



Barker College

2022 Year 7 Assessment Manual

**A Schedule of Tasks and Rules
for Students in Year 7**

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1. Middle School Assessments at Barker College

Nature and Purpose of Assessment

Middle School assessment now centres on a progressive reporting approach.

There are two main modes of assessing students in Year 7:

1. Formal assessment tasks and
2. Progressive reporting using Checkpoint activities

Students will generally complete one formal assessment task in every subject during each semester. Students will be issued with notifications of any formal assessment task approximately two weeks prior to the sitting or submission date. It is a student's responsibility to ensure that their work is submitted on time or that they are present for a formal, in-class assessment task.

During the semester, teachers will also work with students to report progressively on their performance in a range of other activities within each subject. This progressive reporting will be completed and accessed through Canvas.

The aggregated position will be reported on formally each semester. The ultimate aim is to foster an environment where teachers can have ongoing and more meaningful conversations with students about where the student is at, where they need to improve, and what goals they might have. Students can reflect better on their own learning and that of their peers. The process is one where students can concentrate on how to improve rather than teachers making a definite and lasting judgement on a student's ability at a point in time.

What can I do as a parent to support my child?

Progressive reporting will provide more regular information to parents about the progress of their child. There is a lot of research that when written feedback is provided with a mark or grade, then it often goes unheeded as the student focusses on the mark. We need to encourage students to engage with the feedback and be sure to incorporate it into future work. Many schools have moved away from providing marks on work and reports for just this reason. Parents should concentrate their attention on the effort made by the student in completing the work as well as how well they have engaged with the feedback of previous Checkpoints.

It is important to understand that there are a number of Checkpoint activities used to provide students with feedback on how to improve their performance in future tasks. It might be the case that a student performs poorly in a Checkpoint task but learns a considerable amount from the feedback and shows improvement in later tasks. A student (and parent) will be able to see all of the feedback provided in a subject over time, so a real sense of the student's learning path can be seen.

Students can respond to the feedback provided and parents can assist by discussing responses with their child. It might be the case that the student does not fully understand the feedback and so here is an opportunity to seek clarification.

Parents will not receive emails when a new piece of feedback has been published and are advised to check Canvas periodically. At strategic times throughout the year, parents will be informed when it is a good time to check for feedback in Canvas.

2. Frequently Asked Questions about the performance of Formal Assessment Tasks

For each formal assessment task (**but not for progressive reporting tasks**), students will be issued with a formal notification approximately two weeks prior to the sitting or submission date of the task. It is a student's responsibility to ensure that their work is submitted on time or that they are present for this formal task.

In order that the Formal Assessment program is fair for all students, the following arrangements apply.

2.1 What do I do if I am sick on the day of the formal assessment task?

If you are unable to sit or submit a formal task on the day of the task, the following must be done:

- Notify the Middle School Office on 8438 7236 by 8:20am on the morning of the task
- Submit a letter or email to the relevant Dean of Middle School to explain the reason for being unable to complete/submit the formal task.
- Students should expect to sit the task, or an equivalent task, on their return to school or at the next reasonable opportunity. The relevant Dean of Middle School will coordinate this process.

2.2 What happens if I cannot do a formal assessment task in the way described on the assessment task notification?

If you require variations to a formal assessment task, you need to see the relevant Dean of Middle School at least one week before each task that requires a variation to make alternative arrangements, unless the request is the result of an unforeseen incident. You may be asked to provide documentation indicating specific reasons why the variation is required.

2.3 What do I do if I cannot make a deadline for a formal assessment task?

If you are unlikely to meet a deadline then you should see the relevant Dean of Middle School at least one week prior to the due date (where possible). They may be able to help you find a way to complete the task on time. We all want you to produce your best effort and can help you do this if enough notice has been given.

An extension to the published due date can only be granted by the relevant Dean of Middle School after consultation with the relevant Head of Department.

Individual teachers cannot, under any circumstances, grant extensions for formal assessment tasks.

