

Rouse Hill High School

Assessment Booklet



**Middle School
Year 8**

2024 - 2025

Assessment at Rouse Hill High School

The purpose of this document is to provide students and parents/caregivers with an overview of assessment procedures in the Middle School. It is important that parents/caregivers are active partners with the school in the academic development of their children.

The assessment schedule for the Middle School is very similar to the style students would receive in the Higher School Certificate (HSC) years. It is essential students develop good work habits early and recognise the importance of completing all tasks on time. If students are to achieve their full potential, it is necessary to develop motivation, self-confidence, perseverance and responsibility.

Specifically, assessment tasks encourage students to:

- take ownership of, and responsibility for, their academic development
- develop a comprehensive work ethic
- develop independent learning and research skills.

Assessment is the process of identifying, gathering and interpreting information about students' learning. Some assessment tasks will be completed during class in a set time frame e.g. Period 5 test on fractions; others will be completed over a period of time e.g. Visual Arts process diary. Alternatively, tasks may be prepared at home and submitted or performed on the due date.

Assessment provides information on student achievement and progress and sets the direction for ongoing teaching and learning. Assessment tasks allow the measurement of a student's total progress and should provide a true reflection of their ability and/or performance in each course. It provides a fair, equitable and structured way of measuring student achievement.

Whilst the breakdown, given in each subject outline, is of those tasks which are used to allocate A – E grades for identified outcomes, there will be ongoing class assessment and class work throughout the year to monitor students' completion of course requirements. If you would like to discuss the assessment schedule or course requirements for a particular subject please contact the appropriate Head Teacher.

NSW Education Authority Standards requirements – for the award of Record of School Achievement

Stage 4 comprises Years 7 and 8; Stage 5 comprises Years 9 and 1.0. Both stages lead to the Record of School Achievement (ROSA), and the Principal must sign off that each student has completed all mandatory components.

The NSW school curriculum is organised into key areas of learning as required by the Education Reform Act 1990. There are eight secondary school key learning areas.

- English
- Mathematics
- Science
- Human Society and its Environment
- Languages
- Technology and Applied Studies
- Creative Arts
- Personal Development, Health and Physical Education

It is mandatory for all students in Years 7, 8 and 9 to study courses in each of the key learning areas. Students must complete the mandatory curriculum requirements for Years 7-1.0 in each key learning area. This includes:

- completing all assessment tasks
- completing all homework tasks
- completing all class work
- participating in class activities
- participating in practical activities and excursions
- applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course.

Policy - Assessment of the Middle Years – Yr 7, 8, 9

School Responsibilities -

Every school has to develop an assessment program for each course. At Rouse Hill High School we will:

- set tasks which will be used to measure student performance in each component of every course.
- specify values for each of these tasks.
- inform students of the requirements for each course.
- keep records of each student's performance on each task.
- provide students with feedback on their progress.
- provide at least two weeks notice in writing of the due date of each individual assessment task outline.
- inform students of their right to request a review of their ranking within each course.
- provide details of an assessment task at least two weeks prior to the due date.
- publish a calendar of assessment tasks early in the year. Teachers who wish to vary this schedule will firstly gain the approval of all Head Teachers, and then provide students with a written notice of the details of the assessment task at least two weeks prior to the new due date.
- present all assessment tasks on the school Assessment Task Cover Sheet, detailing –
 - subject details
 - due date
 - outcomes to be assessed
 - task description
- provide a marking rubric for every assessment task issued, detailing the expectations for grades ranging between an A and E.
- notify parents/caregivers in writing of failure to submit/or complete an assessment task.

Parent/Caregiver Responsibilities –

As partners in the implementation of the school's educational policies and practices regarding assessment tasks, parents/caregiver can participate and help by:

- encouraging their children to complete assessment tasks by working on the tasks over a period of time.
- providing a study place which: can be used regularly, is quiet, is well lit and comfortable.
- taking an active interest in their child's study. Supporting them by discussing work, encouraging them if they become discouraged and directing them to seek help from their teachers if they are having difficulties.
- ensuring that their child has a healthy balance between school work and recreation.
- helping their child to become well organised in their approach to study.
- checking for task due dates.
- ensuring their children have access to reference materials, including a dictionary, thesaurus and the internet.

Student Responsibilities -

Assessment tasks form the basis for outcomes reported on in student reports issued each semester. Students at Rouse Hill High School are required to:

- complete all tasks listed in the assessment schedule for each subject.
- submit assigned tasks, even if they are late.
- follow set procedures if they are absent from school when a task is due.
- complete all class and course work with diligence and sustained effort.
- follow set procedures if an extension is required.
- record due dates.
- seek help from the teacher if they don't understand the task.

