



St Joseph's Catholic High School **YEAR 8 ASSESSMENT MANUAL** **2025**



“Act justly, love tenderly
and walk humbly with your God”



Table of Contents

Course Completion Criteria..... 4

Year 8 Assessment Policy..... 5

Assessment..... 5

Course Assessment Outlines..... 10

CATHOLIC STUDIES..... 11

ENGLISH..... 12

MATHEMATICS..... 13

SCIENCE..... 14

HISTORY & GEOGRAPHY..... 16

PDHPE..... 17

TECHNOLOGY MANDATORY..... 18

MUSIC..... 19

VISUAL ARTS..... 20

Assessment is integral to the learning and teaching of students at St Joseph's Catholic High School. Assessment, both formal and informal enables teachers to gather evidence about student achievement and evaluate the teaching and learning pedagogies utilised in the classroom. St Joseph's Catholic High School encourages our students to be engaged, informed, independent learners, willing to take up any challenge put to them.

Assessment may be either formal or informal. Formal tasks are those listed on the assessment schedule with a notification and must be designed to assess the outcomes identified for the task. These assessments are important preparation for our student's senior years of schooling.

Quality assessment assists students to become independent, motivated and self-directed learners. All assessment, both formal and informal is standards referenced and students should have a clear understanding of what is expected of them. Students will be engaging with learning intentions and success criteria's in their classroom linked to the Common Grade Scale. This allows students to see the '*why*' in their learning.

Formal and Informal assessments are used to inform teachers about student's ability to meet the relevant stage outcomes as well as contribute to the finalisation of a students grade at the end of each Semester. This also allows students to demonstrate their understanding of course content and their ability to meet the outcomes numerous times throughout the course.

Students are encouraged to make every lesson count, challenge themselves to be engaged learners and do their best in every lesson.

Mr Brett Moran
Leader of Learning Curriculum

This handbook has been developed to provide students and parents with information regarding assessment for Stage 4.

Course Completion Criteria

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:

- a) studied the course developed or endorsed by the NESA; and
- b) applied themselves with ***diligence and sustained effort*** to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Non-Completion of a Course

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions and preparations for lessons. Failure to provide such evidence may result in non-completion of a course. In Year 8, parent/carers will be contacted to determine a suitable course of action.

Attendance Requirements

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main areas that need to be clarified with regard to absenteeism.

- a) All absences must be supported with an explanation from the parent/carer
- b) Where absence coincides with either;

I. The due date of an assessment task, or

II. The date an assessment task is to be held,

An explanation in writing must be received from parent/carer to substantiate the absence.

- c) Where a student's pattern of attendance interferes with their engagement with a substantial number of course outcomes, that student will be at risk of being awarded a non-completion for that course. A warning letter will be issued outlining the new requirements and a due date for outstanding work/tasks to be completed to ensure outcomes are satisfactorily met.
- d) **Approved Leave:** This may be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. Where leave is applied for during an Examination period, an interview with parent/carer and the Principal must take place.
- e) The School does not encourage leave to be taken during school terms.

If a student is deemed to have not satisfactorily completed a course, the Principal will meet with the student and their parents/carer to determine an appropriate course of action.

Year 8 Assessment Policy

Assessment Strategies are based on the course outcomes and weightings mandated by the NESA (NSW Education Standards Authority). Through the development of effective and informative assessment, teachers and students are able to identify specific learner strengths and needs whilst measuring achievement based on a wide range of syllabus outcomes and objectives. Students are entitled to be challenged, to take responsibility for their own learning, to be motivated to achieve their full potential and to receive meaningful feedback regarding their learning.

Assessment across the Key learning Areas of secondary schooling will vary considerably; however, they are all designed to assess a student's achievement according to standards known as the Common Grade Scale (A-E scale). Assessment plans aim to provide an overview of how student performance will be assessed, monitored and recorded during a school calendar year.

Assessment

1.1 Assessment Task Notification

The assessment schedule for all Stage 4, Year 8 courses can be found in this handbook. In addition to this, students will receive an assessment notification for each task at least 2 weeks prior to submission/due date. The notification will include the following information:

- a) weighting
- b) outcomes formally assessed
- c) task type
- d) proposed timing and duration
- e) actual date and time of submission (eg: by 9 am Wednesday 10 May, 2017 to the Curriculum Office)
- f) any specific requirements
- g) marking criteria
- h) feedback

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing. It is the student's responsibility to keep themselves informed about the timing of assessment tasks. It is the responsibility of the Leader of Learning and Class Teacher to ensure that all students receive relevant notification.

