

# **Model Farms High School**

"Achieving Personal Excellence Through Quality Teaching"



## **Year 7 Assessment Procedures 2023**



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# Welcome to the Year 7

The purpose of this booklet is to inform you about the assessment procedures and schedules in relation to the Stage 4 of the **NSW Record of School Achievement**.

Your school-based assessment will give grades A, B, C, D or E in all subjects. The grade you are awarded will depend on the quality of your work and your assessment in each subject. Throughout the year Course Performance Descriptors will be applied across the state to ensure equal overall standards.

It is extremely important to complete all class work and assignments consistently throughout the year. Do not regard the formal assessment tasks as the minimum requirement for success. You need to work conscientiously and steadily in each course in order to meet learning outcomes and requirements.

At the back of this booklet you will find a blank Assessment Calendar. Use this calendar to plot all your assessment tasks, tests, assignments and projects for each of your courses throughout the year. This will help you organise your workload and plan for deadlines. Don't leave task preparation to the last minute as this will increase your stress levels and affect your performance.

I would like you to be true to yourself and work hard all the year. If you return good work every week, your grades will reflect your highest possible performance. At the end of the year, I want you to be able to think back on your year and grades and know you have done your best.

Best wishes for the coming year.

## Introduction

This booklet contains an Assessment Calendar for all Year 7 subjects. It outlines when the assessment tasks are scheduled, the task description and the relative weighting attached to each assessment task. The assessment calendar overview should be used as a guide only. Dates of tasks are subject to change at the Head Teacher's discretion or due to unforeseen circumstances. Class Teachers will inform students of the new arrangements in writing at least two weeks in advance.

### Reports

Reporting is the process of identifying, gathering and interpreting information gained from the assessment process, about student achievement and progress. Students should receive written feedback for assessment tasks within 2 to 3 weeks of submission where practicable.

The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students' learning achievements and progress are also reported to other schools and to employers.

Reports are issued at the end of term 2 and 4 each year. These are anticipated dates and may vary due to unforeseen circumstances. Actual dates will be published in the school newsletter at the time of issue.

**This booklet is a valuable resource – it should not be lost!** Students should keep it with them and review its contents regularly so that they are aware of what this booklet says about each course and the other matters pertaining to assessable tasks. **The rules contained in this booklet are designed to be fair to all students and to prevent students from gaining unfair advantage over others. Ignorance of these rules will not be accepted as grounds for appeal by students.**

## ROSA Pattern of Study Requirements Checklist

Mandatory curriculum requirements for the award of the Record of School Achievement state that students must undertake a program of courses which includes:

A study of:

- English
- Mathematics
- Science
- Both History and Geography
- Personal Development, Health and Physical Education.

During Stage 4 (Years 7 and 8) a study of:

- Visual Arts
- Music
- Design and Technology
- A language other than English

# Record of School Achievement (ROSA)

## **What is the Record of School Achievement?**

The Record of School Achievement is awarded by NESA. This is the statutory body responsible to the Minister for Education which certifies students have satisfactorily studied courses for four years. School attendance and conduct also have to be satisfactory.

A student will be considered to have satisfactorily completed a course if there is sufficient evidence the student has, by effort and achievement, followed the courses laid down by NESA.

## **How do I complete the courses for the Record of School Achievement?**

- Attend all classes
- Participate in all the required learning experiences
- Complete practical exercises, research projects and assessment tasks
- Attempt all set homework
- Bring all equipment as specified by the teacher
- Work to the best of your ability and not hinder the learning opportunities of others
- Demonstrate through effort that you have met all the requirements set down by both ***NESA and Model Farms High School***

## **How do I get a grade in my courses?**

Grades will be awarded for **all subjects** studied in Year 7. Grades will be based on Course Performance Descriptors. The grade you receive is determined by your school based on your performance in the course throughout the year.

The purpose of the grading system is to provide students, parents, employers and the general community with information on the students' levels of achievement in Record of School Achievement subjects.

No grades will be awarded for courses based on Life Skills outcomes and content. These are reported as "completed" on the Record of Achievement and through the achievement of outcomes listed on the Profile of Student Achievement.

