

Student Assessment Policy Handbook

**Stage 4
(Year 8)
2021**

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PART 1:

Assessment

Policy and

Procedures

Important contact details

STUDENTS TO COMPLETE		CONTACT DETAILS
My subject(s):		
My teacher(s)		
My Aurora College Coordinator		
My Head Teacher(s)	HSIE English, Languages Mathematics & SDD Science	Scott New Scott.New@det.nsw.edu.au Jowen Hillyer JOWEN.HILLYER@det.nsw.edu.au Cathy Crouch (rel.) catherine.crouch@det.nsw.edu.au Virginia Cluff VIRGINIA.CLUFF@det.nsw.edu.au
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Assessment Policy Introduction

Aurora College is a place of learning where staff, students and parents are working together to provide a caring and challenging learning environment that will allow every student to achieve their personal best.

The purpose of this booklet is to outline the assessment policy of Aurora College for Year 8. Please read it carefully and make sure you understand it. If you have any concerns, you can talk to your Aurora College teachers or Aurora College Coordinator. Assessment is ongoing throughout the year and an integral part of the teaching and learning process. Assessment tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course you will have to complete a number of assessment tasks. Teachers will use these tasks (both formal and informal) to collect information about your learning, which then helps inform future learning.

Good luck with your preparation for the assessment activities for the year!

Assessment in Stage 4 (Year 8)

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as, and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

The principles of assessment for learning and assessment as learning strategies have some common elements. Assessment for learning and assessment as learning incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment for learning and assessment as learning approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of assessment for learning into the assessment of learning.

NSW Education Standards Authority (NESA) sets out very clearly:

- the syllabus that must be followed for each subject
- the outcomes that every student is expected to achieve
- the amount and standard of work expected.

Responsibilities

The responsibilities of the school

An assessment schedule has been developed for English, mathematics and science.

The school is required to provide students with the following information:

- an assessment schedule, which outlines what components of each course are to be assessed, when the assessment tasks are scheduled and the relative weighting for each assessment task. **The schedule of tasks for each course appears in Part 2 of this booklet.** Students will be informed of assessment policy and procedures. These will be explained in class and recorded for future reference.
- written notification provided to students at least two (2) weeks in advance of the scheduled assessment task. Note:
 - assessment tasks, for all classes studying that course, will be the same
 - assessment Task Notifications will be emailed to students (using the <student.name>@education.nsw.edu.au address) by your classroom teacher
 - generally, it will be necessary to use a number of different tasks to assess achievement in all the knowledge, skills and course objectives. Students will be given the opportunity to demonstrate their maximum level of achievement for each course at a given point in time.
- at the completion of each task, students will receive:
 - a mark/grade for that task
 - the marking criteria
 - feedback concerning areas of strength as well as areas for further improvement.

In exceptional circumstances, some tasks may be rescheduled or substituted during the course of the year. In such cases, Head Teachers or class teachers will inform students of the new arrangements via email at least two weeks in advance. Where a completed task has been declared void, a new task will be set, and the same requirement of two week's notification is required.

The responsibilities of the student

To meet the assessment requirements for English, mathematics and science, the student will:

- be aware of their assessment schedule and contact their teacher if they do not obtain the necessary information
- confirm receipt of the assessment task notification via online faculty form
- complete assessment tasks according to assessment schedules. **The schedule of tasks for each course appears in Part 2 of this booklet**
- follow all instructions given for the task, and return all materials related to the task including question booklets to the Aurora College Coordinator
- follow the rules of conduct for examinations
- submit work on the due date or be present to hand in the required task. If you are absent on the day of a task due to illness, you must let your Aurora College Coordinator and teacher know. You **MUST** obtain a medical certificate for the time you are away and present it on your return to school.
- demonstrate they have followed the course; demonstrate sustained diligence and effort in each course; and demonstrate achievement in some or all of the course outcomes
- complete all set learning tasks (not just Assessment Tasks) in order to achieve course outcomes even when absent from class
- attend classes regularly and ensure their **attendance does not fall below 90% of negotiated attendance** to meet each course requirement