Assessment tasks, where practical, will not have a submission or completion date the week before or the week after a major examination period (ie; the Half-Yearly and Yearly Examinations), unless no exam has been scheduled for the exam period in a particular subject.

Assessment tasks can be assigned over holiday periods permitting that the 10 days notification period is also provided for the task.

Where possible, assessment tasks will not be due the first day back after a holiday period, so that students are not disadvantaged.

1.2 Illness or Misadventure

If, due to illness, misadventure or compassionate grounds a student either:

- a) misses an assessment task, or
- b) is unable to complete an assessment task by the due date, or
- c) is absent on the day an assessment task is due to be submitted,

the school is to be notified via a phone call on the morning of the task. The student MUST complete an Illness/Misadventure Form or provide written documentation/or a medical certificate within 3 days of returning to school. **Please note:** online medical certificates will not be accepted. If you are unable to book an appointment with a GP, a medical certificate from a pharmacist will be acceptable. This documentation must be given to the relevant Leader of Learning. This also applies for approved leave and school events (eg: sport). Being on approved leave or a school event does not exclude a student from completing an assessment task.

1.3 Implications of Late or Missed Assessment Task

If an assessment task is missed or handed in late without a valid reason it will initially be awarded no grade. The assessment task must still be submitted to an acceptable standard so that the student can demonstrate they have completed the requirements of the course.

Students not submitting assessment tasks on time will be followed up in accordance with the Non-Submission Policy. Students will be interviewed by the class teacher/LOL¹/LOLC² and appropriate consequences will be issued and a plan for submission developed.

1.4 Non-genuine attempt at an Assessment Task

A non-genuine attempt is where a student writes irrelevant or inappropriate comments or fails to seriously address the task. If a student does not make a genuine attempt in an assessment task, parents will be notified and the task will need to be completed in consultation with the LOL.

¹ Leader of Learning

² Leader of Learning Curriculum

1.5 Malpractice

Plagiarism and/or cheating in an assessment task will be deemed Malpractice and the student will receive a zero mark. Whilst collaboration between students will occur in regard to take-home tasks, it is an expectation that each student's assessment task will be distinctly individual. Where it is established that one student copied from another, this will be regarded a plagiarism and the student who copied will receive zero.

The award of a zero mark indicates a non-genuine attempt and contributes towards non-completion of the course. Written notification of malpractice will be provided to parents.

1.6 Technology Failure

Failure to complete an assessment task on time due to technological problems eg: computer failure, printer problems, lost files etc will **NOT** be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc and make appropriate time allowances to avoid such problems. Google Drive should be used as a back-up method. Submissions are only to be made online where defined in the assessment notification; otherwise, hard copies are to be submitted.

If you need assistance with the backing up of work, please speak with your classroom teacher or the IT Department.

1.7 Student Appeals Process

Students who believe the assessment procedures have not been met must first approach the specific classroom teacher to discuss the issue. If the matter is unresolved, the student should then seek advice from the respective Leader of Learning who will decide on a course of action and inform the Leader of Learning Curriculum of the decision. If clarification is needed the Leader of Learning will consult the Leader of Learning Curriculum who will provide the student with an Appeal Form. An appeals meeting will be scheduled by the Leader of Learning Curriculum involving a panel of 3 LOLs (outside of the faculty that the appeal is coming from), the student and their parent/s/carers to decide on the most appropriate course of action. At no time is the professional judgement of the teacher to be appealed against.

If the final decision made is not seen as appropriate, student may, through appointment, consult the Principal.

1.8 Assessment Feedback

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, grades, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the marks/grade awarded and tallied by a teacher for an individual assessment task at the time the task is returned.

Submission Process

FORMAL TASKS YR 7-12

STEP 02

First day return to school

Students are to submit task to Teacher/LoL along with an I/M form with appropriate documentation by 9:00am on the first day they return to school.

STEP 04

9 days late

LoL and Curriculum Coordinator to meet with student and possibly parents/carers to discuss non-submission, review the matter and evaluate non-submission and resolution process.

STEP 01

Before submission

Task out as early as possible (minimum 2 weeks before due date)

Day of submission

Teacher records whether task is submitted in Compass, informs LoL of students that have not submitted task, Compass SMS sent to those students and parents

STEP 03

4 days late

Class Teacher and LoL discuss non-submission with student and develop a completion support plan to submit task within the next 5 school days including after school learning support.



