



St Columba
Anglican School

YEAR 7

ASSESSMENT PLAN

2024

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YEAR 7 ASSESSMENT GUIDELINES 2024

Assessment is an integral part of the teaching and learning process. It provides an opportunity for students to gather information about their learning and set goals for future learning. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Key outcomes of assessment in Year 7 are:

- It enables students to demonstrate what they know and can do
- It clarifies student understanding of concepts and promotes deeper understanding
- It provides opportunities for teachers to gather evidence about student achievement in relation to outcomes

Advice on assessment from the NSW Education Standards Authority indicates that assessment should be inclusive for all students, enable them to demonstrate their learning in a range of contexts and should include a balance between informal and formal tasks. Faculties have formulated assessment plans for each Year 7 course that address these requirements.

Assessment Plan

Each semester students will undertake one formal assessment in each subject and teachers will use multiple informal assessment techniques to determine student learning against other outcomes. Students will also be responsible for maintaining a portfolio of their learning. This collection of evidence will then be used in their final assessment, a 'My Learning' presentation. These presentations will occur at the end of Semester 2 and will involve students analysing their learning, discussing their strengths and also formulating improvement goals for future learning. Parents will be invited to participate in these presentations.

Students will be assessed on their ability to achieve the outcomes of the course. Progressive reports will be provided after each formal assessment. Achievement will be recorded using the following grading scale:

Outstanding
High
Grade Level Achieved
Developing
Below Grade Level

Assessment plans in each subject are based on the syllabus outcomes for that course. These plans include the collection of evidence of learning through the normal classroom practice (informal methods) as well as the collection of evidence through more formal tasks.

Students will be assessed on their ability to achieve the outcomes of the course. Assessment will provide real time information if a student has achieved grade level or is still developing. Formal tasks provide an opportunity to discriminate student achievement. Achievement will be recorded using the following grading scale.

Deep Learning

Deep Learning reports will also be issued as a progressive report during the semester. These reports will provide an indication of a student's development of the key dispositions we have called the 6C's: Communication, Collaboration, Critical Thinking, Creativity, Character and Citizenship. Each subject will focus on at least one of these C's as part of their classroom learning experiences. Deep Learning reports will indicate where a student has shown evidence of development against a progression with further advice about what a student might do next to continue their development of these dispositions. The reporting of Deep Learning is closely related to the context in which the learning took

place. As a result a student may find they exhibit a strength in a disposition in one subject area but may still be developing this in another subject.

Formal Assessment

Formal assessment tasks provide an opportunity for students to deepen their learning by applying their knowledge and understanding to more complex tasks often with real world applications. These tasks will also provide opportunities for students to develop the 6C's of education; Collaboration, Communication, Critical thinking, Character, Citizenship and Creativity. Through these tasks students will have an opportunity to demonstrate their level of achievement of outcomes against the grading scale outlined above.

Once tasks are completed and marked, feedback and grades will be made available through SEQTA learn and SEQTA engage.

Informal Evidence Process

Within the classroom, teachers monitor student progress through a variety of means including: students answering questions in class, students engaging in discussions and activities, tasks completed within class and for homework. Teachers are able to use these observations to determine if a student is achieving grade level for the outcomes they are studying. Some students may achieve this quickly whilst others may take more time to reach this goal. Teachers will inform students and parents of the students' progress towards grade level achievement of their outcomes by posting evidence and feedback in the online engagement platform SEQTA. Feedback will take the form of what is working well and what next steps the student can take to continue their learning.

Student Portfolios and My Learning Presentations

Student ownership of their learning is an important ingredient in developing independent learners that are ready to thrive in their future. Each student has been given a student learning portfolio to use to gather evidence of their learning. The folio has a page for each subject, for Wellbeing and for Deep Learning (6C's). Students are expected to use these folios to collect evidence of their learning. Teachers will make time available for students to curate their work, typically at the end of each unit of study. Students should look to provide work samples that show how they have progressed in their learning. As mistakes are a vital part of learning we would envisage that many work samples would not be perfect but instead may show a starting point, how a student improved and then their best work.

Deep learning can only occur after reflection has happened. The 'My Learning' presentations are intended to encourage students to not only have ownership of their learning but to also reflect on how they learnt best and what goals they may set for their future learning. These presentations will occur at the end of the semester. Students will present work from their portfolio to an audience that will include their parents and a teaching staff member. Students will be provided advice and time to develop their presentations and the opportunity to rehearse and receive feedback prior to these. By

their very nature these presentations will enable students to develop the disposition of communication as they aim to impact the chosen audience.

FREQUENTLY ASKED QUESTIONS ABOUT ASSESSMENT TASKS

1. When do I have to hand in my work?

When a formal assessment task is issued the supervising teachers will inform students of the process for submitting work. Typically in Year 7 this will be in one of 3 ways:

- At the start of class on the due date
- Before school at a central location
- Online by a set time

If a student is unsure of the process for submitting their work they should speak to their Class Teacher prior to the due date.

2. What do I do if I am sick on the day of the Assessment task?

If you are unable to sit or submit an Assessment task (including examinations), the following must be done:

- a. Notify the school of your absence on the morning of the Assessment task
- b. See your class teacher on the day you return to school to explain the reason for being unable to do the Assessment task
- c. In the case of a class task you will be expected to sit the task, or an equivalent task, at the next reasonable point in time (if practicable).

3. What do I do if I can't make the deadline for a formal task?

If you are unlikely to meet a deadline then you should see your Class Teacher at least one week prior to the due date where possible. Your Class Teacher may be able to help you find a way to complete the task on time, or failing that help you get an extension from the Faculty Coordinator. An Application for Extension form will need to be completed by students and signed by parents. We all want you to produce your best effort and can help you do this if enough notice has been given.