- email their class teacher, Aurora College Coordinator or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy
- be responsible for completing and submitting Assessment Tasks as described below. A student will;
 - name their assessment task file as specified on the Assessment Task Notification
 - submit their assessment task prior to 1700 (5:00pm) local time on or before the due date, via the method specified by the class teacher
- anticipate known educational or family activities that may clash with due dates (for example band camp, representative sport, debating) by negotiating with their teacher an alternative submission date that is prior to the published due date. In the case of an extended family holiday (which must be approved by home principal) it may be possible to negotiate a due date that is after the published date. Students need evidence in writing and must complete an *Illness/Misadventure form* (see **PART 3 of this booklet**)
- ensure they act in a way that maintains the integrity and accuracy of each assessable task.

The responsibilities of the Aurora College teacher

In order to support students to successfully meet the course requirements for English, mathematics and science, Aurora College teachers will:

- develop an assessment schedule of generally 4 tasks of various types for each course. e.g. only ONE formal examination, practical tests, oral presentations
- provide written notification, via email to students, parents and Aurora College Coordinators
- ensure each assessment task notification includes:
 - topic/module being assessed
 - date and time due
 - the weighting of the assessment.
 - method of submission e.g.: email to teacher with a PDF or URL
 - syllabus outcomes to be assessed
 - the nature of the task e.g.: oral recording, extended response, typed report etc.
 - a description of the task requirements
 - marking criteria and/or marking guidelines
 - any special arrangements required.
- arrange for disability provisions for the completion of assessment tasks for those students who were granted such provisions by the Aurora College Learning and Support Teacher (LaST), or in accordance with the adjustments and accommodations agreed upon in the student's current student learning profile
- provide feedback for each assessment by doing the following:
 - return assessment tasks to students within 2 weeks of submission
 - provide appropriate and specific feedback about the student's performance in the task
 - include marks/grades where appropriate
 - make accurate judgments concerning each student's achievement in relation to the Course Performance Descriptors
 - return the task with marking guidelines, and strategies and suggestions for improvement
 - provide quality detailed feedback.
- collate and maintain the assessment marks and related information during the course
- refer appeals and variations to the curriculum Head Teacher.

Under certain circumstances, Head Teachers may find it necessary to vary their Assessment Schedules. If this should occur, students, parents and Aurora College Coordinators will be informed in writing via email.

The responsibilities of the Aurora College Coordinator (ACC)

The role of the Aurora College coordinator is crucial in ensuring fair and equitable assessment practices in the student's home school. In order to support the student to successfully meet the course requirements, the Aurora College Coordinator will:

- inform Aurora College if there is a conflict of interest, due to a familial connection, in regards to the Aurora College Coordinator administering the examination to the student/s so that alternative arrangements can be made
- ensure students have a copy of this assessment policy and clarify different roles and responsibilities for students. Go through these procedures and forms with students.
- follow instructions regarding each assessment task, noting nature of the task, opening instructions, duration of task and scheduled and/or due date
- contact the curriculum Head Teacher immediately if they are unable to meet the students' needs to complete the task one week before the start date
- notify the subject Head Teacher by phone immediately if the student is unable to do the assessment task as required and then provide a written explanation for the schedule not being met. The explanation will require documentation (such as a medical certificate attached to an *illness/misadventure form* etc.) The documentation must refer specifically to the date of the task
- supervise the assessment task in accordance with the instructions that accompany each task.
 - Arrange for disability provisions for the completion of the assessment if the student has been granted disability provisions by Aurora College Learning and Support Team, or in accordance with the adjustments and accommodations agreed upon in the student's current Individual Learning Plan
 - Care is to be taken to ensure examination conditions are applied if requested.
- collect and collate all materials related to the task, including question booklets (if applicable) once the scheduled time for the task has ended.
 - If required, sign the cover page for each assessment task which indicates that the task was completed under supervision, the required conditions and in the specified time
 - Ensure a copy of the completed assessment task is kept by the student and/or supervisor
 - Scan and email the task within 24 hours of completion. Note that some tasks may be submitted in electronic form, according to the instructions that accompany the task.
- contact Aurora College Learning and Support Team to discuss any disability provisions the student has been granted.