If you have been granted an extension, work should be submitted to the relevant Dean of Middle School. If you have not been granted an extension, then penalties will apply for work submitted late (see below).

2.4 What types of penalties exist for late formal assessment tasks?

For hand-in formal assessment tasks, when there is no valid reason given for not submitting the task on time, penalties will be applied as follows for late work:

- (a) up to one day late (i.e. 8:20am of the next school day): 10% penalty
- (b) Two days late: 20% penalty
- (c) Three days late: 30% penalty
- (d) Four days late or more: 50% penalty

It is at the discretion of the relevant Dean of Middle School or the Director of Studies to apply any lesser penalty.

2.5 What happens if technology breaks down?

Students may use technology (e.g. word processing programs, PowerPoint, etc) for the presentation of any tasks but should note the following:

A student cannot come on the day a formal assessment task is due and claim that they cannot hand in, or complete the task because:

- (a) the computer broke down
- (b) the printer will not work, or,
- (c) some other technological problem

No extension can be granted in this case. If there is a problem with technology, students must be able to show evidence of the construction of the task, ie. students must print a hard copy at various stages of the task and keep these as evidence until the final task has been submitted or presented.

Students are also strongly encouraged to use USB sticks, drop boxes, email, iCloud, Google Docs etc. to store copies of their research and drafts.

2.6 What other penalties might apply to a formal assessment task?

Students who are found to be cheating may be awarded zero for that task. This includes 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 any 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, journals, 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 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;

In the School Diary are some guidelines to assist students with the correct referencing of other's work. Students are strongly advised to read this and refer to the guidelines, their teachers, the library when submitting work involving the ideas of others.

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.

2.7 Do I still need to complete a formal assessment task if I have been given zero?

Yes. In order to satisfy the NSW Education Standards Authority (NESA) requirements you must apply yourself with diligence and a sustained effort throughout the year. This means that all formal tasks need be completed to allow the School to inform NESA that you have met the outcomes of that course.

2.8 Can I receive an estimate if I have been absent for a formal assessment task?

It should never be assumed that estimates can be given for formal assessment tasks unless approved by the relevant Dean of Middle School and the Director of Studies. In almost all circumstances, a substitute task will be required to be completed. As noted above, formal assessment tasks must be completed so that the outcomes of the course can be met.

3. Term Summaries of Formal Assessment Tasks for Year 7 2022

Term 1 2022

Week	Date	Scheduled Formal Assessment Tasks
1	-	-
2	-	-
3	-	-
4	-	-
5		Teen Ranch week
6	-	-
7	-	-
8	-	-
9		Visual Arts (Sem 1 group)
10		Mathematics
11	-	-

Term 2 2022

Week	Date	Scheduled Formal Assessment Tasks
1	-	-
2		English History Science
3		NAPLAN online period begins
4		NAPLAN online period ends
5		Chinese, French, Japanese, Latin Visual Arts (Sem 1 group)
6		Christian Studies Technology Music (Sem 1 group)
7	-	-
8		Mathematics
9	-	-

Term 3 2022

Week	Date	Scheduled Formal Assessment Tasks
1	-	-
2	-	-
3	-	-
4	-	-
5	-	-
6	-	-
7		Christian Studies
8		PDHPE Visual Arts (Sem 2 group)
9	-	-
10		English

Term 4 2022

Week	Date	Scheduled Formal Assessment Tasks
1	-	-
2		Chinese, French, Japanese, Latin
3		
4		History Science Technology
5		Mathematics Music (Sem 2 group) Visual Arts (Sem 2 group)
6	-	-
7	-	-
8	-	-
9	-	-

4. Subject Formal Assessment Schedules

The mode or form of the task is indicated in the column "Type". The following codes are used:

- C in-class test, including practical tests
- H hand-in task: A task completed outside of class time and submitted on the due date
- O oral task
- P performance

