



Innovation
Excellence
Opportunity

Year 8

ASSESSMENT HANDBOOK
& PROCEDURES

2024



Table of Contents

MANDATORY CURRICULUM REQUIREMENTS 7-10	3
AT THS, STUDENTS ARE EXPECTED TO AIM HIGH:	4
GOOGLE CALENDAR: AN ORGANISATIONAL TOOL	5
ASSESSMENT SCHEDULE: YEAR 8	6
LAYOUT OF ASSESSMENT TIMELINE - INDIVIDUAL	7
HOMEWORK	8
POMODORO TECHNIQUE.....	8
ASSESSMENT	9
PURPOSE OF ASSESSMENT:	9
STUDENT WITH DISABILITIES	10
ATTENDANCE & ACHIEVEMENT: ILLNESS & OTHER	11
LATENESS: YEAR 7 & 8 AND YEAR 9	12
HOW CAN I APPLY FOR AN EXTENSION IN YEAR 7 & 8?.....	13
EXTENDED LEAVE: TRAVEL & OTHER	14
TECHNOLOGY & DIGITAL CLASSROOMS.....	15
STUDENT PRINTING OF ASSESSMENTS.....	16
GROUP WORK	17
PRESENTATION & PERFORMANCE ASSESSMENTS	18
YEARLY EXAMINATIONS.....	19
WHERE STUDENTS IN A YEAR GROUP OR COURSE (WITH 2 OR MORE CLASSES) ARE COMPLETING EXAMINATIONS	19
MALPRACTICE: CHEATING, PLAGIARISM AND AI.....	21
EFFECTIVE FEEDBACK.....	22
EXAMPLE HOMEWORK/ASSESSMENT LETTER FOR Y7 & 8	23

Mandatory Curriculum Requirements 7-10

Course	Number of Hours
English	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
HSIE (Human Society and its Environment)	The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
Languages	100 hours to be completed in one language in one Board Developed syllabus over one continuous 12-month period between Years 7–10 but preferably in Year 7 or Year 8.
TAS (Technological and Applied Studies)	The Board Developed Technology Mandatory syllabus to be studied for 200 hours in Years 7-8.
CAPA (Creative and Performing Arts)	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
PDHPE (Personal Development, Health and Physical Education)	The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10.
SPORT (mandatory)	Students in Years K-10 participate in planned moderate activity with some vigorous physical activity across the school week. This time includes planned weekly sport.

At THS, students are expected to aim high:

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

followed the course developed or endorsed by NESA

applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school

achieved some or all of the course outcomes

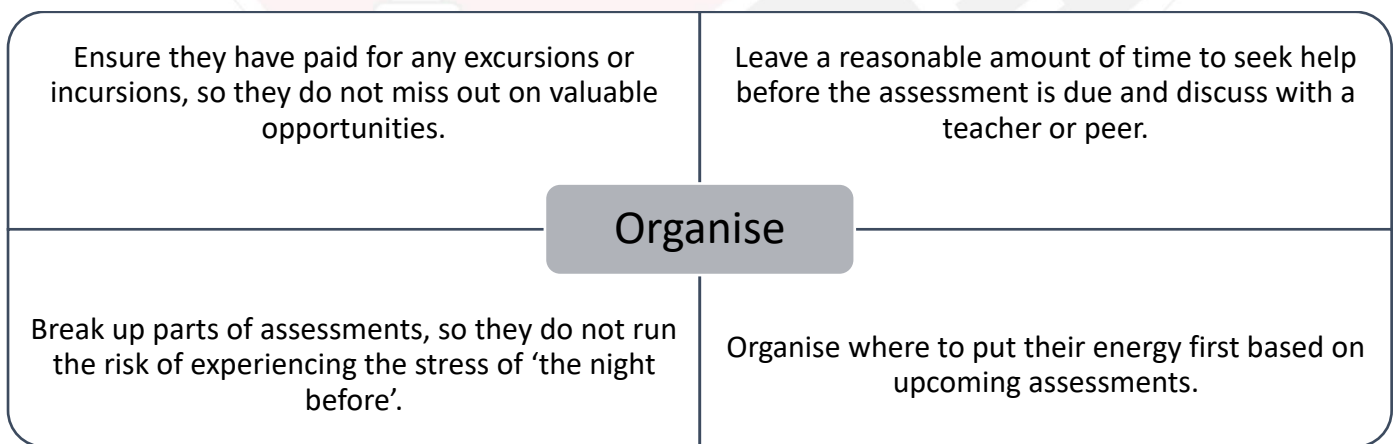
GOOGLE CALENDAR: An Organisational Tool

We encourage our students to develop strong organisational habits that enable them to succeed.

While we understand that students have different ways of organising themselves, we would like to see students adopt Google Calendar which has featured strongly in many of our success stories at Tempe High School.