The responsibilities of the Aurora College Curriculum Head Teachers

In order to support students to successfully meet the course requirements for Stage 4, Aurora College teachers will:

- advise the Aurora College Coordinator of any alternative arrangements for the task that may be approved
- keep a copy of the task in print and/or electronic form in case the original is mislaid
- make decisions about extensions, malpractice, illness/misadventure in consultation with Aurora College Teachers and Coordinators
- follow up any concerns with assessment tasks at the time they are marked and returned
- check assessment schedules to ensure they accurately reflect course component weightings and a balance of skills, knowledge and understanding
- maintain 'markbooks' and/or centralised systems of record keeping to suit the reporting methods used by Aurora College.

Guidelines for assessment

Assessment notifications

In each course there is a published assessment schedule. This is a schedule of generally 4 tasks (including examinations). Students will be notified of each assessment task by an Assessment Task Notification, which will include:

- date and time due
- the weighting of the assessment
- syllabus outcomes to be assessed
- a description of the task requirements
- marking criteria and/or marking guidelines
- any special arrangements required.

The Assessment Task Notification will be emailed to you and placed on the **Aurora College** online repository (Teams/OneNote). Generally, it will be necessary for a teacher to use a number of different tasks to assess achievement in all the knowledge, skills and course objectives. Students will be given the opportunity to demonstrate their maximum level of achievement for each course at a given point in time.

Teachers will ensure that all students in a course are assessed comparably by using common tasks and a standardised marking scale. This is known as standards-referenced marking. In addition, teachers will regularly complete formative assessment by way of inspecting completion of classwork and e-work.

Formative assessment is designed to provide ongoing feedback in order to help students identify their strengths and weaknesses and target areas that need work. In some Key Learning Areas, the collection of formative assessment of weekly work will then be awarded a summative weighting for the semester to contribute to the overall achievement grade. In this way, students are rewarded for the regular completion of course work.

Late submission or non-completion of an assessment task

There is no penalty of marks for the late submission of a task, however you still need to submit the task. If an assessment is submitted late, you become ineligible to receive an award at the end of the year.

A student needs to clearly identify if special consideration is sought for the late submission AND the reason for such a request, using the *illness/misadventure form*.

Inadequate preparation and/or lack of time management for the task are not grounds for an extension.

Technology breakdown is also generally not grounds for an extension. It is the student's responsibility to back up all work and keep copies in different places (eg: USB, email to yourself, hard drive, hard copy, online/cloud storage or equivalent). Occasionally, however, technology does fail. The Aurora College Coordinator will verify if the students' home school server is unavailable and notify the curriculum Head Teacher as soon as possible. A student will be requested to submit a draft copy along with a completed *illness/misadventure form* on or before the due date, to verify that they have made some effort to complete the task and submit it on time.

Illness/Misadventure

An extension for a task may be granted in exceptional circumstances, such as illness or misadventure (e.g.: accident, unforeseen event) and submission of an *illness/misadventure form*. Where medical or extraordinary circumstances will prevent completion of the task by the due date, the student will request that the Aurora College Coordinator notify the Head Teacher immediately.

When students are absent from class on the day of an “in-class” assessable task, they should expect to complete the assessable item on their first day of return to Aurora College with a completed *illness/misadventure form*.

