



Engage Inspire Enjoy



Assessment 4

Year 7

Weeks 21-26

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For Student Progress Reports teachers will make an on-balance judgment about each student's achievement in each subject. They will draw on Victorian Curriculum assessment standards, classroom observation, each student's contribution to work in class, as well as from a range of assessment tasks outlined in this Assessment Guide.

Subject	Topics Covered	The achievement grade includes assessment from the following tasks:
ART	<ul style="list-style-type: none"> • Portraiture 	<ul style="list-style-type: none"> • Visual Diaries • Rendered portrait drawing
DRAMA	<ul style="list-style-type: none"> • Character improvisation 	<ul style="list-style-type: none"> • Master/ Servant • 'Death in a Minute' improvised performance • Bookwork
ENGLISH	<ul style="list-style-type: none"> • Weekly writing folio • Weekly literacy skills • Character analysis • Film text study • Point of view oral presentation • Homework spelling tasks 	<ul style="list-style-type: none"> • Personal writing folio • Homework writing tasks • Text response essay • Oral presentation • Class discussion and participation
FOOD	<ul style="list-style-type: none"> • Kitchen safety and hygiene • Baking skills and methods 	<ul style="list-style-type: none"> • Practical lessons • Evaluation and reflection • Kitchen safety poster
FRENCH	<ul style="list-style-type: none"> • Numbers 21 – 39 • How to express various dates in French. • Questions and answers on today's date, one's birthday and three festival dates: Easter, Christmas and the French national day. • The origins of Bastille Day. 	<ul style="list-style-type: none"> • Classwork • Spoken and listening exercises
GRAPHICS	<ul style="list-style-type: none"> • Vocabulary—the elements and principles of design • Use of basic technical drawing equipment 	<ul style="list-style-type: none"> • Ability to draw vertical, horizontal and 45 and 60/30 degree angled lines • Expressive word assignment
HEALTH	<ul style="list-style-type: none"> • Understanding food labels 	<ul style="list-style-type: none"> • Bookwork • Class Discussion • Short answer tasks
HUMANITIES	<ul style="list-style-type: none"> • Ancient Worlds: Egypt and China 	<ul style="list-style-type: none"> • Ancient Egyptian artefact and speech • Ancient Egyptian test • Class participation • Bookwork
INFORMATION TECHNOLOGY	<ul style="list-style-type: none"> • Familiarisation with many computer programs and demonstrating all aspects of these programs 	<ul style="list-style-type: none"> • Word Cloud • Magazine page • Touch typing program • Comic life presentation

Subject	Topics Covered	The achievement grade includes assessment from the following tasks:
MUSIC	Performance <ul style="list-style-type: none"> • Drums (Rhythm) • Guitar (Harmony) • Keyboard (Melody) • Ext. Group work Composition <ul style="list-style-type: none"> • Blues lyrics • Simple music notation • Improvisation (Pentatonic Scale) • Composer research 	<ul style="list-style-type: none"> • Practical assessment • Written assignment and test
PHYSICAL EDUCATION	<ul style="list-style-type: none"> • Netball 	<ul style="list-style-type: none"> • Teacher observation of energetic participation, cooperation and inclusiveness
SCIENCE	<ul style="list-style-type: none"> • Planets and the Solar System 	<ul style="list-style-type: none"> • Classwork • Planning and final version of information report
TECHNOLOGY (WOOD, METAL)	<ul style="list-style-type: none"> • Design process • Research • Production • Evaluation • Safety • Hand Skills 	<ul style="list-style-type: none"> • Letter Holder • Name Plate
MATHEMATICS	<ul style="list-style-type: none"> • Maths Pathway modules selected by students 	<ul style="list-style-type: none"> • Maths Pathway levels will be used as the basis of the academic assessment. These levels are derived from the tests completed on a fortnightly basis.

Year 7 Assessment	
Report 3, 4 & 5	
VC Level	% for Report
7.5+	100
7	90
6.5	80
6	70
5.5	60
5	50
4	40
3	30
2	20
1	10

ATTITUDE AND EFFORT DESCRIPTORS

100%	<p>A student at this level:</p> <ul style="list-style-type: none"> • Requests teacher feedback and incorporates it into their work • Actively seeks enrichment or extension • Actively promotes inclusion and tolerance in class • Demonstrates active interest in content through curiosity or questioning • Initiates discussion in class • Completes class and home work efficiently
90%	Has shown improvement in the characteristics described at 80 but not yet at the level above.
80%	<p>A student at this level:</p> <ul style="list-style-type: none"> • Incorporates teacher feedback into their work • Joins in class discussions/activities without being prompted • Responds respectfully to points of disagreement • Always brings necessary materials • Always on time to class • Completes class and home work efficiently
70%	Has shown improvement in the characteristics described at 60 but not yet at the level above.
60%	<p>A student at this level:</p> <ul style="list-style-type: none"> • Completes class and home work efficiently • Participates in class discussions/activities when prompted by teacher • Responds respectfully to other students • Usually brings necessary materials • Usually on time to class
50%	Has shown improvement in the characteristics described at 40 but not yet at the level above.
40%	<p>A student at this level:</p> <ul style="list-style-type: none"> • Late on numerous occasions • Distracts other students from their work • Distracted when completing class work • No sign that feedback is incorporated into their work • Reluctant to participate in class discussion/activities
30%	Has not yet reached the level above
20%	<p>A student at this level:</p> <ul style="list-style-type: none"> • Chronically late without explanation • Persistently avoids participation in class, or engagement with course content, even when directed • Shows disregard for teacher feedback • Has displayed aggressive or intimidating behaviour towards other students or teachers

These descriptions are meant as guidelines for judging students for attitude and effort for the Student Progress Report. For a student to score at a specific level they should be displaying most of the characteristics described at that level. In the case of a student who is displaying characteristics at a number of levels, use teacher discretion to choose the most appropriate level for that student.