When students enter their homework, assessments, excursions, and incursions in Google Calendar, it saves them having to enter all the different digital classrooms to check homework and assessment. The calendar becomes one spot they can go to find out what they need to do that day, that week or that month.

Students can then:



Assessment Schedule: Year 8

TERM 1 – 4 2024

Assessment Notifications on Google Classroom will have the final dates.

Subjects	Term 1	Term 2	Term 3	Term 4
English	<p>Week 3: English Pretest</p> <p>Week 10: Historical Fiction</p>	<p>Week 9: In class essay</p>	<p>Week 9: Multimodal Presentation</p>	<p>Week 2- 4 Yearly Examination</p>
Mathematics	<p>Week 9: Test 1 Number review Percentages Financial Maths</p>	<p>Week 5: Test 2 Algebra Area & Volume</p>	<p>Week 9: Test 3 Equations Pythagoras Theorem Linear Relationships</p>	<p>Week 2-4: Yearly Examination</p>
Science	<p>Week 10: Student Research Project</p>	<p>Week 4: Class Test</p>	<p>Week 6: Practical Examination</p>	<p>Week 2-4: Yearly Examination</p>
PDHPE	<p>Week 10: Mental Health Webpage Week 11: Dance Practical</p>	<p>No assessment</p>	<p>Week 9: Consumer Health Presentation</p> <p>Week 10: Invasion Games (ongoing)</p>	<p>No assessment</p>
History	<p>Week 8: Source Analysis Task</p>	<p>No assessment</p>	<p>Week 8: Written Empathy Task</p>	<p>Week 2-4: Yearly Examination</p>
Languages	<p>Week 9 Speaking and Listening</p>	<p>Week 3 Reading and Writing</p>	<p>Week 3: Iron Chef Video</p>	<p>Week 2-4 Yearly Examination</p>
Visual Arts	<p>Week 10: Ceramic Sculpture</p>	<p>Week 4: Examination</p> <p>Week 6: Drawings</p>	<p>Week 10: Painting</p>	<p>Week 5: Examination</p> <p>Week 6: AM4 Progress</p>
TAS	<p>Week 10: Product and folio</p>	<p>Week 9: Product and folio</p>	<p>Week 9: Product and folio</p>	<p>No assessment</p>

Layout of Assessment Timeline - Individual

Consider how you might chunk time spent on assessments across the weeks.

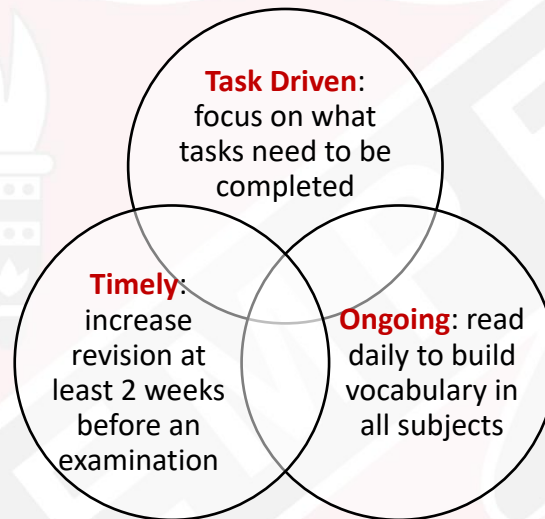
Weeks	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Homework

We expect that students will diligently complete homework where:

- it is reasonable
- proposed in a realistic time frame
- and relevant to the course of study.

We believe that students should not be driven by how many hours to study but by the following aspects:



Students in **Year 7 and 8** have access to **IXL literacy and numeracy** (which provides them with instant feedback). They should engage in 30 minutes of practice where they do not have too much homework and preparation for assessments. They can request their password from Ms. Taube if they cannot find it in their education email.

Pomodoro technique

Students are encouraged to use the POMODORO technique which is based on research and can support students in staying motivated when working on homework and/or assessments... or any new type of learning in fact.



Where a student does not consistently complete homework and there is no valid reason or an IEP (Individual Education Plan) explaining the reason, the teacher may organise for them to complete it during break time. The teacher will first check in with the student and investigate the reason before determining that a detention is needed or waived.

Purpose of Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

We are committed to engaging students with a range of assessments so that we can have a complete understanding of student abilities and provide students with different opportunities to excel or show growth areas.

Assessment for Learning:

Formative Assessment involves formal and informal assessment activities as part of learning and to inform the planning of future learning

Assessment as Learning: Students are their own assessors

- requires students to ask questions about their learning
- encourages peer assessment, self-assessment and reflection.

Assessment of Learning:

Summative Assessment: Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students.