3. What are the consequences for late work in Year 7?

Where there is no valid reason for not submitting an Assessment task on time, the class teacher will discuss this with the student and decide on an appropriate consequence. As the focus of these tasks is to enhance student learning, a typical consequence would be for the student to give up time during lunch or after school to complete the task.

The Class Teacher or Faculty Coordinator will contact your parents if work is continuously not submitted by the due date. Together, they can work to help you achieve deadlines in tasks.

4. What is Plagiarism?

Students are responsible for the ownership of their work. Plagiarism is the deliberate or unintentional use of another author's work, resulting in the impression that it is your own. It includes the following:

- Copying material from books, journals, study notes or tapes, the web, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation;
- Rephrasing ideas from books, journal, study notes or tapes, the web, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations;
- Unauthorised collaboration with any other student that goes beyond the discussion of general strategies or other general advice;
- The copying of all or of or part of another student's work;
- Re-using the work of someone who did the subject in an earlier year;
- Memorising another's work and rewriting it at a later date.

It is often very tempting to copy and paste work from the internet or another source and claim it as your own. This is treated very seriously – students are advised to acknowledge all sources, as staff can often identify work that is clearly not a student's own. Parents will be notified if a student has been identified as plagiarising others' work.

5. Who should I speak to if I have an enquiry regarding Assessment tasks?

The first person to speak to about Assessment Tasks is the classroom teacher. If there are further questions, the Faculty Coordinator should be consulted.

6. Non-serious attempt

Where a student submits an assessment item that is deemed by the classroom teacher and Faculty Coordinator as a non-serious attempt, the Manager of School Operations will be informed, zero marks will be awarded and the student may be required to re-attempt the item. No additional marks will be awarded for the second attempt but it will count towards satisfactory completion of minimum course requirements.

Of course, it goes without saying that St Columba Anglican School expects every student will make a considerable effort in all assessment tasks. Students are advised to acknowledge that this policy is ultimately in their best interests.

Students will also be issued a Tuesday detention for any non-serious attempt.

Year 7 Assessment Plan 2024

Term 1 2024

Week	Subject	Task Description
6	Mathematics	In class task
7	PDHPE	Personal Reflection Task
	Music	Composition Task
9	Technology Mandatory	Design Task
	Visual Arts	Art making
9	French	Family Vlog
11	CAMP WEEK - No Assessments	

Term 2 2024

Week	Subject	Task Description
3	Music - 7J only	Composition and Performance
4	History	Research Task
6	Science	Water purification
8	English	Creative Writing Portfolio

Term 3 2024

Week	Subject	Task Description
2	Formative Assessment Week	
7	English	Critical Writing Portfolio
	History	Extended response
	Music	Composition Task
9	PDHPE	Team Tactics Practical
9	Technology Mandatory	Core Design Task

Term 4 2024

Week	Subject	Task Description
3	Science	Research assignment: Invasive species
	Mathematics	In class task
4	Visual Arts	Art Making
4	French	Listening Task
My Learning Presentations		

NB: Please read the more detailed description below in this booklet and the Assessment Notification handed out by the teacher prior to the due date for more information.

Year 7 ENGLISH

TERM 2

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Task 1 - Creative Writing Portfolio	8	Portfolio of creative writing samples

TERM 3

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Task 2 - Critical Writing Portfolio	7	Portfolio of critical writing samples

Year 7 MATHEMATICS

TERM 1

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Term 1	6	Students complete an in-class problem solving task on modeling with algebra and graphing on the cartesian plane

TERM 4

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Measurement	3	Deep learning task applying their knowledge of Measurement

Year 7 SCIENCE

TERM 2

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Water purification	6	<p>A cooperative Deep Learning task on purification of water.</p> <p>Students produce a device to purify water.</p> <p>They are assessed on their skills in reporting on scientific investigations, their knowledge of basic chemistry principles and on their Critical Thinking capability.</p>

TERM 4

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Research assignment: Invasive species	3	Students carry out research to gather information about a chosen invasive species and present their case studies in a video.

Year 7 TECHNOLOGY

TERM 1

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Core Design Task	9	Design Sketching

TERM 3

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Practical	9	Core Design Task

Year 7 HISTORY

TERM 2

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
History – Ancient Egypt	4	Choose your own adventure - students select from a variety of research tasks to demonstrate their knowledge and understanding of a topic of their choice.

TERM 3

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Extended response	7	Write an historical argument about the fall of the Aztecs

Year 7 PDHPE

TERM 1

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Where is my place in the world? Personal Reflection Task	7	Students will be assessed on their ability to reflect on challenges that they face as a young person.

TERM 3

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Team Tactics	9	Students will participate in a range of team games and sport. They will be assessed on their ability to communicate effectively, strategise under pressure and work with others towards a common goal. This assessment will be ongoing throughout the term.

Year 7 FRENCH

TERM 1

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Family Vlog	9	Students introduce and describe their family

TERM 4

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Listening Task	4	Students listen and respond to directions in French.

Year 7 MUSIC

TERM 2

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Music Performance	8	Performance

TERM 4

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Percussion Composition and Performance	7	Students compose a four part ostinato and then perform it with a group.

Year 7 VISUAL ARTS

TERM 1

Class	ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
7T 7H	In Class Task	9	Art Making Task

TERM 4

ASSESSMENT TASK	WEEK	DESCRIPTION OF TASK
Art Making	4	Students will submit their process diary and art works.