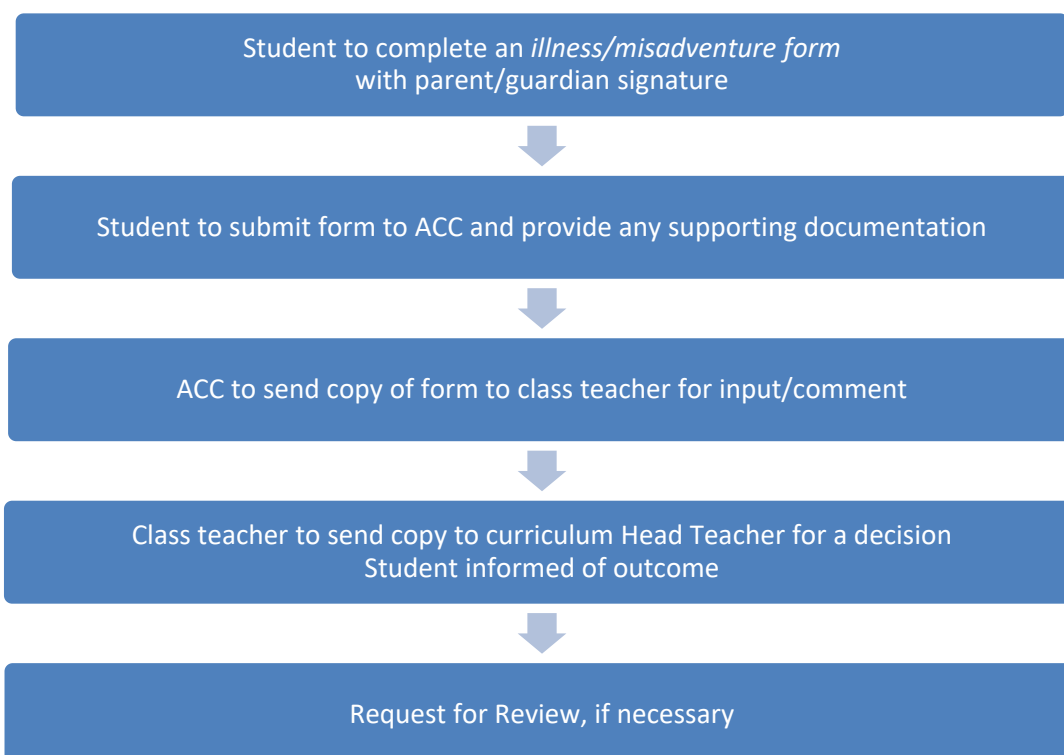
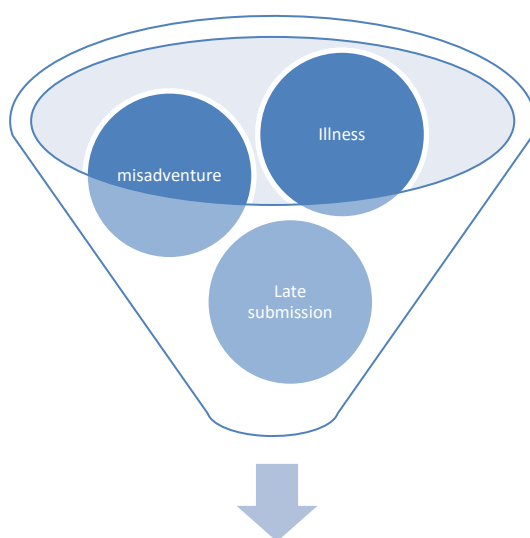
If the illness/ misadventure is long term, then student will need to complete an illness/misadventure form with adequate documentation.

Issues with assessments

ALL issues with assessments (below) must be reported using the illness/misadventure form provided (see PART 3).

*This form must be printed, completed and signed by the student, parent/guardian **and** ACC. The ACC will then email a scanned copy of the form to the classroom teacher. The classroom teacher will forward the application to the curriculum Head Teacher, who will then make a decision. The forwarding of documents by the ACC must occur within 2 working days.*

The Head Teacher will review your application and the supporting documentation before deciding to uphold or decline each component in your application. Each incident is treated independently, which is why it is important to have comprehensive supporting evidence. The Head Teacher is responsible for monitoring such issues with assessments and if a pattern is detected, refer to the Deputy and/or Principal for further action, if necessary.



Excursions and home school events

Timetabled assessment tasks in class must be negotiated with your Aurora College Coordinator well in advance if attending school excursions and events. However, students required to submit a 'hand-in' task will still be required to submit the task on the designated day.

Malpractice

All work presented in assessment tasks (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving ZERO marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, digital resources or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- disrupting an assessment task in any way
- cheating
- assisting others to cheat
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

School-based Assessment Task Appeals Procedure

In the event that a student questions or has concerns relating to marked assessment tasks, these must be raised by the Aurora College Coordinator and/or student with the teacher within one week of receipt of the marked task.

All appeals should be directed to the Head Teacher Secondary Studies, Scott New Scott.New@det.nsw.edu.au within 5 days of the decision.

Students are not entitled to seek a review of a teacher's judgments concerning the worth of individual performance in assessment tasks.