All assessment tasks/notifications should have the:

- Task number
- Due date and nature of hand in
- Syllabus outcomes
- Marking grid/criteria for assessment
- Clear instructions
- Penalties for lateness/non submission

Note: the date that the assessment was posted on the digital classroom is considered the date that the assessment was handed out. Students who are away cannot claim that they were not aware of the assessment. It is up to the individual student to ensure that they have joined the teacher's digital classroom (Google Classroom or Microsoft Teams or other) from its first day of operation.

Assessment notifications must be provided to students at least 2 weeks prior to the task due date.

Student with Disabilities



Students with disability needs may require adjustments to assessment AND HOMEWORK activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

These can include:

- **adjustments to the assessment process**, for example, scaffolded instructions, additional guidance provided, highlighted keywords or phrases, the use of specific technology, extra time in an examination
- **adjustments to assessment activities**, for example, rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- **alternative formats for responses**, for example, written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

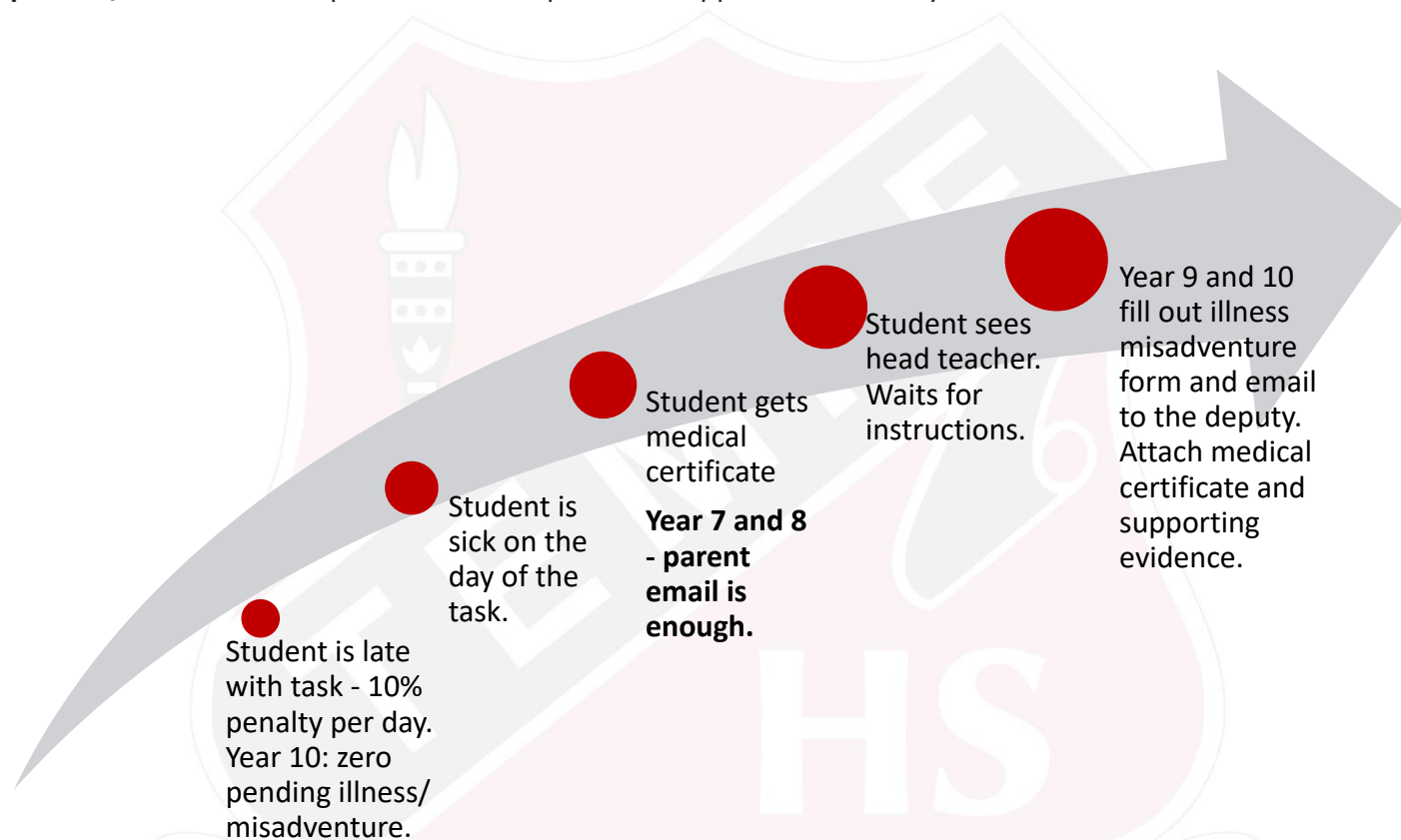
Students with an IEP (Individual Education Plan) may be permitted assessment modifications which include extra time (as per a rest break), a scribe and/or separate supervision. Contact the **Learning Support Team** to find out more information about this support. Documentation from a counsellor, psychologist or other will support the student to access these assessment modifications.

