



## Assessment 5

### Year 8

### Weeks 27-33

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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:
<b>ART</b>	<ul style="list-style-type: none"> <li>• Hatching, cross hatching and stippling rendering techniques</li> <li>• Mono print</li> <li>• Transfer techniques</li> <li>• Water colour painting techniques</li> <li>• Indigenous themes and paint application techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Monoprint free choice</li> <li>• Scraper board (animal image)</li> <li>• Indigenous style animal image</li> <li>• Visual diary</li> </ul>
<b>DRAMA</b>	<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Puppetry</li> <li>• Costume</li> <li>• Acting skills</li> </ul>	<ul style="list-style-type: none"> <li>• Drama vocabulary</li> <li>• Puppet construction and puppeteer skills</li> <li>• Newspaper costume construction</li> <li>• Reflections, bookwork and presentation</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• Weekly writing folio</li> <li>• Comparative writing</li> <li>• Comparative image analysis</li> <li>• Argument and persuasive language analysis</li> <li>• Weekly literacy skills</li> <li>• Homework tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Personal writing folio</li> <li>• Comparative paragraphs</li> <li>• Comparative short answer questions</li> <li>• Homework writing tasks</li> <li>• Class discussion and participation</li> </ul>
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>• Fact file on France (ten categories)</li> <li>• Map work on French cities and neighbouring countries</li> <li>• Physical geography of France (mountains and rivers).</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork, spoken and listening exercises</li> <li>• General knowledge quiz</li> </ul>
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>• Resilience and mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• 'Be Ready' workbook activities</li> <li>• Mental health condition research assignment</li> </ul>
<b>HUMANITIES</b>	<ul style="list-style-type: none"> <li>• Landscapes and landforms (Geomorphology)</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets on various landscapes and landforms</li> <li>• Research assignment involving travel to key landforms around the world</li> </ul>
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>• Indoor hockey</li> <li>• Minor games</li> <li>• Fitness testing</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of energetic participation, cooperation and inclusiveness</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Earth and space science</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Discussion</li> <li>• Student presentation</li> </ul>

Subject	Topics Covered	The achievement grade includes assessment from the following tasks:
<b>MUSIC</b>	Performance <ul style="list-style-type: none"> <li>• Drums (Rhythm)</li> <li>• Guitar (Harmony)</li> <li>• Keyboard (Melody)</li> <li>• Ext. Group work</li> </ul> Composition <ul style="list-style-type: none"> <li>• Blues lyrics</li> <li>• Simple music notation</li> <li>• Improvisation</li> <li>• (Pentatonic scale)</li> <li>• Composer Research</li> </ul>	<ul style="list-style-type: none"> <li>• All practical assessment</li> <li>• Written assignment / test</li> </ul>
<b>TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Design process</li> <li>• Research</li> <li>• Production</li> <li>• Evaluation</li> <li>• Safety</li> <li>• Hand skills</li> </ul>	<ul style="list-style-type: none"> <li>• Spice rack/ dust pan</li> </ul>
<b>TEXTILES</b>	<ul style="list-style-type: none"> <li>• Elements and principles of Design</li> <li>• Basic technical drawings</li> <li>• Selecting and applying designs</li> <li>• Stitch direction control</li> </ul>	<ul style="list-style-type: none"> <li>• Research &amp; drawings of the elements and principles of design</li> <li>• Safety poster</li> <li>• Demonstrating knowledge of sewing machine parts</li> <li>• Ability to thread the sewing machine</li> <li>• Trouble shoot basic issues.</li> <li>• Butcher's apron: (stitching patterns, cutting out, pinning and hemming )</li> </ul>
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>• Maths pathway modules selected by students.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Year 8 Assessment	
Report 3, 4 & 5	
VC Level	% for Report
8.5+	100
8	90
7.5	80
7	70
6.5	60
6	50
5	40
4	30
3	20
2	10

## ATTITUDE AND EFFORT DESCRIPTORS

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

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.