In particular, appeals can only be made on the basis of: -

- a) the weightings specified by the school not conforming with the NESAs requirements;*
- b) the procedures used by the school for determining the final assessment mark not conforming with its stated program;*
- c) there being computational or other clerical errors in determination of the assessment mark.*

Head Teacher Secondary Studies will notify the student of the outcome via email.

General Performance Descriptors

Students will be assessed and achieve a grade for the semester using the General Performance Descriptors for English, mathematics and science. The A-E grades awarded in semester reports relate to student achievement as described by the Course Performance Descriptors viewable on the NESAs website. Student performance is measured at a specific time from evidence collected at a given and previously notified date. **There is no requirement for *Aurora College* to issue a certain number of each A-E grade.** Grade descriptors are:

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	A
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	B
The student has a sound knowledge and understanding of the main areas of the content and has achieved an adequate level of competence in the processes and skills	C
The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills	D
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	E

Letter of Concern

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

- **followed** the course
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.

Where a student fails to comply with the school requirements for the satisfactory completion of a course, the student will receive a letter of concern from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it.

The letter of concern is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the time frame for completion and return.

Failure to submit assessment items to a reasonable standard may mean the student has not applied themselves with diligence and sustained effort and this will be reflected in the outcomes achieved by the student.

Examinations

Rules for the conduct of a student in examinations

If an assessment task is an examination, a student must NOT:

- speak to any person other than a supervisor during the examination
- behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- take into the examination room, anything other than the aids specified - a list of specified aids, if any, will be issued to you before the examination
- cheat, copy or plagiarise from textbooks, the Internet or prepared materials.

It is important that students attend the exams, where possible, even if he/she believes their performance in the exam will be affected. If a student cannot attend an exam because of illness or misadventure, notify the Aurora College Coordinator immediately. Students should never risk harm in order to attend an exam, or attend an exam against medical advice.

Students must obtain documentary evidence generally on the day of the exam to support the illness/misadventure application. If a student did not sit the exam this evidence must indicate why the student was unable to attend.

PART 2:

Assessment

schedules

This section provides each assessment schedule for English, Mathematics and Science.

***Please note that percentages shown in the following tables represent the percentage of whole course**

English

The aim of English in Years K–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language which make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Through a wide range of texts students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Stage 4 - Report Outcomes

RO1: Composes extended analytical texts that represent ideas and arguments

RO2: Composes imaginative texts that use language forms, features and structures to creatively shape meaning

RO3: Responds to texts for critical analysis, describing the effect of language forms, features and structures on meaning

RO4: Presents ideas and arguments with an awareness of purpose and audience

Stage 4 (Year 8) English Assessment Schedule

RO		Related Syllabus Outcomes	AT1:	AT2:	AT3:	AT4:
			Writing + Representation	Analytical Writing	Speaking + multi-modal	Reading Writing Reflection Portfolio
			T1 W10	T2 W8	T3 W9	T4 W2
2	Composes imaginative texts that use language forms, features and structures to creatively shape meaning	EN4-1A EN4-5C EN4-6C EN4-9E	25%			
3	Responds to texts for critical analysis, describing the effect of language forms, features and structures on meaning					
4	Presents ideas and arguments with an awareness of purpose and audience					
1	Composes extended analytical texts that represent ideas and arguments	EN4-1A EN4-5C EN4-6C		25%		
2	Composes imaginative texts that use language forms, features and structures to creatively shape meaning	EN4-2A EN4-3B EN4-4B			25%	
4	Presents ideas and arguments with an awareness of purpose and audience					
1	Composes extended analytical texts that represent ideas and arguments	EN4-2A EN4-4B EN4-7D EN4-9E				25%
2	Composes imaginative texts that use language forms, features and structures to creatively shape meaning					
4	Presents ideas and arguments with an awareness of purpose and audience					
Final assessment weightings:		100%	25%	25%	25%	25%

Further information on syllabus outcomes can be accessed using the following link
<http://syllabus.bos.nsw.edu.au/english/english-k10/content-and-outcomes/>

Mathematics

The aim of mathematics in years 7-10 is to develop skills in working mathematically across the content strands listed below:

- **Working Mathematically**
 - develop understanding and fluency in mathematics through inquiry, exploring and
 - connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning
- **Number and Algebra**
 - develop efficient strategies for numerical calculation, recognise patterns,
 - describe relationships and apply algebraic techniques and generalisation
- **Measurement and Geometry**
 - identify, visualise and quantify measures and the attributes of shapes and objects, and
 - explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
- **Statistics and Probability**
 - collect, represent, analyse and interpret data

Stage 4 (Year 8) Mathematics Assessment Schedule

Report Outcomes		Related Syllabus Outcomes	Task 1	Task 2	Task 3	Task 4
			Work Portfolio	Assignment	Progressive Assessment Portfolio	Semester 2 Examination
			T1W6	T2W3	T3W4	T4W5
1	Applies Pythagoras' Theorem to calculate side lengths in right-angled triangles, and solves related problems.	MA4-16MG	20%			
2	Solves financial problems involving purchasing goods	MA4-6NA		25%		
3	Simplifies algebraic fractions, and expands and factorises quadratic expressions Uses algebraic techniques to solve simple linear and quadratics	MA4-8NA MA4-10NA				
4	Creates and displays number patterns; graphs and analyses linear relationships.	MA4-11NA			25%	
5	Uses formulas to calculate the areas of quadrilaterals and circles and converts between units of area. Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.	MA4-13MG MA5.1-8MG				
	Calculates the surface areas of right prisms, cylinders and related composite solids.	MA5.2-11MG				
6	Interprets very large and very small units of measurement and rounds to significant figures.	MA5.1-9MG				
7	Uses formulas to calculate the volumes of prisms and cylinders and converts between units of volume. Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders	MA4-14MG MA5.2-12MG				
8	Operates with ratios and rates and explores their graphical representation.	MA4-7NA				30%
9	Determines the midpoint, gradient and length of an interval and graphs linear relationships Uses the gradient-intercept form to interpret and graph linear relationships.	MA5.1-6NA, MA5.2-9NA				
	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.	MA5.3-8NA				
10	Simplifies algebraic fractions, and expands and factorises quadratic expressions.	MA5.2-6NA				
Final assessment weightings:		100%	20%	25%	25%	30%

Further information on syllabus outcomes can be accessed using the following link:

[K- 10 Mathematics Course Outcomes](#)

Science

The aim of the *Science Years 7–10 Syllabus* is to develop students’:

- Interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- Knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- Scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- Appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based
- Decisions in informing societies’ use of science and technology.

Stage 4 (Year 8) Science Assessment Schedule

RO		Related Syllabus outcomes	AT1:	AT2:	AT3:	AT4:
			Skills Task	Half Yearly Exam	Practical Portfolio	Independent Investigation SCIENCE FAIR
			T1W9	T2W10	T3W10	T4W3 (res)
1	Applies scientific knowledge	10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	5%	10%	5%	5%
2	Plans, conduct and records collected data from scientific investigations	4WS, 5WS, 6WS	5%		5%	10%
3	Processes and analyses data to identify trends and draw conclusions to solve scientific problems	7WS, 8WS	5%	15%	5%	10%
4	Communicates ideas using scientific language	9WS	5%		5%	10%
Final assessment weightings		100%	20%	25%	20%	35%

Further information on syllabus outcomes can be accessed using the following link

<http://syllabus.bos.nsw.edu.au/science/science-k10/outcomes/>

PART 3: Forms

This section provides samples of forms used in relation to assessment

Assessment Task notification proforma



Select a faculty

ASSESSMENT TASK NOTIFICATION

SUBJECT	Choose an item.
YEAR	Choose an item.
WEIGHTING OF TASK	%
DATE TASK ISSUED	Click here to enter a date.
DRAFT DUE	Click here to enter a date.
DATE TASK DUE	Click here to enter a date. by 3:30pm
METHOD OF SUBMISSION	Eg: email/moodle.etc.
File Name for Upload	TeacherSurname_StudentSurnameInitial_AssignmentNumber.Fileextension eg: Quince_ReadM_1.pdf

Task Description



Outcomes assessed

Eg: P1	Identifies

Marking Criteria

Performance Descriptor	Mark Range

Letter of Concern sample



Aurora College
C/- Mowbray Public School, 635 Mowbray Road
Lane Cove North NSW 2066
Ph: 1300 287 629
Email: auroracoll-h.school@det.nsw.edu.au
Website: <http://www.aurora.nsw.edu.au/>

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Tuesday, 25th February 2020

Letter of Concern

Dear Charles & Isabelle Scott,

I wish to inform you that Bon Scott of Year 3 has not been performing to the required standard of work in Music. The following details have been provided by the class teacher Mr Black Adder:

Playing too loudly and disturbed other students.

