TIMING AND COORDINATION OF TASKS**

- 2.1 All assessment tasks will be carefully timetabled to avoid student overload.
- 2.2 A course assessment outline will be provided at the commencement of each calendar year within this document.

### **3. ADMINISTRATION OF COMMON TASKS**

- 3.1 **Adequate Notice**  
Students will be given a minimum of two week's formal notice in writing. The Assessment Task Cover Sheet (Appendix A) will be given to students with the information required to complete the assessment task.
- 3.2 In the case of a task that is made up of multiple components, students will be given written information regarding the relative value of each component as well as the milestone dates for their completion. This information will be provided at least two weeks before the first milestone.
- 3.3 **Student Receipt of Assessment Task Cover Sheet**  
All students will sign and date the Assessment Notification – Student Receipt form upon receiving the Assessment Task Coversheet. Copies of this form will be kept with the classroom teacher and Head Teacher. Students will sign the coversheet upon *return* of the task, signing and dating it. The teacher will take a copy for themselves and the Head Teacher. Students will be given the original copy.



- 3.4 Tasks that are of a cumulative type may continue into the period prior to examinations.
- 3.5 **Submission**  
All assessment tasks will be submitted to the classroom teacher (or other nominated person) on or before close of business on the due date for that subject. Any assessment tasks submitted after this time will be designated as late and will have marks deducted (see 3.5).
- 3.6 **Late Submission of Common Tasks**  
Where a task is submitted late, the task will be marked as normal, and then a late penalty of 20% of the marks achieved will be applied for each day late, for up to three (3) school days. After the third day, a zero score will apply. The assessment task must still be completed.
- 3.7 **Illness/Misadventure**  
Absences from school must be explained through the usual process. It is the student's responsibility to submit tasks to the teacher on the day of their return to school. In the case of in-class tests or examinations students are to negotiate with their teacher the first available opportunity to complete the task.
- 3.8 **Requests for an Extension**  
Requests for an extension because of illness, misadventure or family business must be made in writing on the enclosed form (see Appendix B), and must be signed by parents. Such requests will be considered by the Assessment Committee.
- Requests for extensions must be made as soon as possible after the need for such a request is realised.
- 3.9 **Malpractice in Tasks**  
It is expected that all work submitted by students for assessment is a result of their own honest effort. Where this is proven to be otherwise, the student(s) involved shall be deemed to have not completed that task and shall have a zero or reduced mark recorded.
- 3.10 **Estimate/Alternate task**  
Where student performance in an assessment task is affected for a valid reason, (proven misadventure or illness), the school may use a mark based on a substitute task, or, in exceptional circumstances, an estimate based on other evidence. Invalid reasons for absence shall result in a mark of zero for that task. Students should note that loss of work through computer or disc malfunction does not constitute a valid reason for misadventure. Students may apply for an appeal through the Assessment Committee. (See Special Consideration Appendix B)

#### **4. REVIEW AND GRIEVANCE PROCEDURES**

- 4.1 Where a student/parent is concerned about an assessment mark awarded, the concern should be discussed with the teacher. If this does not resolve the problem, then the student should complete appeal form (See Appendix B) and give it to the assessment committee.



## **5. Performance Descriptors**

- 5.1 Grades are awarded based on judgement made by teachers in accordance with the course performance descriptors. This judgement will be based on data gathered by teachers through the school's assessment program which could include common tasks and coursework.
- 5.2 School Reports reflect what a student 'can do' against a standards referenced framework. Report grades will deliver A-E judgments against specific course outcomes.

## **6. STANDARDS REFERENCED APPROACH**

- 6.1 Assessment is designed to focus on learning outcomes taught in class.
- 6.2 Learning outcomes reflect the syllabus documents of the course that are being studied.
- 6.3 Students are given opportunity to show their knowledge, skills and understanding through a variety of tasks.
- 6.4 Tasks are designed to be inclusive while differentiating between students, allowing access to Stage appropriate work to show critical and higher order thinking.
- 6.5 Students understand marking guidelines and explicit quality criteria that are aligned to grades A-E.
- 6.6 Staff use criteria based rubrics to mark common tasks and students have access to these marking guidelines.
- 6.7 Feedback is used to support ongoing student learning.