1.9 Grade Allocation

NESA has developed a set of general performance descriptors that describe grades A to E as five levels of achievement. The following table gives an indication of how these help to assess a student's performance across all elements of each course.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

A range of formal and informal assessment experiences are used throughout the learning and teaching of a particular KLA or course during a semester to develop holistic understanding of how a student is performing. These experiences will be developed and evaluated using the standards-referenced approach, teacher professional collaboration and consistent teacher judgement. This process would also include where applicable, the establishment of shared understanding among teachers of a Year/grade or course of the definition of standards and the process of awarding final grades.

Course Assessment Outlines

The following section contains assessment outlines for all Year 8 courses at St Joseph's in 2025. Each assessment outline indicates the:

- a) Course category
- b) Syllabus outcomes
- c) Assessment components and component weightings
- d) Focus outcomes assessed in each task
- e) Assessment components for each task
- f) Nature of each task (i.e. what students will be engaged in)
- g) Timing of each task



YEAR 8 ASSESSMENT PLAN 2025

CATHOLIC STUDIES

RELIGION

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Religious Literacy Assessment
Task:	<u>Research Task - Disciples, Martyrs and Witnesses to Faith</u> Research, creation and hand-in submission	<u>Report - Sacraments of Initiation</u> Research and hand-in submission	<u>RLA - Diocesan Religious Literacy Assessment</u> Selected topics from the Year 7 and 8 CAT Courses
Due Date:	Week 5, Term 2 27, 28 & 29 th May	Week 3, Term 4 2025	Week 4, Term 4 2025
Outcomes:	B8 - Value, B8 - Knowledge, B8 - Skills	D8 - Value, D8 - Knowledge, D8 - Skills	All outcomes from Year 7 and Year 8 Catholic Studies
Knowledge	✓	✓	✓
Skills	✓	✓	✓
Value	✓	✓	✓

Informal Assessment Tasks

At St Joseph's, assessment is about understanding what your child knows and can do. Teachers collect information from different activities and assessments to form a clear picture of your child's learning. As they gather more information, they update this picture to make sure it's accurate. This helps them guide your child's learning and set appropriate standards in the classroom. They use a variety of methods to gather this information.

Some examples of informal assessments in this subject might include but are not limited to: Bible Analysis, Online Quiz, Written Task, Written Response.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.



YEAR 8 ASSESSMENT PLAN 2025

ENGLISH

ENGLISH

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	<u>Essay</u>	<u>Persuasive Text</u>
Due Date:	Term 1, Week 10 03/04/2025	Term 3, Week 10 23/09/2025
Outcomes:	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01
Reading, viewing and listening to texts	✓	✓
Understanding and responding to texts	✓	✓
Expressing ideas and composing texts	✓	✓

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Some examples of informal assessments in this subject might include but are not limited to: Poetry Analysis Table, Analytical paragraphs, Portfolio, Reflective writing, set and costume design, key scene/theme analysis, Persuasive writing, Multimodal presentation, action plan.



Unstructured	Slightly Structured	More structured	Most Structured
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YEAR 8 ASSESSMENT PLAN 2025

MATHEMATICS

MATHEMATICS

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	Written Examination	Written Examination
Due Date:	Week 6, Term 2 2025	Week 5, Term 4 2025
Outcomes:	MAO-WM-01, MA4-5NA, MA4-6NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-17MG, MA4-18MG	MAO-WM-01, MA4-11NA, MA4-7NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-16MG, MA4-19SP, MA4-20SP
Number and Algebra	✓	✓
Measurement and Space	✓	✓
Statistics and Probability	✓	✓

Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: In-class Quizzes, Observation, Written Response, Verbal Questioning.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

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Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.



YEAR 8 ASSESSMENT PLAN 2025

SCIENCE

SCIENCE

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3
Task:	<u>Science Research Project</u>	<u>Semester 1 Examination</u>	<u>Semester 2 Examination</u>
Due Date:	Week 8, Term 1 2025	Term 2 Assessment Week	Term 4 Assessment week
Outcomes:	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	SC4-7WS, SC4-8WS, SC4-9WS, SC4-16CW, SC4-17CW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW	SC4-7WS, SC4-8WS, SC4-9WS, SC4-12ES, SC4-13ES, Sc4-10PW, SC4-16CW, SC4-17CW
Demonstrates Knowledge and Understanding of the content of the units studied		✓	✓
Plans and undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively	✓	✓	✓
Presents science ideas using appropriate scientific language, conventions and representations while applying scientific understanding and critical thinking skills to suggest possible solutions to identified problems.	✓	✓	✓

Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quiz/Short Test, Variety of classwork and homework.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.