It is hoped that by providing you with this information you will be able to give us your support to ensure that Bon improves his school performance. If you desire further information or if you would like to discuss this matter with either the Head Teacher or the class teacher concerned, an appointment can be arranged by contacting the School on the telephone numbers at the top of this letter.

Sincerely,

Ms Carolyn McMurtrie
Head Teacher

.....
Comments by Parent/Caregiver:

.....
.....
.....

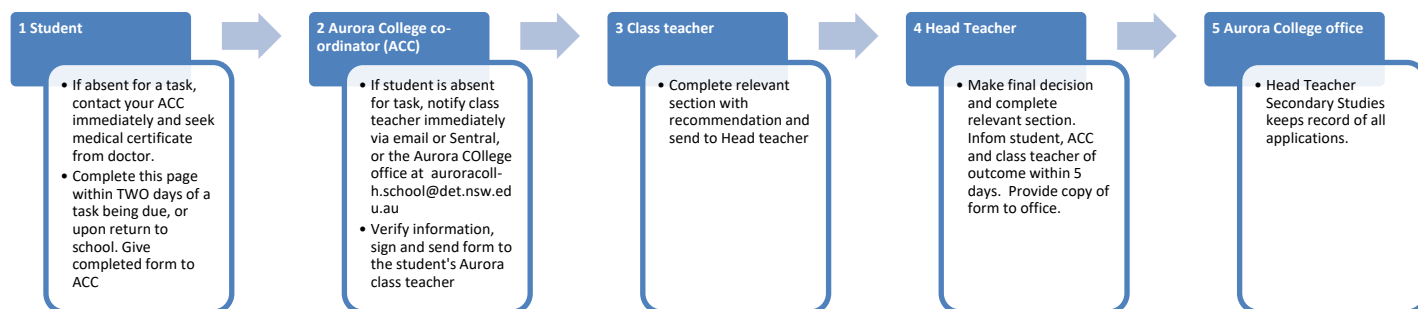
Parent/Caregiver Signature:..... Date:.....



Illness/misadventure form

This form is to be completed by a student who has a genuine reason(s) NOT to be awarded a zero mark in an assessment task in relation to the following:

- a. failure to submit an assessment task on time
- b. absent for an assessment task or exam due to 'accident, illness or misadventure'



STUDENT TO COMPLETE:

Student Name		Type of Task	
Subject		Original Due date	
Teacher		Aurora College Coordinating Teacher	
Academic Year		Medical certificate attached	Yes / No
What is your request?			
Provide reasons for your request			

Student Signature: _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

AC Coordinating Teacher signature: _____ Date: ____/____/____

This section of the form will be completed after the first section is received from the student. The completed form will be emailed back to the student and Aurora College Coordinating Teacher within 5 school days of receipt of the signed form from the student.

CLASS TEACHER TO COMPLETE: (include recommendation for action and other details including: whether this is not the first instance; if the student contacted the school on the due date etc):

HEAD TEACHER TO COMPLETE:

DECISION:

- Extension without penalty until _____
- Set a substitute task or time for exam due _____
- Give an estimate of _____
- Appeal denied + reason _____
- Other (specify) _____

COMMENT:

SIGNATURE: _____

DATE: __/__/__

Head Teacher to:

- ✓ email student of outcome asap and 'cc' class teacher, ACC and Head Teacher Teaching and Learning so all parties are informed.
- ✓ Attach this document to the email.
- ✓ Keep file on record.

Students are entitled to appeal the outcome of this application. All appeals should be direct to the Head Teacher Secondary Studies, Scott New (email Scott.New@det.nsw.edu.au) within 5 school days of the decision.