



Glenwood High School



Year 8 Assessment Policy

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Introduction

Year 8 is the year in your schooling pattern where you will begin to think about your own personal pathway in learning with the choices of electives being offered to you in the near future. It is the second half of the NESA (NSW Educational Standards Authority) Stage 4 curriculum pattern. Stage 4 is studied for two years across Year 7 and Year 8.

Students in Stage 4 have the opportunity to explore the broad range of subjects offered by NESA. The subjects in Stage 4 are mandatory with the hours spent in each subject mandated by NESA. The core subjects of English, Mathematics, Science, History, Geography and PDHPE must be studied from Year 7 to the end of Year 10.

Year 8 students will study a variety of subjects at Glenwood High School, where creative learning experiences are valued and students are able to demonstrate their breadth of skills. Students in Year 8 will continue to apply and develop their knowledge in new and exciting ways, using project-based learning approaches and the BYOD program to enhance their learning.

At Glenwood High School, ongoing assessment is used to determine the level of achievement for every student in each course, rather than rely on a major examination alone. The term 'assessment' refers to the process of identifying, gathering and interpreting information about student learning. There are many different types of assessment tasks teachers will use to assess student progress, including, topic tests, practical work, presentations, pieces of writing, art works, bookwork, comprehension exercises, research projects, computing skills and major assignments.

Each faculty has its own method of assessment to measure student performance within each course. Throughout the year there are two formal assessment periods, and students will receive an examination timetable to assist them in preparing for their examinations. At the end of each semester, student learning achievement will be conveyed to parents through a school report. These will be available on the Sentral Portal.

Glenwood High School will provide students with support; however, students must remember that to achieve their very best, they need to make a commitment to succeed. Failure to submit an assessment task, or make a serious attempt at an assessment task, will result in students being penalised over a five-day period and parents/carers contacted if the task is not completed. Persistent failure to complete tasks or course work may result in a student and parent/carer meeting with the teacher and head teacher of the subject.

It is very important that you read this information carefully. If you have any questions, please ask the relevant head teacher, speak with the deputy principal or talk to your year adviser.

We look forward to helping you achieve your very best throughout your Stage 4 studies.

Mrs Sonja Anderson
Principal

Ms Rachael Powter
Deputy Principal

“Students must remember that to achieve their very best, they need to make a commitment to succeed.”

General Information

What does assessment look like in Year 8?

In Year 8, students will receive a range of assessment tasks to check their comprehension and skill development across their various subjects. This policy outlines the requirements in regards to the administration and completion of such assessment, and should be read in connection with the **Year 8 Assessment Schedules**, which outlines the timeframes for assessment across all Year 8 courses, and is accessible on the school website. Similarly, the **Year 8 Assessment Calendar accessible through the Sentral Portal** will also detail the specifics of assessment task due dates throughout the calendar year.

The importance of study for Year 8

Study is revising class work to keep it fresh for completing summative assessment tasks. You are expected to use your own initiative and time management skills to plan ahead for this. Use the information that is provided in this booklet and the calendar provided at the back of the assessment schedules to plan time to complete additional study.

The amount of time devoted to study increases as a student progresses through school. The following table sets out the minimum time expected by most educational institutions.

| Year | Time per night | Time per week |
|-----------|----------------|---------------|
| 7 | 30 minutes | 2.5 hours |
| 8 | 1 hour | 5 hours |
| 9 | 1.5 hours | 7.5 hours |
| 10 | 2 hours | 10 hours |
| 11 and 12 | 3 hours | 15 hours |

Homework

Homework is school work that you complete at home. It bridges the gap between learning at school and learning at home and reinforces work completed during class time. Homework is also reported on your semester academic reports as a component of the 'Commitment to Learning' using the scale:

☐ Usually

☐ Sometimes

☐ Rarely

The importance of homework for Year 8

Homework is a very important part of learning because:

- Homework helps to establish the habits of study, commitment and self-discipline. These are important life skills as well as being important for success as you move through Year 7 and 8.
- Homework helps you to identify gaps in your learning.
- You can learn to work independently and develop concentration and organisational skills.
- It helps develop skills such as research and time management.
- Homework is like training for sport: the more you train the better you become.