LABORA FORTITER

Attendance & Achievement: Illness & Other

We expect a **high attendance rate (90% and above)** because we know that the higher the attendance, the higher the academic achievement and social and emotional wellbeing. For students to successfully complete a course, they must demonstrate a high level of attendance.

Where this is not the case, the Year Adviser and Head Teacher Wellbeing will **arrange a meeting with parents/carers** and set up an attendance plan that supports consistency in attendance.



ALL STUDENTS ARE EXPECTED TO ATTEND SCHOOL FOR EACH SCHEDULED PERIOD PRIOR TO THEIR ASSESSMENT TASK AND AFTER. In cases where a student is late to school on the day of the assessment task, a faculty may decide to apply the 10% per day lateness penalty if it is a period or more. It is not fair to other students if students are absent because they are working on assessments.

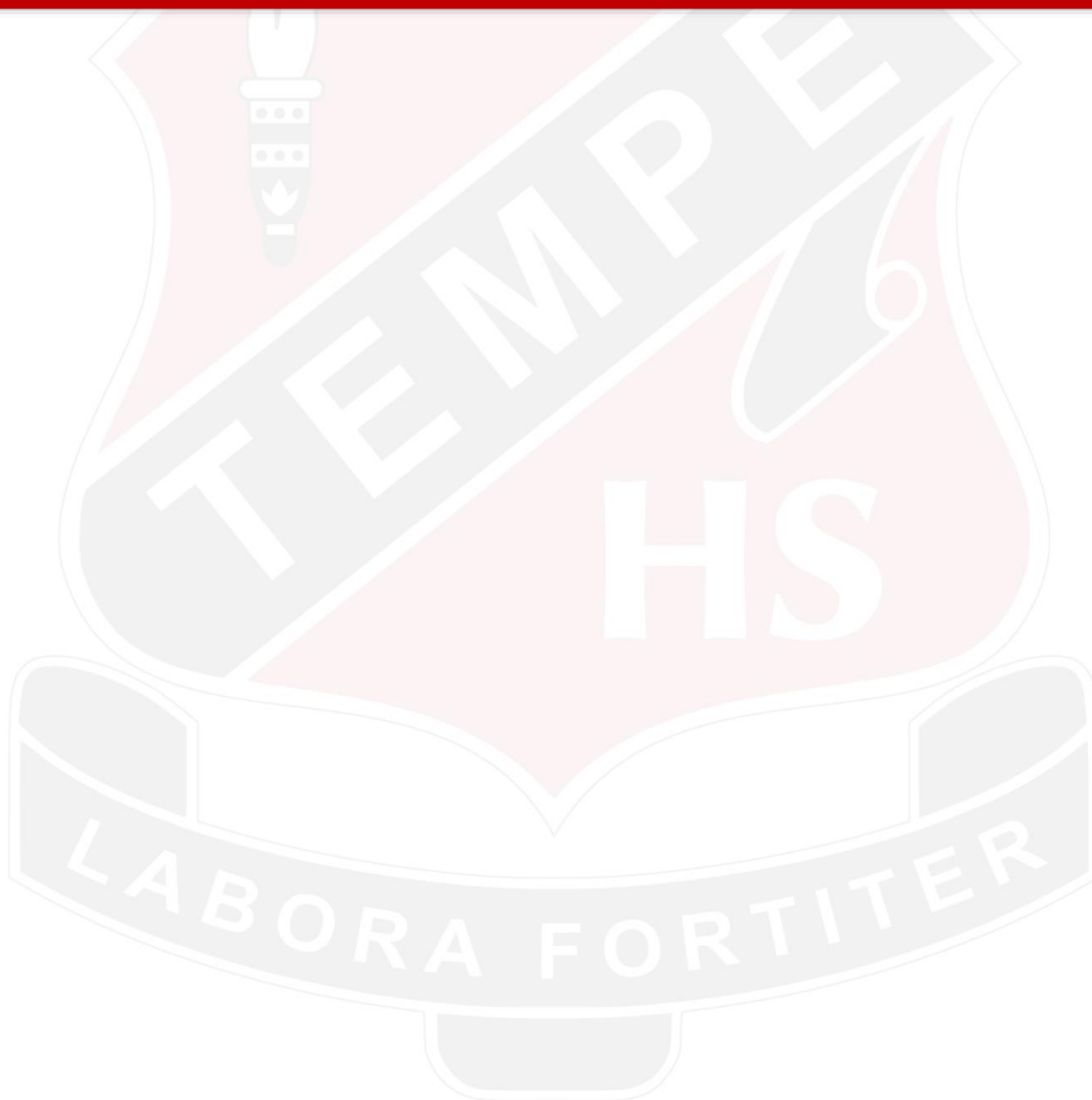
Where a student is on **suspension** for an examination/ assessment hand in, they must email the assessment hand in to the deputy by 4pm or earlier if stated on the assessment notification. A suspension is not a reason for not handing in an assessment on time. Examinations may be negotiated on a case-by-case basis with the deputy principal.