'All My Own Work' - Copying and Plagiarism:

All work submitted by a student for an assessment task must be completed by the student.

Plagiarism includes copying large sections from a book/source without acknowledging the author. If in any doubt about how to acknowledge information, ideas or the actual words taken from a book/source, students should seek the assistance of the class teacher. It is highly recommended that drafts/evidence and preparation be sighted throughout the process and that students keep drafts/records, notes/evidence of process work for submission if required by the teacher. In cases where there is doubt regarding the authenticity of work submitted, the assessment task may be given a 'non attempt'.

Absent on the Submission Date:

If a student is absent on the due date:

1. On the first day of the student's return to school, they must provide a written explanation of absence from their parent/caregiver. If the student is sick this could be in the form of a medical certificate; other extenuating circumstances could be explained in a letter from the parent/caregiver.
2. The note/Medical Certificate must be given to the Head Teacher of that course, who will determine the appropriate action.
3. An alternative date and time to complete the task will be identified.

Late Submission:

Assessment tasks submitted after the due date, without written explanation from the parent/caregiver will have a record of late submission for that task.

However, the task must be submitted to satisfactorily complete course requirements. All tasks submitted late should be accompanied by the Task Missed form.

Application for Extension:

If an extension is required, it must be submitted at least two days prior to the due date. An Application for Extension form must be completed.

Technology Issues:

Failure of equipment (e.g. computers, printers) will not be accepted as a reason for not

handing in a task. It is the responsibility of all students to make drafts and copies of all work throughout the process. These need to be provided to the teacher if they are unable to provide the finished copy of the task.

Appealing an Assessment Task Grade:

A student is able to query a grade for an assessment task within one week of the task being returned. The student must talk to the teacher who marked the task.

It is important to realise a teacher's professional decision to award a particular grade is not grounds for an appeal. Grounds for appeal could include:

- another student's answer was marked correct and the claimant's answer was marked incorrect;
- a discrepancy between the markers written comment and what the response actually contained;
- the marking criteria were not followed.

The teacher who marked the task will discuss the marking of a particular question with the student seeking the variation. After this discussion, the student may feel the need to discuss the situation further with the Head Teacher. The decision made by the Head Teacher is final.

Academic Review Processes for Year 8:

During Year 8 students will be part of an academic review process to determine their progress in each subject. Student records will indicate those students who have had difficulty meeting the expectations in one or more subject areas, with documentation about unsatisfactory progress existing in the form of letters to parents and other documentation maintained by staff.

Assessment results:

The assessment tasks are used to determine the final grades for outcomes achievement in each subject. The common grade scale below describes generic performance descriptors for each of the five grade letters.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

Student Reports -

Students will receive two reports throughout the year. A half yearly report issued in Semester One, Term Two and a yearly report issued in Semester Two, Term Four.

Interim reports are issued twice a year to inform parents of general progress towards outcomes between formal reporting periods. These will be issued in Term One and Term Three and can be used as a starting point for discussions at parent-teacher meetings.

There are two parent-teacher meetings throughout the year. These provide opportunities for parents, teachers and students to discuss concrete examples of the student work used to achieve course outcomes.

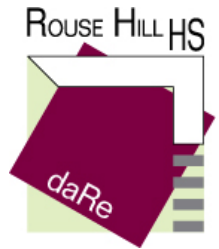
Forms Relating to Assessment Tasks -

Samples of the following documents are provided in this booklet:

- Application for Extension form
- Assessment Task Missed form
- Assessment Task Cover form
- Assessment Task Marking Rubric

Forms are available from your teachers.

APPLICATION FOR EXTENSION



Course Name: _____

Student Name: _____ Date: _____

Assessment Task

Number		Due date	
Task title			
Reason for application for extension			
Note: Appropriate evidence must accompany this application. (e.g. Note from parent)			
Student signature		Parent signature	

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REPLY TO APPLICATION FOR EXTENSION

Course		Student	
Task title			
GRANTED		REFUSED	
New due date		Reason	
Head Teacher signature			

TASK MISSED



Course Name: _____

Student Name: _____ Date: _____

Assessment Task

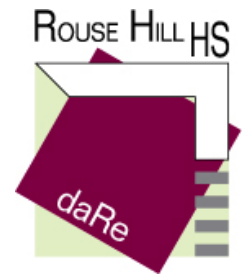
Number		Due date	
Task title			
Date/s of absence			
Reason for absence on day of task			
Note: Appropriate evidence must accompany this application. (e.g. Note from parent)			
Student signature		Parent signature	