How Glenwood High School can help

Glenwood High School is committed to helping students learn good homework and study skills. The school has established avenues including:

- Connect
- Maths Help
- Science Help
- Homework Centre
- Teacher guidance
- Year Advisor support

Assessment Tasks

Assessment is the opportunity for students to show **what they know** and **what they can do**.

Assessment tasks will help both students and teachers to identify strengths and weaknesses so teachers can focus their teaching on what students need to learn to be successful at school. Students will also find out about areas to concentrate on to improve, as part of the assessment feedback process. Assessment tasks are designed to measure how well students have achieved the outcomes of a particular course. Student achievement of the outcomes will be in their academic report each semester.

To satisfactorily complete Stage 4, students will be given a variety of tasks that will evaluate their understanding of the concepts and development of processes and skills. These tasks can be divided into two groups:

1. **Summative Assessment** – these are used to assess a student's progress against a standard, such as syllabus outcomes;
2. **Formative Assessment** – these are undertaken as part of each topic and give the student and teacher feedback on the student's progress. These can be used to set up individual programs of study to further develop the student's understanding and skills.

Assessment for learning

Assessment for learning is described in detail in the assessment section of each syllabus. It involves using assessment activities or tasks as a regular part of the teaching and learning process to clarify students' understanding of concepts, to remedy misconceptions, and to support a student's further learning and the development of deeper understanding. All assessment activities can be used to support learning, and to provide feedback to students that enables them to actively monitor and evaluate their own learning.

Weightings will vary from subject to subject. Some outcomes will be assessed over time e.g. practical skills. Assessment also caters for fieldwork and eventually arrives at a mark whose accuracy has been increased by the use of multiple measures. All examinations will be included in the assessment schedule of subjects. The **assessment schedules** are a guide to help you plan and manage your workload, and are accessible on the school's website.

Students will be given at least TWO weeks, notice of the set tasks with a precise date and details of the nature of the tasks. Teachers will endeavour to arrange any necessary excursions on dates that do not conflict with assessment tasks. Should a conflict occur, teachers will work to negotiate an alternate time.

What you may be asked to submit

There are assessment tasks in each subject. The assessment tasks that you will complete could be:

- | | |
|-----------------------|-----------------------|
| - Formal examinations | - Topic tests |
| - Creative works | - Presentations |
| - Videos | - In-class assessment |
| - Project-based tasks | - Written work |

All assessment tasks contribute towards your final grade and achievement level in each subject you study. The results of this work will be shown in your semester reports. All assessment tasks contribute towards the final grade and achievement level in each subject studied. The results of this work will be shown in a student's semester reports.

Procedure for submitting assessment tasks

Assessment tasks take precedence over all other school and personal activities, including excursions, competitions and sporting events. Under special circumstances and for valid reasons only will the Deputy Principal or Head Teacher grant an exemption. This does not include family outings. Assessment tasks must be handed in **personally to the class teacher or relevant faculty head teacher only** (not to a casual teacher or another teacher in the staffroom) on the due date during the period in which the lesson is timetabled, unless otherwise specified.

Technology

When a student submits work completed using software not supported the Department of Education commissioning protocols, it is the student's responsibility to ensure it is compatible with the equipment currently available within the school. The teacher should also be supplied with a printed copy of the task (unless other provisions have been made by the teacher). **Remember to back up all work.** Equipment failure, hardware or software incompatibility or failure of school equipment to read the data is a student's responsibility and a student will be deemed not to have handed in the task on time.

Students are solely responsible for maintaining backups of all personal data files, independently of the school's computers and network. Students should **save their files in multiple locations** including emailing themselves or saving documents in 'cloud' services. It is unacceptable for a student to cite technological failure as a reason for an appeal when the student could have saved their work in other locations.