YEAR 8 ASSESSMENT PLAN 2025

HISTORY & GEOGRAPHY

HUMAN SOCIETY AND ITS ENVIRONMENT

Informal Assessment Tasks

At St Joseph's, assessment is about understanding what your child knows and can do. Teachers collect information from different activities and assessments to form a clear picture of your child's learning. As they gather more information, they update this picture to make sure it's accurate. This helps them guide your child's learning and set appropriate standards in the classroom. They use a variety of methods to gather this information. Some examples of informal assessments in this subject might include but are not limited to the below:

Term/Week	Task Details
Term 1, Week 3	Quiz
Term 1, Week 5	Source Analysis
Term 1, Week 9	Extended Response Writing Task
Term 2, Week 3	COMBAT Task
Term 2, Week 7	Artefact
Term 3, Week 4	Skills Test
Term 3, Week 6	Written Response
Term 3, Week 8	Newspaper Activity
Term 4, Week 3	Case Study Stimulus Task
Term 4, Week 4	The Impact of travel task

Less Formal

More Formal

Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

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Allocating Grades

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YEAR 8 ASSESSMENT PLAN 2025

PDHPE

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	<u>Do I or Don't I</u> Written response In class	<u>Hip Hop Dance</u> Group Routine In class
Due Date:	Term 1, Week 10-11 2025	Term 1, Weeks 6-10 2025
Outcomes:	PD4-6	PD4.4, PD4.10, PD4-11
Health, Wellbeing and Relationships	✓	
Movement, Skill and Performance		✓
Healthy, Safe and Active Lifestyle	✓	

Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Persuasive Writing Task, Case Study, Creation of a mental health resource, Research Task, Observation of skills in individual and team games as well as interaction with others.



Unstructured	Slightly Structured	More structured	Most Structured
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YEAR 8 ASSESSMENT PLAN 2025

TECHNOLOGY MANDATORY

TECHNOLOGY AND APPLIED STUDIES

Formal Assessment Tasks (Engineered Systems, Materials Technologies)

Task Details & Components	Task 1
Task:	<u>Design Project and Documentation</u>
Due Date:	Semester 1- Week 3, Term 2 2025 Semester 2- Week 3, Term 4 2025
Outcomes:	Engineered Systems- TE4-PPM-01, TE4-SAF-01, TE4-DES-01 Materials Technologies-TE4-MSC-01, TE4-PPM-01, TE4-DES-01, TE4-SAF-01, TE4-DIG-01
Skills	✓
Knowledge and understanding of course content	✓
Values & Attitudes	✓

Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Sketching, Written Response.

Less Formal		More Formal	
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YEAR 8 ASSESSMENT PLAN 2025

MUSIC

CREATIVE AND PERFORMING ARTS

Formal Assessment Tasks

Task Details & Components	Unit 1	Unit 2	Unit 3
Task:	<u>Music in Film</u>	<u>Traditional Music of Africa and Jazz</u>	<u>Rock Music, Australian Rock</u>
Due Date:	Term 1 & 3, 2025	Term 1 & 3, 2025	Term 2 & 4, 2025
Outcomes:	4.1 – 4.10	4.1 – 4.10	4.1 – 4.10
Listening	✓	✓	✓
Performing	✓	✓	✓
Composing	✓	✓	✓

Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Keyboard/Guitar/Ukele Chords, Analysing Film Music, Garage Band Rock.



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YEAR 8 ASSESSMENT PLAN 2025

VISUAL ARTS

CREATIVE AND PERFORMING ARTS

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3
Task:	<u>Wildstream and 2D Making - Mixed Media</u> Writing Task	<u>Whimsical Creatures – 3D works</u>	<u>Creatures</u> 2D Drawing / Printing <u>Studies of a range of Artists</u> Writing Task
Due Date:	Term 1 & 3, 2025	Term 2 & 4, 2025	Term 2 & 4, 2025
Outcomes:	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9	4.1, 4.3, 4.4, 4.5, 4.6	4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.10
Artmaking	✓	✓	✓
Critical and Historical Studies	✓		✓

Informal Assessment Tasks

At St Joseph's, assessment is about understanding what your child knows and can do. Teachers collect information from different activities and assessments to form a clear picture of your child's learning. As they gather more information, they update this picture to make sure it's accurate. This helps them guide your child's learning and set appropriate standards in the classroom. They use a variety of methods to gather this information.

Some examples of informal assessments in this subject might include but are not limited to: VAPD Teacher Check, Observation/Verbal questioning.

Less Formal

More Formal

Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.