



## Assessment 1

### Year 7

### 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.

Subject	Topics Covered	The achievement grade includes assessment from the following tasks:
<b>ART</b>	<ul style="list-style-type: none"> <li>• Portraiture</li> <li>• Rendering</li> </ul>	<ul style="list-style-type: none"> <li>• Rendered portrait drawing</li> <li>• Visual diary</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Text study</li> <li>• Autobiographical writing</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark persuasive essay</li> <li>• Responses in class discussions and assigned tasks</li> <li>• Personal writing folio (10 minutes at the beginning of 3/5 lessons per week)</li> <li>• Autobiographical writing</li> </ul>
<b>FOOD</b>	<ul style="list-style-type: none"> <li>• Kitchen introduction</li> <li>• Kitchen safety and hygiene</li> <li>• Basic baking skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>• 'OnGuard' safety training</li> <li>• Baking process 'creaming'</li> <li>• Evaluation and reflection</li> </ul>
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introducing oneself</li> <li>• Asking about other people's names</li> <li>• Numbers 0 – 20</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• 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>• Use of basic technical drawing equipment</li> <li>• Creative lettering</li> </ul>	<ul style="list-style-type: none"> <li>• Research and generation of ideas</li> <li>• Ability to draw vertical, horizontal and 45 degree angled lines</li> <li>• Expressive word assignment</li> </ul>
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Hygiene</li> <li>• Getting to know me</li> </ul>	<ul style="list-style-type: none"> <li>• Booklet</li> <li>• Class discussions</li> <li>• Class work</li> </ul>
<b>HUMANITIES</b>	<ul style="list-style-type: none"> <li>• Geography Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Design an Island</li> <li>• Bookwork</li> <li>• Participation in class discussions and tasks</li> </ul>
<b>INFORMATION TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Design Process</li> <li>• Research</li> <li>• Production</li> <li>• Evaluation</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Simple programming task ( Space Invaders-Game Maker)</li> <li>• How to use your computer, files and network ( SMT)</li> <li>• Produce multilevel functioning game</li> <li>• Test and simple report on both their own and another person's game</li> <li>• Safe computer operating procedures</li> <li>• Cyber security, web safety and appropriate behaviour</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 (Pentatonic Scale)</li> <li>• Composer research</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assignment and 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>• Lab safety and basic equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an experiment safely</li> <li>• Write a report</li> <li>• Class notes</li> <li>• Test</li> </ul>
<b>TECHNOLOGY (WOOD, METAL)</b>	<ul style="list-style-type: none"> <li>• Design process</li> <li>• Research</li> <li>• Production</li> <li>• Evaluation</li> <li>• Safety</li> <li>• 'OnGuard' Training</li> </ul>	<ul style="list-style-type: none"> <li>• Letter/pen holder</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 7 Assessment Report 1 &amp; 2</b>	
<b>VC Level</b>	<b>% for Report</b>
7+	100
6.5	90
6	80
5.5	70
5	60
4	50
3	40
2	30
1	20
Foundation	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.