



St Columba
Anglican School

YEAR 8

ASSESSMENT PLAN

2024

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YEAR 8 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 8 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 8 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 (as a google site). 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. 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. 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.

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 includes Wellbeing and 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 8 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.

4. What are the consequences for late work in Year 8?

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.

5. 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.

6. 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.

7. 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 8 ASSESSMENT PLAN 2024

TERM 1

Week	Subject	Task Description
5	Technology Mandatory	Core Design Task
6	Science	In class Test: Chemistry
7	Mathematics	In class Test
8	Geography	Water in the World and Geography Skills Test
9	Music	Group Performance
11	Camp Week – No Assessments	

TERM 2

Week	Subject	Task Description
3	Music - 8J only	Composition and Performance
4	Visual Arts	Artmaking
5	French Drama	Speaking Task Short Film and Booklet
6	PDHPE	Fitness Tutorial
7	English	Essay Response

TERM 3

Week	Subject	Task Description
1	Geography	Natural Hazards Research Task
2	Formative Assessment Week	
5	Mathematics	In class task
7	Technology Mandatory	Core Design Task
8	English	Imaginative Composition (Fantasy Genre)

TERM 4

Week	Subject	Task Description
2	Science	Research task on Human body
	Visual Arts	Art Making
5	French	Speaking Task
	Music	Group Performance
	Drama	Short Film and Booklet
6	PDHPE	Team Tactics - Practical Assessment
My Learning Presentations		