Assessment tasks that are completed outside the classroom

Tasks completed outside the classroom are to be submitted by the designated day and time as specified on each task notification sheet. When no time has been specified on the notification sheet, the task must be submitted or completed during the scheduled lesson time for that subject. If there is no lesson scheduled on the day a task is due it must be submitted by 3pm. All tasks may be submitted early.

Late submission of tasks

Any task submitted after the designated day and time will be deemed to be late, unless the student has been granted an extension (which **students must have applied for at least three days prior to the due date**), or is absent on the day due to illness or other acceptable reason, as indicated in a letter from a parent to the teacher in the next lesson of that subject. Concessions can be made at the Head Teacher's discretion or for students with SLSPs, learning needs or in extenuating circumstances.

Failure to submit a task on time will result in a mark deduction as follows:

| | |
|------------------------|---------------------|
| One day late: | 10% of total marks |
| Two days late: | 20% of total marks |
| Three days late: | 30% of total marks |
| Four days late: | 40% of total marks |
| Five days late: | 50% of total marks |
| Six or more days late: | 100% of total marks |

Assessment tasks that are completed in class

In the case of a missed in-class task, such as topic tests and examinations, practical tasks, performances and speeches, the student has the responsibility of reporting to the head teacher. Reporting to the head teacher is to be done on the students first day back at school. The requirements are a letter from a parent detailing the reason for the absence and where possible, a doctor's certificate.

Students on extended leave

If a student is to be absent for an extended period of time, this time must be approved by the deputy principal or the principal through the submission of the application for leave form. The student may receive and exemption or may need to complete the task upon return to school. Any student who does not follow this process may receive a ZERO mark for the task.

Managing your time

Multiple Assessment Tasks

There is an assessment calendar for students to fill out at the back of the assessment schedules. This will help them to check how many tasks they have and plan their time accordingly. If they have more than four in one week (excluding examination periods), they need to see their teachers or the relevant faculty head teacher who will consider changing the dates. This needs to be done when they first receive this handbook.

Extensions

The head teacher may grant an extension of time, but only under extreme circumstances. No teacher will grant an extension of time, as this is unfair to other students.

Malpractice

Malpractice is any activity that allows a student to gain an unfair advantage over other students. Any instances of cheating, gross disruption, disobedience, copying or submitting work other than one's own (in the class teacher and head teacher's view), will receive ZERO marks. Use of any type of software assistance, for example AI software, is considered malpractice. An appeal can then be lodged if necessary to the deputy principal. If the appeal is rejected, the ZERO mark remains. If the appeal is upheld, the task will receive the marks it earns from being marked as usual.

Feedback and queries on results

Teachers will provide students with meaningful and helpful advice when assessment tasks are returned after assessment. This may include marks, grades, rankings, written or verbal comments, etc. Students should make careful note of this advice as a guide for improving performance. Teachers may also provide a student with their cumulative ranking at any time throughout the year. However, although students may be given a final ranking, teachers are not permitted to disclose the actual final mark.

Mistakes in marking can only be corrected at the time assessment tasks are returned to the student.

Student Reports

Students will receive two reports throughout the year. A Semester One report issued at the completion of the Semester One (Half-Yearly) and a Semester Two report issued at the completion of Semester Two (Yearly - a cumulative report for the whole year).

Assessment and Reporting are explicitly connected. The assessment tasks, along with examinations and learning behaviours all contribute to what your child is reported on. Reports at Glenwood High School are outcomes based, this means that the level of achievement is being reported upon, not the mark achieved in the assessment task or examination.

A parent-teacher evening occurs in Term 2 and parents are encouraged to contact the child's teacher or year adviser if they would like to discuss the progress of their child outside of the reporting periods.

| | |
|--------------------|--|
| 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 very high level of competence in the processes and skills and can apply these to new situations. |
| 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. |
| 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. |
| Basic | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| Limited | The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills. |

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