## **7. RESPONSIBILITIES OF STUDENTS**

- 7.1 If a student knows in advance that they will be absent, the student should find out from their teachers the tasks to be set during the student's absence so that these tasks can be completed in a timely manner.
- 7.2 If a student is absent, it is their responsibility, on the first day back at school, to approach their teachers (and not rely on other students) to determine if any tasks were set during their absence.
- 7.3 Work that is submitted must be the result of the honest efforts of that student. Penalties may apply.
- 7.4 Students must present assessment tasks on (or before) the due date. See procedures to apply for an extension (Appendix B).



- 7.5 Students must complete all set tasks and activities. Both common tasks and coursework activities are used to determine report outcomes.
- 7.6 Students must comply with the teacher's written instructions in relation to the assessment task.
- 7.7 Students must not absent themselves from school lessons/class on or before an assessment task due date in order to complete the task.
- 7.8 Students should ensure that any computer related work has a backup copy.
- 7.9 Any student wishing to hand an assessment task in early must do so through the class teacher or head teacher.
- 7.10 If the teachers are not available the task may be submitted at the school's front office.
- 7.11 When a student is suspended from school it is the student's responsibility to arrange for the collection of information regarding assessment tasks.

ALL TASKS MUST STILL BE COMPLETED ON TIME. Suitable arrangements must be made with the subject teacher/head teacher for the completion of in class tasks which are scheduled during the suspension.

Suspensions are not to be regarded as a reason for seeking the deferment of tasks, and students may be required to attend for an in-class task.

## **8. THE SCHOOL REPORT**

- 8.1 Reports reflect what a student 'can do' against a standards referenced framework in Stage 4. Report grades will deliver an A-E grade for course progress based on outcomes demonstrated.
  - a. Teacher comment provides motivational feedback that gives recognition for strengths and information to encourage specific improvement and growth in learning.

## **9. ASSESSMENT COMMITTEE**

*The Assessment Committee consists of:*

- Year Adviser
- Principal or Deputy Principal
- Assessment Coordinator

The Assessment Committee's responsibility is to ensure that the above policy is implemented as fairly and consistently as possible. From time to time exceptional circumstances may arise which are not wholly covered by the preceding documentation. In these cases, careful consideration will be given by the Principal and Assessment Committee to all the relevant material and a decision will be reached that is equitable and fair to all concerned and is consistent with the spirit of NESA Guidelines.



They are also responsible for:

- ensuring the Assessment Policy Booklet is current;
- assessment tasks are spread across the year for all courses;
- reviewing all requests (extensions, appeals, modifications of tasks, illness, misadventure) and providing
- feedback to the student, teacher and head teacher;
- keeping documentary evidence on all extensions, illness, misadventure appeals and modifications of tasks.

11. **YEAR 8 ASSESSMENT TIMETABLE 2020**

**YEAR 8 COMMON TASKS ASSESSMENT TIMETABLE 2020**

Week	Term 1	Term 2	Term 3	Term 4
1		Music		Music
2				
3		Music Technology Mandatory		Music Technology Mandatory
4	Technology Mandatory	English History Mathematics Music Visual Arts Work Education	Technology Mandatory	English Geography Mathematics Music Science Visual Arts Work Education
5	Work Education	Science Technology Mandatory	Mathematics Work Education	Technology Mandatory
6				
7			Music	
8	Music*			
9	Technology Mandatory		Science Technology Mandatory	
10	PDHPE Visual Arts		Music Visual Arts	
11	Music*			

*\* Progressive*



## 11. COURSE INFORMATION

### English – Year 8 Assessment Plan

#### Common Tasks – 30%

ASSESSMENT	Task 1	Task 2
NATURE OF TASK	Timed Creative Response	Timed Critical Responses
NOTIFICATION DATE	T2 W2	T4 W2
DUE DATE	T2 W4	T4 W4
OUTCOMES ASSESSED	EN1A, EN3B, EN4B, EN5C	EN1A, EN3B, EN4B, EN5C
WEIGHTING	50%	50%