Lateness: Year 7 & 8 and Year 9

10% off per day for Year 7 and 8 and 9 (non-Rosa courses). For lateness regarding Year 9 ROSA courses (such as Geography) and Year 10 courses, students will receive an immediate zero if an illness/misadventure form is not submitted within 1 week of the assessment task and the reason for lateness is not valid. There is no guarantee that the illness/misadventure form will be successful, so students must arrange strong supporting evidence to avoid a strong penalty.

Students receiving a zero are still expected to complete the task to meet course outcomes.



How can I apply for an extension in Year 7 & 8?

Ask your parent to email your teacher. You must speak to the teacher as well.

Extension request must occur at least 3 days before.

If it is not 3 days before, you must go straight to the head teacher.

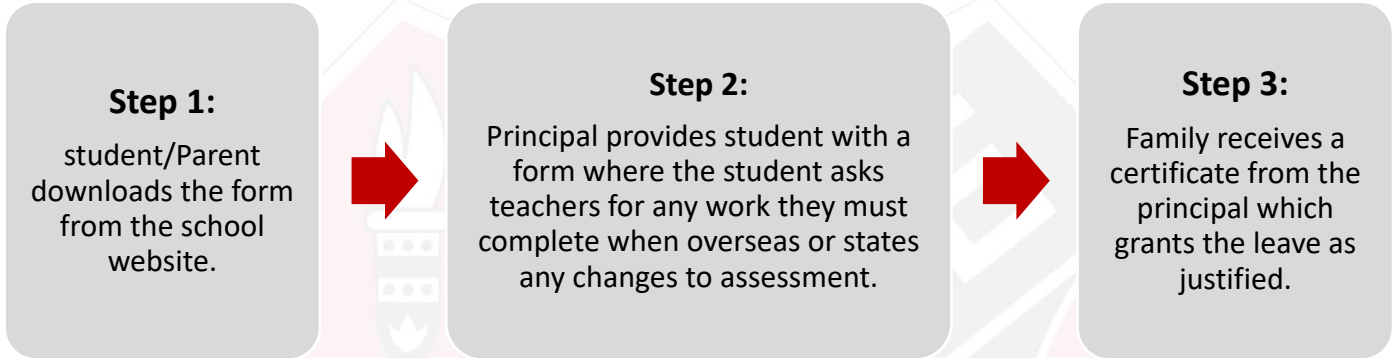
Learning Support or HT Wellbeing can make a request to the Head Teacher on behalf of a student.

DO NOT ASSUME THAT AN EXTENSION WILL AUTOMATICALLY BE GRANTED BECAUSE ONE WAS REQUESTED.

LABORA FORTITER

Extended Leave: Travel & Other

If a family intends to travel for a holiday, to see a sick relative or another reason, they must first apply for extended leave with the principal. If this does not occur, a student’s leave may be recorded as unjustified and contribute to a low attendance. If this form has not been completed, a student may receive a zero for their task if they end up on a holiday without following the proper procedures below.



An **extended leave form** can be found by heading to the Tempe High website or clicking [here](#).





TECHNOLOGY & DIGITAL CLASSROOMS

Tempe High expects students to use technology reliably and responsibly during class, for homework and when completing assessments and examination.

Assessment Notifications will be placed in the digital classroom in a clear area. Assessment Notifications will also be placed on the Sentral Calendar by the Head Teacher/Coordinator of the subject/course.

If a student finds this not to be the case, see the class teacher/ head teacher first. If a head teacher cannot be found, see the relevant deputy.

WHERE A STUDENT REQUESTS A HARD COPY OF THE ASSESSMENT FROM THE CLASS TEACHER, the teacher should comply with this request, provided that is requested in a timely manner. A teacher should be given at least 2 days.

When uploading an assessment to the digital classroom, students must:

- **Allow time** for any issues with uploading because late uploading may incur a penalty (including a zero)
- **Check that the upload has occurred successfully**, and the right document has been uploaded
- **Immediately contact the teacher/head teacher** (during school hours) to let them know of any difficulty or concerns and see if there is a solution

All assessments on digital classrooms **are due by 4pm** unless otherwise stated on the assessment notification. The hand-in method must be on the assessment notification.

If the method of hand in is not on a digital classroom, students should ensure they are fully aware of the hand in method prior to the date. **In the case of assessments which are made up of parts, such as a hand in speech/performance and presentation on another date, the student must be ready to present/perform each day from the assessment due date otherwise they will incur a penalty.**

Tip: it is a good idea to have a copy of the PowerPoint on a USB in case there are problems loading to your Google Drive or other folder. A USB allows quick access to a presentation as a backup and is encouraged.

