



Moorefield Girls
High School

Year 8 Assessment Policy 2024

The purpose of school assessment

Formal school assessment tasks are designed to measure your achievement in each course you study. A variety of formal and informal assessment types will be used to allow you to demonstrate your learning. There are some aspects of study which cannot be adequately assessed through examinations or research tasks, such as practical work in Science and oral work in English. School assessments will measure your actual performance in the whole course.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Course assessment schedule

The following page outlines proposed tasks for each term in each subject. The date of each assessment task will be provided by the classroom teacher on an Assessment Task Notification form at least two weeks prior to the task.

Feedback for assessment tasks

Feedback is information for the student and/or teacher about the learner's performance. It is designed to identify strengths and weaknesses so that every student can improve. Feedback will be relevant, explicit and actionable information and relate to learning outcomes and skills for the subject.

Feedback will move each learner forward.

Reporting on assessment

Reports will be available at the end of each semester. Each report will indicate your performance in each course at that time. The school uses common grading language across all courses for our Semester 1 and Semester 2 reports.

Grade A - Outstanding

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations.

Grade B - High

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.

Grade C – Sound

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

Grade D – Basic

The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.

Grade E – Limited

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

Top tips

- Students should work on home assignments regularly. Don't leave it to the night before it is due
- Work should always be saved in OneDrive (the cloud) or on a USB
- Submit a draft for teacher feedback before the due date
- Attend the Homework Centre for help – open every Monday and Tuesday
- Seek help from teachers at recess or lunch time.
- Seek help from the Learning and Support Teacher and Learning and Support Officers (library)

Disability provisions

Disability provisions are provided to students who may need modified examination conditions (eg. separate supervision) or adjusted task requirements (eg. extended deadlines). Moorefield Girls High School will support students seeking disability provisions and where it is appropriate and suitable these provisions will be offered to the students to complete their assessment at school.

If a student experiences a one-off incident which affects her examination performance and requires Disability Provisions eg a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued using NESA general guidelines.

Failure to sit for an assessment task or submit an assessment task on time

If a student is absent on the day of a task or fails to submit an assessment task on time, they are required to provide a note from a parent or carer. The note should state the reason for not handing in or completing the task. For example, sickness or misadventure.

If the task is not handed in or completed by the due date (without a written reason from a parent), the following penalties apply:

- 20% of marks are deducted immediately
- after 1 week, a further 15% of marks are deducted
- after 2 weeks from the due date, another 15% of marks are deducted.

In all cases,

- the student will be interviewed by the classroom teacher or Head Teacher
- the student and her parents will be advised in writing
- the student will always be required to submit the set task or an alternate task to allow the teacher to assess learning outcomes achieved and provide feedback for improvement.

Malpractice

Malpractice is any activity undertaken by a student that allows her to gain an unfair

advantage over others or places other students at an advantage. It includes, but is not limited to:

- Plagiarism - copying someone else's work in part or in whole, and presenting it as your own or using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an assessment task

Misconduct in examinations and other assessment tasks

Misconduct during any task or formal examination will be addressed by the classroom teacher and Head Teacher. Misconduct refers to any form of behaviour or activity that is not consistent with school rules or causes disruption to assessment procedures.

Marks may be deducted if misconduct occurs. Parents will be informed in writing.

Requesting leave (eg. Travel)

Students must inform the school if they are taking leave. They should ensure that their leave does not interfere with their assessment tasks as much as possible.

Sentral Student Parent Portal

Actual dates and due dates for all formal assessment tasks are published on the school calendar in Sentral. This information is visible to students and parents.

Year 8 Assessment schedule

The date of each assessment task will be confirmed by the classroom teacher on an Assessment Task Notification form at least two weeks prior to the task.

Subject	Term 1	Term 2	Term 3	Term 4
English	Task 1 Week 10	Task 2 Week 9	Task 3 Week 10	No formal task
Mathematics	Task 1 Week 9 Class test (35%)	No Task	Task 2 Week 8 (30%) Assignment Pythagoras and Ratios and rates	Semester 2 Week 5 Test (35%)
Science	Task 1 Weeks 8- Week 11 SRP - Online Submission	No formal task Week 3 in class data processing task	No formal task. Week 4 Common task – Practical Skills – in class	Task 2 Week 4 Examination
PDHPE	No formal task. Movement skills ongoing in class	Task 1 Week 2 In class test Task 2 Week 8-9 Movement Skills – Hip Hop		Task 3 Week 4 First Aid
History (semester 1) Geography (semester 2)	Task 1 History- Week 7 Research Task	Task 2 Week 3 Source Analysis	Task 1 Week 9 – Test	Task 2 Week 3 Stimulus Task
Visual Arts	No Task	Task 1 Printmaking Week 5	Task 2 Research Task Week 9	Task 3 Ceramics Week 5
Music	Task 1 Week 9	Task 2 Week 5	Task 3 Week 8	Task 4 Week 5
Technology (Mandatory) 3 Topic Rotation: Food and Agriculture Textiles Technologies Digital Technologies	No task	13 Rotation, Task 1 Weeks 2 - 3	13 Rotation, Task 2 Weeks 5 - 6	13 Rotation Task 3 Weeks 7-8
Languages	No Task No Task	Task 1 Italian Week 5 Task 1 Greek Week 7	Task 2 Italian Week 8 Task 2 Greek Week 8	Task 3 Italian Week 4 Task 3 Greek Week 4