



Engage Inspire Enjoy



Assessment 6

Year 7

Weeks 34-40

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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"> • Landscape Painting • Rural life Studies 	<ul style="list-style-type: none"> • Processes involved in traditional landscape painting, • Techniques used in water-colour studies, • Documentation of ideas and thinking processes in Visual Diaries.
DRAMA	<ul style="list-style-type: none"> • Script writing skills • Acting Skills 	<ul style="list-style-type: none"> • Written script • Monologue performance • Bookwork
ENGLISH	<ul style="list-style-type: none"> • Weekly writing folio • Weekly literacy skills • Homework spelling tasks • Poetry analysis 	<ul style="list-style-type: none"> • Personal writing folio • Homework writing tasks • Comparative poetry writing task • Class discussion and participation
FOOD	<ul style="list-style-type: none"> • Using the oven and cooktop • Cutting techniques • Vegetable preparation 	<ul style="list-style-type: none"> • Cooking processes: sautéing, boiling and baking • 'Healthy Foods' brochure
FRENCH	<ul style="list-style-type: none"> • Classroom Objects (over 25 vocabulary words) • Grammar –agreement between nouns and adjectives, using colours with classroom objects 	<ul style="list-style-type: none"> • Classwork • Spoken and listening exercises
GRAPHICS	<ul style="list-style-type: none"> • Isometric Drawings • Orthographic projection (third angle) • Observation Drawing • Development net 	<ul style="list-style-type: none"> • Third angle projection of a toy • Isometric grid drawings
HEALTH	<ul style="list-style-type: none"> • Sexual Education and Puberty 	<ul style="list-style-type: none"> • Classwork • Class discussion • Test
HUMANITIES	<ul style="list-style-type: none"> • Place and liveability 	<ul style="list-style-type: none"> • Liveability visual display, classwork, participation
INFORMATION TECHNOLOGY	<ul style="list-style-type: none"> • Touch typing • Movie creation • Digital Document creation 	<ul style="list-style-type: none"> • Tux typing • Movie maker movie

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"> • Cricket Activities • Minor games 	<ul style="list-style-type: none"> • Teacher observation of energetic participation, co-operation and inclusiveness
SCIENCE	<ul style="list-style-type: none"> • Coding 	<ul style="list-style-type: none"> • Class participation • Poster • Experiment and project
TECHNOLOGY (WOOD, METAL)	<ul style="list-style-type: none"> • Design process • Research • Production • Evaluation • Safety • Hand skills 	<ul style="list-style-type: none"> • Key Tag / Photo frame/ Biscuit cutters
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 6	
VC Level	% for Report
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"> • 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.