



## Assessment 2

### Year 8

### Weeks 6-13

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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>Monoprint Technique</li> <li>Painting Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Free choice image monoprint</li> <li>Free choice image scraper board</li> <li>Homework– free drawings</li> <li>Visual Diary: maintaining class notes, documenting ideas, trialling media techniques, neatness and presentation</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>Text study (<i>The Outsiders</i>)</li> <li>Newspaper article based on <i>The Outsiders</i></li> <li>Text Study (<i>Holes</i>)</li> <li>Weekly writing folio</li> <li>Grammar and Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and classwork</li> <li>Written newspaper article</li> <li>Short answer chapter questions</li> <li>Weekly writing</li> <li>Weekly homework</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: Possessive Adjectives (my, your, his/ her)</li> <li>Topic: Family – being able to name various members of the family in French.</li> <li>Numbers 0 - 50</li> </ul>	<ul style="list-style-type: none"> <li>Written test on family members</li> <li>Classwork, spoken and listening exercises</li> </ul>
<b>GRAPHICS</b>	<ul style="list-style-type: none"> <li>Logos</li> <li>Geometry Skills</li> <li>Design Thinking (understanding and applying the graphic organiser POOCH)</li> <li>The Design Process</li> </ul>	<ul style="list-style-type: none"> <li>Research and generation of ideas.</li> <li>Development of concept for a personal logo.</li> <li>Presentation of Design Process headings with personal logo.</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>Classwork</li> <li>Class discussions</li> <li>Positive mental health assignment</li> </ul>
<b>HUMANITIES</b>	<ul style="list-style-type: none"> <li>The Vikings</li> </ul>	<ul style="list-style-type: none"> <li>Viking Research project</li> <li>Creative task</li> <li>Bookwork and class</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>• Team Building Games</li> <li>• Fitness Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of inclusion</li> <li>• Collaboration and energetic participation</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Light and Lenses</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Practical work and test</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 &amp; 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, change broken needle, untangle threads.</li> <li>• Butcher's Apron: (stitching patterns; cutting out of apron; pinning of apron; hemming of apron)</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>

<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 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.