## **NESA General Performance Descriptors**

### **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 using 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.

## Assessment

Assessment provides information for students, teachers and parents to compare what is known and can be demonstrated against state-wide standards.

Assessment takes many forms in the classroom:

- formal and informal observation and discussion with students
- formal assessment tasks
- comparing evidence of achievement with that of other students
- comparing evidence of achievement against syllabus standards.

Assessment provides vital information: at the point of planning, along the way and at the end of a cycle in preparation for the next teaching and learning cycle.

The K – 10 Curriculum Framework establishes the guidelines of NESA curriculum for the compulsory years of schooling. Each course syllabus clearly sets out outcomes and standards that show what students are expected to know and be able to do at each stage from Year 7 to Year 10. This provides the basis for realistic assessment and meaningful reporting of student achievement.

The syllabus outcomes that are provided at each stage are used as a standards framework to monitor student learning. From time to time teachers will make judgements about student achievement of syllabus outcomes on the basis of assessment evidence, and place them at the appropriate stage in the standards framework.

The learning outcomes make up the mandatory element of the curriculum framework. When teachers design and develop learning programs and units of work to suit the needs of their students, they ensure that these programs include learning opportunities and enriching experiences for their students that are aimed at achieving the outcomes set out in the syllabus. The outcomes and standards enable teachers to describe learning achievement and to be clear about the standards or levels of performance required of students as they progress through schooling.

### What are Assessment Tasks?

Each subject will have a set number of assessment tasks spread through the year. The type of task will be determined by each faculty and may include class work, examinations, assignments, practical work, oral presentations etc. The following guidelines will apply for all faculty assessment programs:

- the tasks will assess a range of knowledge and skills included in the course
- school based examinations may be included

The final grade will be based on the results of all assessment tasks. This grade will be the grade that best reflects the overall performance of the student at the end of Year 7 in each course.

Students will usually be given **at least TWO weeks notice** of the set tasks with a precise date and details of the nature of the task.

**What are my responsibilities with Assessment Tasks?**

- Do each task to the best of your ability
- Notify your subject teacher of any illness or family reasons for non-completion of a task by its due date. Advance notice is very helpful where possible.
- Ensure that any questions you have about the marks you are given for a particular assessment task are asked as soon as the work is returned to you.
- Complete all forms associated with the Record of School Achievement entry and ensure that the information you provide is correct and complete.



## Honesty in Assessment

Malpractice is the copying, cheating, talking, and disrupting others during an Assessment Task including examinations. All Assessment Tasks must be:

- **The student's own original work.** You cannot submit a task that is not your own work or is identical to that of another student. You may work on a task with a friend / relative etc., but the final copy must be in your own words: i.e. it must be your original interpretation of the task. You cannot copy work from another source such as the internet. Failure to comply with this will lead to the award of a zero mark.
- **Completed by a student in the current assessment period.** You may not hand in a task or part of a task completed for another assignment in this or previous years. Students found to have committed this form of malpractice will be awarded a zero mark.

In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice then a **zero mark** will be given for the task.

The Head Teacher, in consultation with the class teacher, will establish that malpractice has occurred. Parents/guardians will be advised in writing. If a student can produce conclusive evidence that malpractice has not have occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and the decision made will be final. If it is found that malpractice has occurred, the student may be provided with a substitute task to demonstrate achievement of the relevant outcomes.

Speaking in an exam, disrupting an exam, behaving inappropriately in an exam or carrying a mobile phone into an exam is malpractice and a zero will be awarded.

# Student Year 7 Assessment Policy

## Assessment Tasks

- 1.1 Each student is expected to complete all assessment tasks.
- 1.2 Assessment tasks must be handed in **personally** to the class teacher. Unless otherwise specified all assessment tasks must be handed in as hard copies.
- 1.3 All work done at home must be the student's own work. The progress of home assessment tasks may be checked by the teacher where appropriate. Work submitted containing work not done by the student may receive zero marks.
- 1.4 Assessment task dates will normally be displayed on the calendar of the school's website at least two weeks before completion date.