#### Coursework – 70%

Including, but not limited to:

- Essays, short-answer and written tasks
- Oral and written critical responses to texts
- Extended research, composition and presentations
- Identification and analysis of components of texts, including multimodal texts
- Time-limited composition of texts in particular forms for specific contexts
- Written or spoken responses, which could be short or extended
- Prepared and impromptu oral presentations (eg. Role-plays, debates, dramatic presentations)
- Readings
- Reading tasks requiring skimming, scanning or close reading
- Drafts and completed versions of written texts or representations
- Editing texts to remove errors, improve style, shorten, lengthen or adjust
- Imaginative re-creation or extension of a text
- Speaking and listening in discussions and debates.
- Student self-reflections and evaluations
- Composing a visual representation that emphasises a particular point of view
- Presentations using digital tools

## Mathematics – Year 8 Assessment Plan

### Common Tasks – 30%

ASSESSMENT	TASK 1	TASK 2	TASK 3
NATURE OF TASK	Semester 1 Examination	Assignment	Semester 2 Examination
NOTIFICATION DATE	T2 W2	T3 W3	T4 W2
DUE DATE	T2 W4	T3 W5	T4 W4
OUTCOMES ASSESSED	MA4-5NA, 6NA, 8NA, 9NA, 10NA, 12MG, 13MG, 14MG, 15MG, 16MG, 1WM, 2WM, 3WM	MA4-5NA, 6NA, 7NA, 8NA, 17MG, 18MG, 1WM, 2WM, 3WM	MA4-11NA, 17MG, 19SP, 20SP, 1WM, 2WM, 3WM
WEIGHTING	10%	15%	25%

### Coursework – 70%

Including, but not limited to:

- Observation of skills and techniques and verbal feedback given
- Opportunities for students to self-evaluate work
- Regular checks of Portfolio work with feed-back
- Demonstration of skills
- Collaborative review of written material
- Homework tasks
- Marking of project completion
- Demonstration and observation of skills
- Portfolio marking
- Peer Assessment

## Science – Year 8 Assessment Plan

### Common Tasks – 50%

ASSESSMENT	Task 1	Task 2	Task 3
NATURE OF TASK	Practical Test	Working Scientifically Examination	Knowledge and Understanding Examination
NOTIFICATION DATE	T2 W3	T3 W7	T2 W2
DUE DATE	T2 W5	T3 W9	T4 W4
OUTCOMES ASSESSED	4WS 5WS 6WS 7WS	4WS 5WS 7WS 8WS 9WS	All PW, CW, LW and ES
WEIGHTING	30%	30%	40%

### Coursework – 50%

Including, but not limited to:

- Quizzes
- Pre-tests
- Assignments
- Topic Tests
- Research and Presentations
- Practical Skills
- Practical Tests
- Skills Tests
- Examinations
- First hand investigation reports
- Worksheets
- Class discussion
- Homework

## HSIE – Year 8 Assessment Plan

### Common Tasks – 30%

	Task 1	Task 2
<b>NATURE OF TASK</b>	Semester Examination - History	Semester Examination - Geography
<b>NOTIFICATION DATE</b>	T2 W2	T2 W2
<b>DUE DATE</b>	T2 W4	T4 W4
<b>OUTCOMES ASSESSED</b>	HT4.1-4.8	GE4.1-4.8
<b>WEIGHTING</b>	50%	50%

### Coursework – 70%

Including, but not limited to:

- Research assignments involving locating, collecting and evaluating information and data from various sources
- Formulating questions for and conducting surveys, interviews, actual or virtual site studies
- Developing questions, explanations or evaluations for inquiry-based projects and activities
- Designing and/or producing visual representations of historic and geographic phenomena
- Game-based learning opportunities
- Oral, recorded and written work
- Participating in fieldwork to observe, measure and record data and information
- Virtual or actual fieldwork or excursions to collect, organise, analyse and present information
- Gathering and recording evidence
- Prepared and impromptu oral presentations
- Visual/audio displays
- Multimodel presentations