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TASK MISSED RECEIPT

Course		Student	
Task title			
GRANTED		REFUSED	
New due date		Reason	
Head Teacher signature			

ASSESSMENT TASK COVER SHEET



FACULTY:

SUBJECT:

ASSESSMENT TASK NO:

YEAR:

DATE GIVEN:

DATE DUE:

Student Name: _____

Class: _____

Syllabus Outcomes Being Assessed	What it will look like

Outline/Description of Task



Assessment Task Year 8 MARKING RUBRIC

Class - _____

Faculty - _____

Grade	To achieve this grade, you will....
A	• • • •
B	• • • •
C	• • • •
D	• • • •
E	• • • •

Comment -

Teacher - _____

Rouse Hill High School Assessment Schedules Middle School – Year 8 – 2024-2025

English – Year 8

In Year 8 English, students explore the key components of reading, writing, speaking, listening, viewing and representing. They will undertake learning and projects that encourage an exploration of literature and a deep appreciation of a wide variety of texts, developing a range of skills for reading and responding.

Type of Task	Due
1. Reading and Analysing Task	Term 4 Week 10
2. Multimodal Task	Term 1 Week 10
3. Dystopian Narrative and Reflection	Term 2 Week 9
4. Conflict Essay	Term 3 Week 10

HSIE – Year 8

In Year 8 HSIE students will explore a range of ancient societies and develop an understanding of the global environments that surround human life. The skills of source analysis, inquiry research, interpreting different perspectives and communication are a focus for student development.

Type of Task	Due
1. Medieval Europe Matrix	Term 1 Week 3
2. Social Media/Internet Reports	Term 2 Week 1
3. Spanish Conquest of the Americas Source Analysis	Term 2 Week 10
4. Water in the World PBL	Term 3 Week 8

Mathematics – Year 8

In Year 8 Mathematics students are provided with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

Type of Task	Due
1. Exam – In class task	Term 4 Week 9/10, 2024
2. Half Yearly Exam – In class task	Term 1 Week 9
3. Investigation Task/Test	Term 2 Week 9
4. Yearly Exam – In class task	Term 3 Week 9

Music – Year 8

In Year 8 Music, students have the opportunity to acquire the knowledge, understanding, and skills necessary for active engagement and enjoyment in performing, composing, and listening activities. They will learn about the concepts of music through the examination of orchestral instruments and world music. Additionally, they will use both traditional and non-traditional notation to represent sound, learn to play guitar chords, read tablature, and play the keyboards. They will also utilize software to experiment with and record sound to accompany film. Furthermore, they will have the chance to perform individually, refining both their skills on a specific instrument and their ability to form ensembles later

Type of Task	Due
1. Intro to Music Quiz	Term 1 Week 5
2. Instrument Skills	Term 2, Week 3
3. Performance	Term 3 Week 3
4. Composition	Term 4 Week 2

PDHPE – Year 8

In Year 8 PD/H/PE students will examine ways to improve their health. In theory, students will investigate caring and respectful relationships, food for lifelong health and the overall nature of health and its impact on the life. The practical component will cover a range of games and students will further develop their skills using the games sense approach. Students will also investigate the role of physical activity for lifelong health.

Type of Task	Due
1. Wellbeing Task	Term 1 Week 5
2. Invasion Games	Term 1 Week 10
3. Reducing Risk Resource	Term 3 Week 9
4. Striking Games	Term 4 Week 1

Science – Year 8

In Year 8 Science, during Semester 1, students will develop their understanding of energy systems in nature, and investigate body systems. In Semester 2, they will explain observations of chemical reactions, explore the resources of the Earth and Earth's structure. Students will also complete their Stage 4 Group Research Project.

Type of Task	Due
1. Practical Task– In class	Term 1 Week 2
2. Research Task - PBL Project	Term 1 Week 3
3. Group Research Project – In class and at home	Term 3 Week 7
4. End of Year Examination	Term 4 Week 1

Technology – Year 8

Year 8 Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Digital Technologies, Agriculture and Food.

Type of Task	Due
1. Digital Technology Task	Term 4 Week 10 2024
2. Project 1 and Portfolio (progress marking)	Term 2 Week 4
3. Project 2 and Portfolio (progress marking)	Term 4 Week 1

Visual Arts – Year 8

In Year 8 Visual Arts students will develop knowledge, understanding and practical skills to make art works. Critical and historical interpretations of contemporary and traditional artworks will be informed by their understanding of practice, the conceptual framework and the frames. Students will develop conceptual autonomy in their ability to represent ideas in their artworks and value the beliefs that affect meaning.