## Completion of Assessment Tasks

- 2.1 Students are expected to complete all assessment tasks on the specified date. Students cannot normally sit the task before this date.
- 2.2 Assessment tasks are due to the teacher in the timetabled period for the subject. If the subject is not timetabled on the due date, assessment tasks must be handed to the teacher by 3pm.
- 2.3 Broken storage devices, computer printing problems, and any other computer issues will not be accepted as valid excuses for late work. All computer work should be backed up on a consistent basis.
- 2.4 If a student is absent from an assessment task or fails to submit a task on or before the due date, a mark of ZERO will be recorded until the result of any appeals is determined
- 2.5 **If a student is absent from an assessment task, the student has the responsibility of reporting to the Class Teacher of their course on their arrival at school to arrange to complete the task. An Illness/Misadventure form must then be completed.**
- 2.6 If a student knows beforehand that they will be absent, they MUST inform the Class Teacher of the course beforehand to complete an Illness/Misadventure Form before the date of the task.
- 2.7 Late work will be penalised 15% per day including weekends.
- 2.8 All students must deliver speeches as per the assessment notification unless an appeals form is lodged to the Class Teacher with appropriate supporting documentation.
- 2.9 Students must attend all classes on the day an assessment task is due. Students are not permitted to turn up late because they have been working on the task. Students will be penalised 15%, unless the necessary documentation (illness/Misadventure form) is provided.

## Non-Completion of Assessment Tasks

- 3.1 If a student receives a zero mark, parents will be notified and made aware of the potential consequences.

## Attendance

- 4.1 Students attendance at school and in class is an essential prerequisite for the attainment of the ROSA. A warning letter will be issued if attendance in class is not satisfactory.

**Conduct during Assessment Tasks**

- 5.1 Breaches of the conduct in assessment tasks guidelines may result in the removal of the student from the assessment room, loss of marks or the cancellation of the student's paper.

## **Satisfactory Completion of a Course**

Like all students in NSW, students enrolled at Model Farms High School must satisfy NESA's course criteria for the award of the Record of School Achievement.

During the courses of study, students will be given many tasks that are designed to increase their skills and knowledge of the course material. It is important that all of these tasks are completed to the best of the student's ability, in order to obtain maximum benefit from the courses. Only some of the tasks that students complete will be assessable, but it is a requirement to complete all set work, including homework, and submit it to the teacher on the due date.

Students must demonstrate to teachers that their effort and achievement are such that they have met the course requirements.

Where a student is deemed 'unsatisfactory' it indicates that the student has failed to meet one or more of the following requirements:

- followed the course developed and endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and/or
- achieved some or all of the course outcomes.

# Sample Appeals Form



## Model Farms High School "Achieving Personal Excellence Through Quality Teaching"

### Years 7 - 8 Assessment Task/ Examination Illness or Misadventure Appeal Form

Section A of this form is to be completed and submitted to the appropriate Class Teacher on your return to school.

#### Section A

Student Name \_\_\_\_\_ Year \_\_\_\_\_

Course \_\_\_\_\_ Teacher Name \_\_\_\_\_

Task Title \_\_\_\_\_ Date of Task \_\_\_\_\_

Explain the reasons for this appeal. Give details of the ways in which you have been disadvantaged in this task.


Student Signature \_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

*The completed form is now to be returned to the appropriate Class Teacher.*

#### Section B

**Classroom Teacher** (To complete any relevant sections)

The task has since been submitted or completed on \_\_\_\_\_ (date)

The task has been arranged to be completed or submitted on \_\_\_\_\_ (date)

Class Teacher's Decision/Comment


Class Teacher's Signature \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## My Assessment Calendar – Year 7

Term 1	Date	Course	Assessment Task/Event
Week 1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
Term 2	Date	Course	Assessment Task/Event
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

<b>Term 3</b>	<b>Date</b>	<b>Course</b>	<b>Assessment Task/Event</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
<b>Term 4</b>	<b>Date</b>	<b>Course</b>	<b>Assessment Task/Event</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