If the issue is with the student's drive/access only and not a school system error, **the student's digital product may not be included in the final assessment** and could impact their final grade so they should always have a PLAN B.

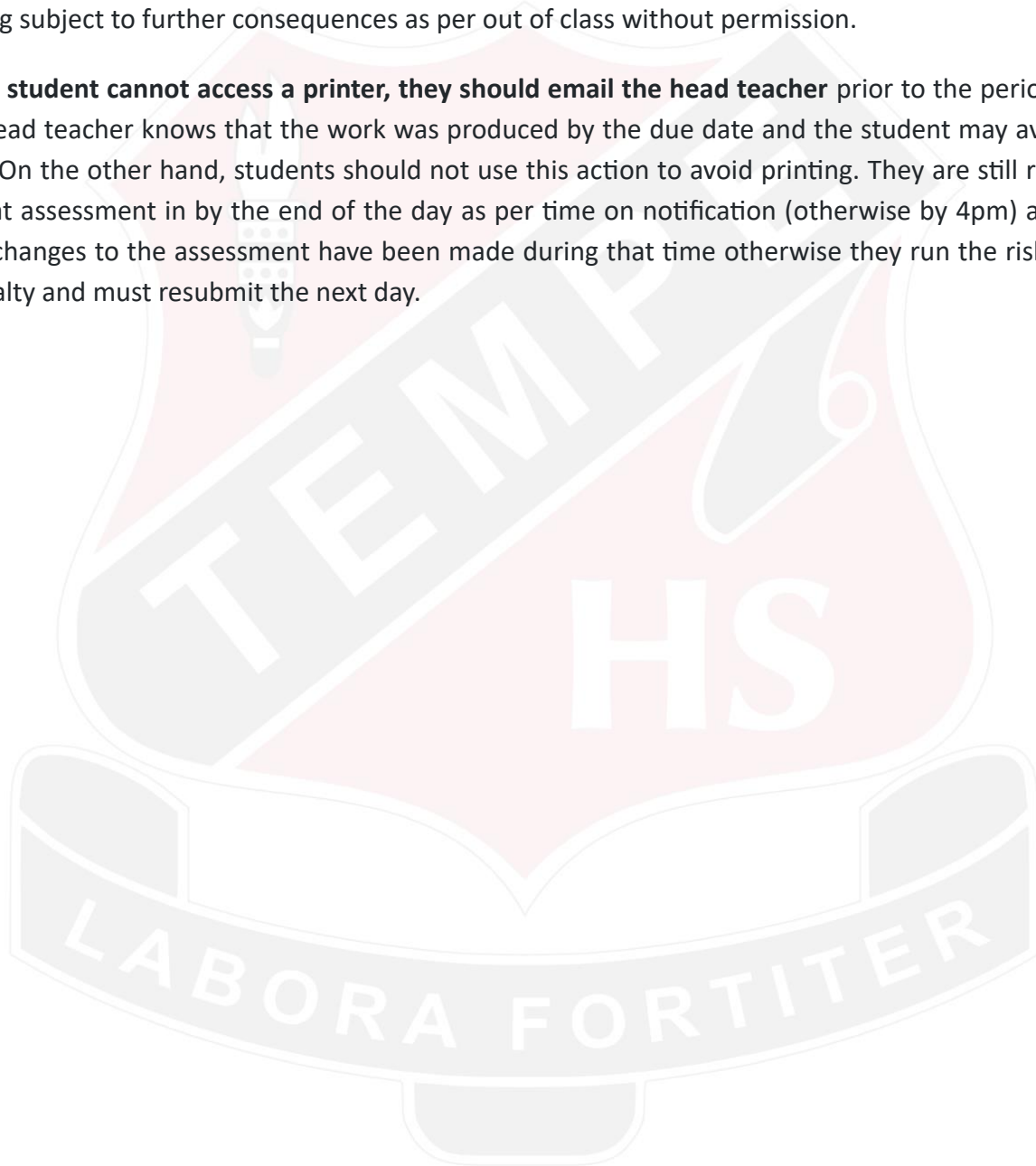


Student Printing of Assessments

Students should not rely on the school printers to print off their assessments, especially on the day of the examination/assessment. Students should print assessments prior to the assessment date to ensure there is no penalty.

Students MUST NOT use class time to print off their assessment tasks. This includes using another subject's class time in the period before. This may result in the student being placed on a truancy or fractional truancy and being subject to further consequences as per out of class without permission.