Type of Task	Due
1. Critical and Historical Task	Term 1 Week 8
2. Body of Work 1	Term 2 Week 1
3. Body of Work 2	Term 3 Week 10

Home Learning

The assessment tasks described previously in this document are considered separate to homework.

Why Do Home Learning?

Did you know that 95% of what you learn today, you won't remember tomorrow unless you revise it in the first 24 hours? Study is practice for the mind, as running is practice for the athlete.

Home learning is designed to:

- reinforce and consolidate what is learnt in class.
- provide opportunities for students to practise skills being developed and content covered in class.
- develop topic summaries.
- develop a work ethic and foster self-discipline through the development of independent study habits.
- provide a link between school and home. It enables parents/caregivers to be partners in the education of their children and offers them an opportunity to monitor their children's progress.

There are three types of home learning:

1. specifically set tasks designed to follow a class learning activity.
2. incidental homework that may include completion of tasks from class.
3. self –study that may involve students reviewing their learning, preparing study notes, refining their understanding, developing topic summaries, etc.

School Responsibilities -

The school's overriding goal is to ensure that home learning is educationally beneficial, while meeting the realistic expectations of students, teachers and parents/caregivers. The school will:

- ensure home learning is set on a regular basis, and is checked promptly and accurately for regular feedback;
- ensure a suitable amount of challenging and purposeful home learning is set, including:
 - practice exercises, to provide students with opportunities to apply new knowledge; or review, revise and reinforce newly acquired skills;
 - preparatory home learning, to provide students with opportunities to gain background information for an upcoming unit of study; and
 - extension assignments, encouraging students to pursue knowledge individually and imaginatively.
- take into account students' commitments out of school hours (e.g. sport, home responsibilities);
- consider technology access (computers, e-mail, the Internet) while ensuring different levels of access to this technology do not disadvantage any student;
- ensure home learning is recorded;
- apply appropriate measures if home learning is not completed and use established rewards when required;
- maintain a home learning register.

The amount of time devoted to home learning increases as a student progresses through school.

Parent/Caregiver Responsibilities -

As partners in the implementation of the school's educational policies and practices regarding home learning, parents/caregivers can participate and help by:

- taking an active interest in home learning by:
 - checking student home learning regularly, and signing completed work.
 - ensuring there is time regularly set aside for home learning, as part of a routine; and providing a dedicated place and desk for home learning / study;
 - encouraging and supporting students to complete home learning, while not doing the work for them;
- encouraging students to read, and to take an interest in current affairs;
- contacting teachers over any concerns about the nature of home learning, or their children's approach to it;
- alerting the school to any factors that may need to be taken into account when home learning is set or corrected.

Student Responsibilities -

As a matter of course, students should revise and review work undertaken in class each day. Students should see home learning as an integral part of this process.

To gain the greatest educational benefit from home learning, students will:

- record all home learning as recognition of the importance of homework.
- take responsibility for their home learning, with support from parents/caregivers and teachers if difficulties arise.
- ensure home learning is completed on time and to the best of their ability.
- give sufficient time and equal effort to all home learning given in all subjects.
- keep parents/caregivers informed of home learning, and show them completed home learning.
- with help from teachers and parents/caregivers, develop appropriate time-management skills to allow for satisfactory completion of home learning as part of their overall time commitments.

How to Study?

- Spend 10-15 minutes reading over work done in each class that day.
- Different ways of studying include: reading, developing mind maps, practice questions, speaking aloud, self-testing, peer testing, topic summaries.

Year 8 - Assessment Calendar – 2024 - 2025

NB: This calendar is a guide only. Students are advised to refer to Subject Assessment Notifications for official due dates.

Week	Term 4 - 2024	Term 1 - 2025	Term 2	Term 3	Term 4
1			Visual Arts Task 2 HSIE Task 2		PDHPE Task 4 Science Task 4 TAS Task 3
2					Music Task 4
3		HSIE Task 1	Music Task 2 Science Task 2	Music Task 3	
4			TAS Task 2		
5		Music Task 1 PDHPE Task			
6					
7				Science Task 3	
8		Visual Arts Task 1		HSIE Task 4	
9		Science Task 1	English Task 3 Maths Task 3	Maths Task 4 PDHPE Task 3	
10	English Task 1 Maths Task 1 TAS Task 1	English Task 2 Maths Task 2 PDHPE Task 2	HSIE Task 3	English Task 4 Visual Arts Task 3	