## What do I do If?

Issue	Process to follow:
Sick and can't do an exam	<ul style="list-style-type: none"> <li>• Before school on the first day back at school, report to the Class Teacher for an appeal form. They will arrange a time for you to complete the task.</li> <li>• Get your parents/carer to sign the appeals form</li> <li>• Return the appeals form to the Class Teacher within 3 days.</li> </ul>
Sick and can't get to school to hand in an assessment task	<ul style="list-style-type: none"> <li>• Arrange to get the task to school (email, sibling or another person to drop it off at school). This is the preferred option.</li> <li>• If you can't get the task to school <ul style="list-style-type: none"> <li>◦ Before school on the first day back at school, report to the Class Teacher for an appeal form.</li> <li>◦ Submit the task – fill in the appeals form</li> <li>◦ Get your parent/carer to sign the appeals form</li> <li>◦ Return the appeals form to the Class Teacher within 3 days</li> </ul> </li> </ul>
Late for an exam – missed bus, traffic etc.	<ul style="list-style-type: none"> <li>• On arrival at school, report to the Class Teacher for an appeal form and further instructions</li> </ul>
Late on the day of an exam – appointment (you should have prior knowledge if you have an appointment)	<ul style="list-style-type: none"> <li>• As soon as you are aware of the situation see the Class Teacher and let them know you will be late to school and why. The Class Teacher will give you an alternative time for the exam.</li> <li>• Complete the appeals form that the Class Teacher gives you before the day of the exam</li> <li>• Get your parents/carer to sign the appeals form</li> <li>• Return the appeals form to the Class Teacher within 3 days</li> </ul>
Won't be at school on the day of an exam <ul style="list-style-type: none"> <li>• School sporting commitment</li> <li>• Outside school commitment</li> <li>• Pathways student and clash with another subject commitment</li> </ul>	<ul style="list-style-type: none"> <li>• As soon as you are aware of the situation see the Class Teacher and let them know you will be late to school and why. They will give you an alternative time for the exam.</li> <li>• Complete the appeals form that the Class Teacher gives you before the day of the exam</li> <li>• Get your parents/carer to sign the appeals form</li> <li>• Return the appeals form to the Class Teacher within 3 days</li> </ul>
Going on a family holiday – normally not a valid reason for missing an assessment task	<ul style="list-style-type: none"> <li>• See the Class Teacher and let them know you will be absent and why</li> <li>• Your Class Teacher will tell you what documentation is needed and give you an appeal form</li> <li>• Arrange a time to complete the exam – fill in the appeals form</li> <li>• Get your parents/carer to sign the appeals form</li> <li>• Return the appeals form to the Class Teacher within 3 days</li> </ul>



<p>Technological issues with assignment</p> <ul style="list-style-type: none"> <li>• Can't print</li> <li>• Assignment deleted</li> </ul> <p>Technological issues are NOT a valid reason for NOT submitting a task</p>	<ul style="list-style-type: none"> <li>• See the Class Teacher of the course and inform them of the issue, they will give you further instructions of what to do. This must be done as soon as the issue arises – not days later.</li> <li>• To prevent most issues from occurring always have a back copy of your assignment on a USB or emailed to yourself. This must be done regularly, that is every time you finish working on the assignment.</li> </ul>
<p>Speech – issues with presenting a speech</p>	<ul style="list-style-type: none"> <li>• See the Class Teacher of the course as soon as the situation arises</li> <li>• Obtain appropriate documentation, appeals will not be considered without documentation</li> <li>• Complete the appeals form that the Class Teacher gives you</li> <li>• Get your parents/carers to sign the appeals form</li> <li>• Return the appeals form to the Class Teacher within 3 days</li> </ul>

## **Further Advice**

Information on the schools Assessment policy may be sought from the Deputy Principal, a KLA/Faculty Head Teacher, Year Advisor, the Careers Advisor or your class teacher.

Outside the school you can contact the Office of NESA:

Phone: (02) 9367 8111                      Fax: (02) 9367 8484

Or NESA Liaison Officer Metropolitan North West

Phone: (02) 9367 8387                      Fax: (02) 9367 8080

Or NESA website at:

**<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>**