Where a student cannot access a printer, they should email the head teacher prior to the period it is due so the head teacher knows that the work was produced by the due date and the student may avoid a zero penalty. On the other hand, students should not use this action to avoid printing. They are still required to hand that assessment in by the end of the day as per time on notification (otherwise by 4pm) and ensure that no changes to the assessment have been made during that time otherwise they run the risk of a 10% late penalty and must resubmit the next day.





Group Work

Some assessment tasks will require students to participate in group work.

Where a teacher has used group work as an assessment or part of an assessment, the following should be considered:

- Group assessments require each student to **fully participate**, and the task should be complex enough that one student would find it complex to achieve the assessment independently.
- Group assessments have **clearly defined roles**, which are scaffolded, so that each group member is accountable for their contribution.
- **Check ins** with students enables the teacher to see the progress of each group member.

If a student believes that other students in the group are not contributing in a fair and equitable manner, they must approach the teacher in a timely manner (no later than at least a week before) to allow for the teacher to make changes, monitor the group closely or offer alternatives. It is important to put any complaints in writing and email the class or head teacher first. If the resolution is not satisfactory, see the relevant deputy.

Any complaint made after the assessment has been handed in or when marks are received will not be considered.



Presentation & Performance Assessments

Where a student has been given an assessment which requires them to present or perform, the assessment notification must clearly state the time limit and any penalties or exceptions. The method of presentation must also be clear; for example, palm cards may be used, or a PowerPoint is mandatory.

If a student has an IEP, there may be consideration given to performances and presentation. There must always be an audience present in these cases, but the type of audience can be negotiated with the class teacher and head teacher.



Yearly Examinations

Year 7-10 have Yearly Examinations in Term 4 and many of these examinations may be in the Hall/Gym. The Head Teacher Admin will send out an examination schedule of any Yearly Examination at least 2 school weeks before the examination period.

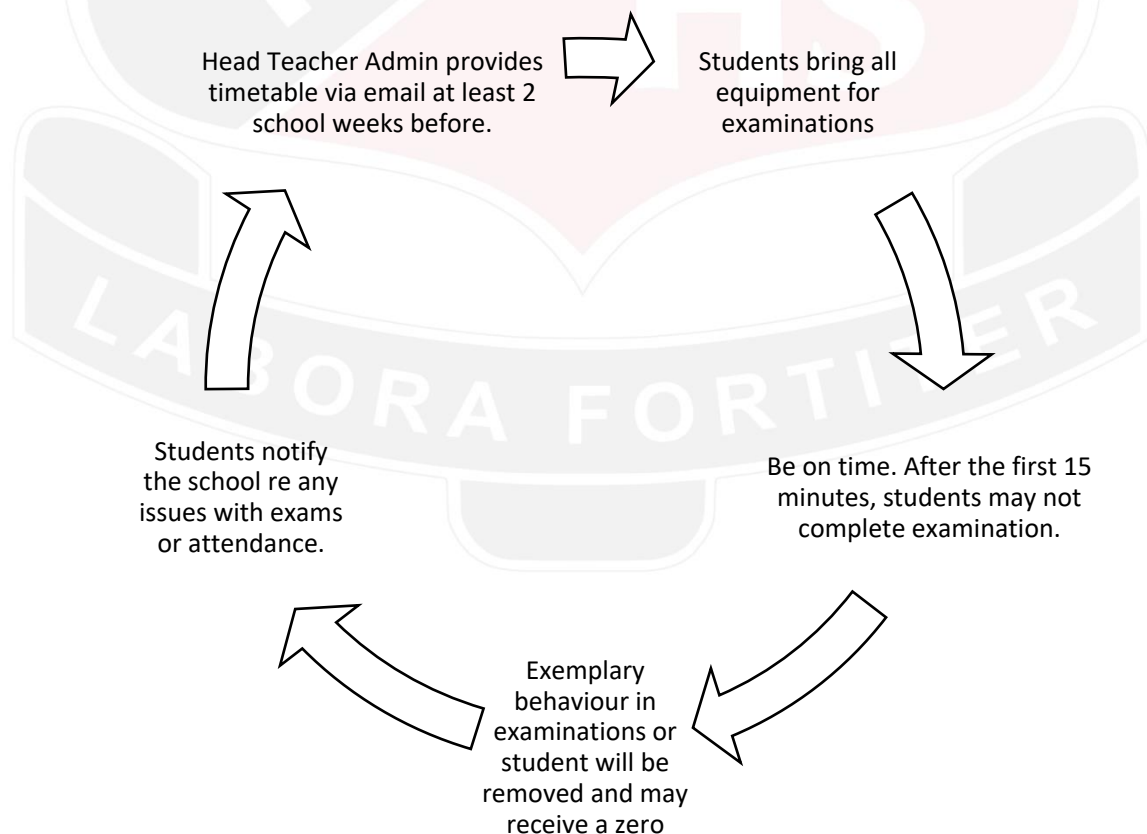
7-10 Examinations are typically in Week 2 -4 of Term 4. This may be subject to change slightly if unexpected events or limited resourcing becomes an issue.