## Music - Year 8 Assessment Plan

### Common Tasks – 70%

ASSESSMENT		Task 1	Task 2	Task 3	Task 4
NATURE OF TASK		Performance Tests	Notation Skills (progressive)	Composition Task	Listening Test
NOTIFICATION DATE	Semester 1	T1 W6	T1 W8	T2 W1	T2 W2
	Semester 2	T3 W5	T3 W8	T4 W1	T4 W2
DUE DATE	Semester 1	T1 W8 T1 W11	T2 W1	T2 W3	T2 W4
	Semester 2	T3 W7 T3 W10	T4 W1	T4 W3	T4 W4
OUTCOMES ASSESSED		4.6, 4.7	4.1, 4.2, 4.3	4.4, 4.5	4.8, 4.9
WEIGHTING		20%	30%	30%	20%

### Coursework – 30%

Including, but not limited to:

- Bookwork
- Quizzes
- Pre-tests
- Assignments
- Topic Tests
- Research and Presentations
- Practical Skills
- Practical Tests
- Skills Tests
- Worksheets
- Class discussion

## PDHPE – Year 8 Assessment Plan

### Common Tasks – 60%

ASSESSMENT	Task 1	Task 2	Task 3
NATURE OF TASK	Research Task	Semester 2 examination	Practical
NOTIFICATION DATE	T1 W8	T4 W2	T1
DUE DATE	T1 W10	T4 W4	T1 – T4
OUTCOMES ASSESSED	PD4-7, PD4-8, PD4-9	PD4-1, PD4-2, PD4-3, PD4-6, PD4-9,PD4-10	PD4-4, PD4-5, PD4-10, PD4-11
WEIGHTING	30%	30%	40%

### Coursework – 40%

Including, but not limited to:

- Brainstorming activities
- Discussions
- Worksheets
- Reflection questions
- Group work
- Website research
- Case studies
- Role plays
- Response to DVDs
- Response to text book activities and questions
- Regular feedback throughout skills and games to enable students to improve performance.
- Topic test at end of unit

## Technology Mandatory – Year 8 Assessment Plan

### Common Tasks – 60%

ASSESSMENT		Task 1	Task 2	Task 3	Task 4
NATURE OF TASK		WHS Test	Research Task	Practical Project	Design and Production Folio
NOTIFICATION DATE	Semester 1	T1 W6	T1 W8	T2 W1	T2 W3
	Semester 2	T3 W6	T3 W8	T3 W10	T4 W3
DUE DATE	Semester 1	T1 W4	T1 W9	T2 W3	T2 W5
	Semester 2	T3 W4	T3 W9	T4 W3	T4 W5
OUTCOMES ASSESSED		Specific to context area	Specific to context area	TE4-1DP, TE4-2DP, TE4-3DP, Specific to context area	TE4-1DP, TE4-2DP, TE4-3DP, Specific to context area
WEIGHTING		10%	20%	40%	30%

### Coursework – 40%

Including, but not limited to:

- Quizzes
- Homework tasks
- Short answer and extended response questions
- Student self-evaluation
- Peer evaluation
- Teacher feedback
- Demonstration and observation of skills
- Topic test
- Research and presentations
- Practical activities

## Visual Arts – Year 8 Assessment Plan

### Common Tasks – 30%

ASSESSMENT		Task 1	Task 2
NATURE OF TASK		Case Study Practical Task Artmaking	Examination Critical and Historical Studies
NOTIFICATION DATE	Semester 1	T1 W8	T2 W2
	Semester 2	T3 W8	T4 W2
DUE DATE	Semester 1	T1 W10	T2 W4
	Semester 2	T3 W10	T4 W4
OUTCOMES ASSESSED		4.1 - 4.6	4.7 – 4.10
WEIGHTING		50%	50%

### Coursework – 70%

Including, but not limited to:

- Interim review of Visual Arts Diary (VAD) – process, research, progress, experimentation, resolution, self-evaluation
- Written artist statement as part of self-assessment and review of body of work
- Peer assessment - development of skills in criteria based critiquing
- Participation in exhibiting in and curating exhibitions as a component of professional practice
- Artworks seen to be informed by key aspects of course content of practice, conceptual framework and frames
- Interim reports of artworks with feed-back and feed-forward
- Photography portfolio as part of visual literacy
- Contribution to classroom discussion about art, artists, audiences and the world
- Critical and Historical and Artmaking Studies: short and extended written responses
- Representation of ideas through mind mapping and Venn diagrams
- Verbal responses
- Homework tasks
- Body of work marking
- Worksheets



## Work Education – Year 8 Assessment Plan

### Common Tasks – 60%

ASSESSMENT	TASK 1	TASK 2	TASK 3	TASK 4
NATURE OF TASK	Research and Presentation	Semester Examination	Investigation and report	Semester Examination
NOTIFICATION DATE	T1 W3	T2 W2	T3 W3	T4 W2
DUE DATE	T1 W5	T2 W4	T3 W5	T4 W4
OUTCOMES ASSESSED	4.2, 4.10 and 4.11	4.1, 4.3, 4.6, 4.7 and 4.8	4.2, 4.4, 4.5, 4.10 and 4.11	4.2, 4.5, 4.7, 4.8 and 4.9
Weighting	30%	20%	30%	20%

### Coursework – 40%

Including, but not limited to:

- In class presentations
- Quizzes and topic tests, pre and post
- Written and verbal revision of work
- Research activities
- Bookwork
- Worksheets
- Practical reports
- Topic Tests
- Work booklets
- Response to textbook and interactive activities
- Analysis of visual stimulus



## **12. APPENDIX FORMS**

*Appendix A- Copy of Assessment Task Cover Sheet*

*Appendix B- Copy of Application for Special Consideration*

*These forms are available from the front office, or our school website:*  
[www.canowindra-h.schools.nsw.edu.au](http://www.canowindra-h.schools.nsw.edu.au)



*Appendix A- Copy of Assessment Task Cover Sheet*

**Subject:**

**Year:**

**Teacher:**

**Assessment Task Number (as per Assessment Policy booklet):**

**Assessment Task Title:**

**Assessment Weighting:**

**%**

**Date Distributed:**

**Date Due:**

All Year 12 and Year 11 HSC Assessment Tasks, other than in-class tasks, must be handed in at office by 9.00am on the due date. *(Zero marks if submitted late)*

All other Assessment Tasks must be handed to your class teacher by the due date. *(1-3 days late - less 20% for each day, 3+ days late – zero marks)*

**Outcomes to be assessed:**

**Comments by Teacher:**

**Assessment Criteria/Marking Scheme:**

-----  
**Student's Name:**

**Date returned to Student:**

**Student's Signature:**

**Teacher's Signature:**

**Cumulative Assessment Rank:**

**Mark Scored**



## Appendix B- Copy of Application for Special Consideration

## Special consideration (Extension, Illness/Misadventure, Appeal)

Name:  Year:  Date:

Subject:  Teacher:

Assessment Task Number (as per Assessment Policy booklet):

Assessment Task Title:

*I wish to apply for an (please circle) Extension, consideration for Illness/Misadventure or Appeal a result, based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided, except in exceptional circumstances.)*

*In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.*

STUDENT SIGNATURE:  PARENT/GUARDIAN SIGNATURE:

Recommendation of Teacher/Head Teacher:

SIGNATURE OF TEACHER/HEAD TEACHER:

**Recommendation of Assessment Committee:**

**SPECIAL CONSIDERATION:** Upheld: ☐ Denied: ☐

Subject/course:  Assessment Task Number:

Assessment Task Title:

**PRINCIPAL/DP:**

**YEAR ADVISER:**

**ASSESSMENT COORDINATOR:**

**DATE:**





## **Canowindra High School**

Browns Avenue

Canowindra, NSW 2804

P. 02 6344 1305

F. 02 6344 1085

E. [canowindra-h.school@det.nsw.edu.au](mailto:canowindra-h.school@det.nsw.edu.au)

[www.canowindra-h.schools.nsw.edu.au](http://www.canowindra-h.schools.nsw.edu.au)

**Date printed: FEBRUARY 2020**