Christian Studies

Task Name	Type	Term/Week	Description of Task
Creative representation of the Bible storyline	H	Term 2 Week 6	Students create a display for a part of the Bible storyline
Creative Writing	H	Term 3 Week 7	Students creatively write an account from the perspective of someone who met Jesus

English

Task Name	Type	Term/Week	Description of Task
Writing Task	C	Term 2 Week 2	NAPLAN-style task based on Term 1 work
Writing Task	C	Term 3 Week 10	Writing Task based on Shakespeare

Mathematics

Task Name	Type	Term/Week	Description of Task
Assessment Task 1	C	Term 1 Week 10	In-class assessment testing non-calculator skills, applications and understanding of selected course concepts
Assessment Task 2	C	Term 2 Week 8	In-class assessment testing non-calculator skills, applications and understanding of selected course concepts
Semester 2 Examination	C	Term 4 Week 5	Written examination involving testing of non-calculator skills, applications and understanding of all course material covered to date

Science

Task Name	Type	Term/Week	Description of Task
Practical Investigation Task	C	Term 2 Week 2	An assessment of the practical skills and data processing abilities acquired to date
Science skills & knowledge Task	C	Term 4 Week 4	Written test-style task on a selection of topics covered during the course

History

Task Name	Type	Term/Week	Description of Task
In-class Test	C	Term 2 Week 2	Students complete a test on content covered to date
Source skills test	C	Term 4 Week 4	Students complete an in-class source skills test

Languages

Task Name	Type	Term/Week	Description of Task
French: Class Test	C	Term 2 Week 5	Self-introduction activity that meets the following objectives: Interacting Composing
Japanese: Class Test	C	Term 2 Week 5	Self-introduction activity that meets the following objectives: Accessing and Responding Composing
Chinese: Class Test	C	Term 2 Week 5	Self-introduction activity that meets the following objectives: Accessing and Responding Interacting
Latin: Class Test	C	Term 2 Week 5	Stage test on the Roman theatre that contains the following elements: Vocabulary Grammar Culture Translation
French: Class Test	C	Term 4 Week 2/3	Self-introduction activity that meets the following objectives: Interacting Composing
Japanese: Class Test	C	Term 4 Week 2/3	Self-introduction activity that meets the following objectives: Accessing and Responding Composing
Chinese: Class Test	C	Term 4 Week 2/3	Self-introduction activity that meets the following objectives: Accessing and Responding Interacting
Latin: Class Test	C	Term 4 Week 2/3	Stage test on the Roman theatre that contains the following elements: Vocabulary Grammar Culture Translation

Music

Semester 1 group

Task Name	Type	Term/Week	Description of Task
Online Quiz	C	Term 2 Week 6	Online quiz covering musical concepts in the context of topics studied

Semester 2 group

Task Name	Type	Term/Week	Description of Task
Online Quiz	C	Term 4 Week 5	Online quiz covering musical concepts in the context of topics studied

PDHPE

Task Name	Type	Term/Week	Description of Task
Semester 1 Formative assessment	P	during Terms 1 - 2	Ongoing in-class assessment of each student's knowledge, movement, self-management and interpersonal skills.
Semester 2 Task	H	Term 3 Week 8	Students examine healthy habits and choices.
Semester 2 Practical performance	P	during Terms 3 - 4	Ongoing in-class assessment of each student's movement, self-management and interpersonal skills.

Technology

Task Name	Type	Term/Week	Description of Task
Design Project 1	H	Term 2 Week 6	Practical Design Project, folio and research task
Design Project 2	H	Term 4 Week 4	Practical Design Project, folio and research task

Visual Arts

Semester 1 Group

Task Name	Type	Term/Week	Description of Task
Artmaking Task	H	Term 1 Week 9	Practical task
Critical and Historical Task	C	Term 2 Week 5	In-class written test

Semester 2 Group

Task Name	Type	Term/Week	Description of Task
Artmaking Task	H	Term 3 Week 8	Practical task
Critical and Historical Task	C	Term 4 Week 5	In-class written test