Yearly Examinations are important assessments that prepare junior students for the expectations of senior study and often demonstrate developed understanding of what has been studied and achieved throughout the year.

Where Students In A Year Group Or Course (With 2 Or More Classes) Are Completing Examinations

the head teacher will let staff know at least a week before that those students/classes will be completing the task at the same time. This is to reduce the likelihood of students sharing answers before others have an opportunity to complete the examination in another period.

This may mean that a student has the examination on when they would normally have another subject that day. Students are to check Sentral notices to remain in the loop with any changes or ask their teachers, not their friends, if they are confused with any details.



- Assessment notifications will indicate whether a student requires a ruler, protractor, calculator, blue or black pen or pencil.
- It is up to the head teacher to decide whether the student's lateness warrants them completing an alternative examination on a different day.

Students with an IEP will be contacted by a member of the Learning Support Team to see if they require or want to make use of their assessment modifications. If they decline these modifications, the parent will be contacted by Learning Support so that they know that the student has declined.

Students must have an already established IEP if they are to be considered for separate supervision during examination.



Malpractice: Cheating, Plagiarism and AI

Cheating or malpractice is about doing the wrong thing by behaving dishonestly. Students who do this are attempting to **gain an unfair advantage** and this is what we refer to as malpractice.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- **Wearing a digital device during an examination that can store information which could be used to unfairly access information. An example of this is Apple watches.**

<https://ace.nesa.nsw.edu.au/ace-9023>

In the case of **suspected plagiarism**, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- **providing evidence of and explaining the process of their work**, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- **answering questions regarding the assessment task, examination or submitted work** under investigation, to demonstrate their knowledge, understanding and skills.

Students who are found to have engaged in malpractice will be awarded a zero and students who have been found to be complicit in that student's plagiarism may also receive a zero.

Where the student has engaged in malpractice for a part of the assessment, the assessment panel may still decide to add a significant penalty that reduces the mark or may require the student to complete the assessment again in a limited time frame.

A zero in Year 10, especially for English, may reduce the likelihood of entering an Advanced English course where an A or B grade is used to determine class entry.



Effective Feedback

At Tempe High School, teachers aim to return student assessments no more than 3 school weeks after a task is completed. Where this is not the case, the head teacher will email students and parents with an explanation.

We understand that effective assessment is:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the activity and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities.

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher–student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to content, and/or processes applied to an activity.

Teachers may consider the following forms of feedback to support teaching, learning and assessment:

- whole-class discussions to clarify the task during the activity, including blogs, wikis and forums
- whole-class or individual student comments about aspects of the activity where students performed well, and how to improve
- peer and self-assessments and self-reflections
- checklists, criteria sheets, comments or grades
- ongoing oral or written comments, including questioning students' understanding
- cues, reinforcements or prompts to redirect learning
- drafts and resubmissions
- peer collaborations using online tools
- written, audio or digital annotations
- discussion of a range of student work samples and other examples beyond the classroom in relation to criteria

Example Homework/Assessment Letter for Y7 & 8

Dear Parent/Guardian,

Student Name has demonstrated difficulty completing homework and/or assessments in a sustained manner. To date, **student** has not provided an acceptable reason for **his/her** disengagement and lack of sustained effort.

Student has shown one or more of the following (*tick one or more than one*):

- A lack of sustained engagement in classwork
- A non-serious attempt at sustained classwork
- Lack of completion of classwork at home – more than 3 occasions
- Lack of completion of an assessment task by the due date
- A non-serious attempt at an assessment task
- An inconsistent attempt at an assessment task or part of an assessment task
- A lack of engagement in and/or contribution to groupwork which is critical to an assessment task
- Plagiarism/malpractice in an assessment task and/or examination
- A zero mark for an assessment task

Homework tasks are an important part of formative assessment which helps the teacher to assess a student's ability *during a series of lessons* and can adapt the teaching and learning program to suit student needs. They generally involve a student finishing off classwork at home.

Assessment tasks are summative assessments which allow the student to demonstrate their mastery at content and skills, *particularly after a topic is taught*. They can point to areas which need to be strengthened to promote student understanding.

If **student's** lack of sustained effort and application is due to a diagnosed/ undiagnosed learning disability, please contact the Head Teacher of Learning Support to discuss what support avenues may be available. If **student** is experiencing wellbeing issues that prevent completion of tasks, contact your child's Year Adviser for further support.

Please sign the receipt below to indicate that you have received this letter and addressed this issue with your child. Please ask your child to return it to their class teacher as soon as possible.

Failure to show improvement in application may result in an escalation of consequences such as an after-school detention where the student is expected to complete any outstanding classwork/assessments.