



Engage Inspire Enjoy



## Assessment 1

### Year 8

### Weeks 1-5

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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.

## YEAR 8

Subject	Topics Covered	The achievement grade includes assessment from the following tasks:
<b>ART</b>	<ul style="list-style-type: none"> <li>• Profile facial proportions</li> <li>• Grey lead rendering</li> <li>• Pastel rendering</li> </ul>	<ul style="list-style-type: none"> <li>• Media trials</li> <li>• Final profile portrait</li> <li>• Sketch book</li> <li>• Homework - free drawings</li> <li>• Visual diaries</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Text Study: The Outsiders</li> <li>• Creative writing</li> <li>• Text response questions</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark persuasive essay</li> <li>• Responses in class discussions and assigned tasks</li> <li>• Ten minutes explicit writing , 3 lessons per week</li> <li>• Short answer questions</li> <li>• Responses to text study booklet questions</li> </ul>
<b>FOOD</b>	<ul style="list-style-type: none"> <li>• Cooking meals from Breakfast to Dinner</li> </ul>	<ul style="list-style-type: none"> <li>• Observations from cooking - time management, cooking skills, working in teams and kitchen safety</li> <li>• Evaluations</li> <li>• Design a healthy breakfast meal for a teen on a budget</li> <li>• Cooking handout</li> </ul>
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>• Grammar: the importance of the definite article (le, la, l', les)</li> <li>• Topic: Family – being able to name various members of the family in French.</li> </ul>	<ul style="list-style-type: none"> <li>• Written exercise to practise using the four forms of the definite article</li> <li>• Classwork, spoken and listening exercises</li> </ul>
<b>GRAPHICS</b>	<ul style="list-style-type: none"> <li>• Vocabulary—The elements and Principles of Design</li> <li>• Typography</li> <li>• Imagery for Communication Design</li> </ul>	<ul style="list-style-type: none"> <li>• Research and Drawings of the elements and principles of design</li> <li>• Rock and Roll Festival / Juke box poster</li> </ul>
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>• Personal values</li> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Discussions</li> <li>• Questions</li> </ul>
<b>HUMANITIES</b>	<ul style="list-style-type: none"> <li>• The path from the Roman Empire to Middle Ages Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Research project</li> <li>• Bookwork</li> <li>• Participation in class tasks and discussions</li> </ul>

<b>Subject</b>	<b>Topics Covered</b>	<b>The achievement grade includes assessment from the following tasks:</b>
<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>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>• Minor games</li> <li>• Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Teamwork</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• What is a fair scientific test?</li> </ul>	<ul style="list-style-type: none"> <li>• Design and conduct an experiment</li> <li>• Class notes</li> <li>• Test</li> </ul>
<b>TEXTILES</b>	<ul style="list-style-type: none"> <li>• Elements and Principles of Design</li> <li>• Use of basic technical drawings</li> <li>• Ability to select and apply designs</li> <li>• Ability to control the stitch direction</li> </ul>	<ul style="list-style-type: none"> <li>• Research and drawings of the elements and principles of design</li> <li>• Safety Poster</li> <li>• Demonstration of knowledge of the parts of the sewing machine</li> <li>• Ability to thread the sewing machine and to trouble shoot basic issues</li> <li>• Butcher's Apron: (stitching patterns; cutting out, pinning, hemming of apron)</li> </ul>
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>• Maths Pathway modules selected by students with teacher recommendations</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>

<b>Year 8 Mathematics Assessment Reports 1 &amp; 2</b>	
<b>VC Level</b>	<b>% for Report</b>
8+	100
7.5	90
7	80
6.5	70
6	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"> <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 assessing student 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, teacher discretion is used to choose the most appropriate level for that student.