

Years 7–9 assessment policy and procedures

2021

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Assessment

Assessment at the Saturday School of Community Languages is an integral part of the learning process as well as a judgement based on achievement at the end of the learning program.

Student progress in learning the language will be assessed using two interdependent strands – Communicating and Understanding. In Communicating, students use language by interacting, accessing and responding and composing texts. In Understanding students analyse language systems and reflect on the role of language and culture.

A **single grade** which best reflects the overall achievement of the student will be awarded. This grade will be awarded according to the Assessment Schedule and against the standards described in the Common Grade Scale.

Classwork and tasks

Students will be provided with a number of opportunities to demonstrate their achievement of outcomes.

The assessment program will take place throughout the year, with your teacher assessing and gathering evidence of your progress and achievement against the syllabus outcomes. Class exercises, activities and tasks may include role plays, speeches, listening activities, dialogues, reading comprehensions, journal entries, emails, or other activities decided by your teacher.

At specified points in your learning during each semester, certain tasks will be formally assessed by your teacher. You will be notified of which tasks will be assessed, including the marking criteria detailing how each task will be assessed.

This means that the assessment program will consist of both informal and formal assessment. Examples of these are:

Informal assessment (assessment for learning)

- Teacher observation of student learning
- Classroom activities
- Homework assignments
- Mini-tests

- Group and pair work
- Participation and interaction.

Formal assessment (assessment of learning)

- Presentations
- Research assignments
- End of unit tests
- Half-yearly and yearly examinations
- Assessment tasks
- Mini projects.

The purpose of this assessment is for you to be able to demonstrate active involvement, progress and achievement in your learning throughout the entire semester. Samples of your work will be kept by your teacher to show your parent/caregiver at teacher interviews to demonstrate your progress in the language.

Notice of assessment tasks

An assessment task notification will be given 2 weeks prior to each formal assessment task providing more specific information on:

- description and format of the task
- the outcomes to be assessed
- the concept and work covered on which the task is based
- criteria to be used in assessing the task
- feedback to be provided to students.

Feedback on assessment tasks

When tasks have been marked you will be provided with:

- sample responses where appropriate
- detailed marking guidelines
- feedback against the criteria used in judging students' performance
- detailed comments on your performance.

Missed assessment tasks

If you miss or improperly complete any of my formal assessments notify your Centre Supervisor as soon as possible before the due date in order to discuss a suitable new deadline.

In the event of illness or misadventure on the day of your assessment, you must call your Centre in the morning, preferably before the commencement time of the task. You must also provide a note on the first Saturday you return explaining your absence, before alternative arrangements can be made.

Malpractice

All work submitted for assessment must be your own work. It cannot be copied, plagiarised or completed in collaboration with other students (unless group work has been specified in the task outline). Any work suspected of not being original will be subject to further investigation. If it is proved to not be original, a zero mark will be awarded to all students involved.

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 as their own 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
- 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.

Satisfying course requirements

SSCL's schedule of assessment tasks and dates for 2021 is on page 12 of this document. This schedule will be followed as published unless there are exceptional circumstances. Students will then receive a new schedule containing the revised date.

Attendance

If you are absent on a Saturday, it is as if you have missed an entire week of school. You are expected to attend your language classes on Saturday every week and on time. If you miss a week because you were sick you will need to catch up on the work you have missed.

Completing informal and formal assessment

The assessment schedule sets out the assessment requirements for the course. Take a note of specific information, including dates, tasks, and outcomes that make up your final grade.

Remember that it is a condition of enrolment that you complete the informal and formal assessment under the schedule and conditions specified by the Saturday School of Community Languages.

Effort and achievement

Remember that students who work well in class, come prepared and make every effort to participate actively are more likely to perform better, as all informal and formal assessment is directly related to the outcomes, concepts and content being covered in class.

Awarding grades

In your report, you will be awarded a grade in the course you have studied in Years 7–9 this year at the Saturday School of Community Languages.

NESA has provided the Common Grade Scale of standards which outlines the level of achievement equating to each grade. You will be awarded the grade which describes your overall achievement in the course.

The common grade scale

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 skills 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 few areas of the content and has achieved very limited competence in some of the processes and skills

Reports

The first report will include a grade based on the assessment schedule for Term 1 and Term 2. The second report will include a grade based on the assessment schedule in Term 3 and Term 4 and overall student achievement throughout the year.

Reports will reflect achievement of course outcomes, and will be issued at the end of Term 2 and on Presentation Day in Term 4, the last day of the Saturday School year.

Outcomes assessed

The tables below set out the outcomes which NESA requires to be assessed. For more detailed information refer to educationstandards.nsw.edu.au

For scripted languages, there are 9 outcomes. All other languages have 8 outcomes. Please refer to the [Language] K-10 syllabus for more information.

Stage 4 (Years 7 and 8) outcomes – Communicating strand

Interacting Exchanging information, ideas and opinions, and socialising, planning and negotiating	Outcome LXX4-1C A student uses [Language] to interact with others to exchange information, ideas and opinions, and make plans
Accessing and responding Obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts	Outcome LXX4-2C A student identifies main ideas in, and obtains information from texts
	Outcome LXX4-3C A student organises and responds to information and ideas in texts for different audiences
Composing Creating spoken, written, bilingual, digital and/or multimodal texts	Outcome LXX4-4C A student applies a range of linguistic structures to compose texts in [Language], using a range of formats for different audiences

Stage 4 (Years 7 and 8) outcomes – Understanding strand

<p>Systems of language Understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place</p>	<p>Outcome LXX4-5U A student applies [Language] pronunciation and intonation patterns</p> <p>Outcome LXX4-6U (for scripted languages) A student demonstrates understanding of key aspects of [Language] writing conventions</p> <p>Outcome LXX4-6U (LXX4-7U for scripted languages) A student applies features of [Language] grammatical structures and sentence patterns to convey information and ideas</p> <p>Outcome LXX4-7U (LXX4-8U for scripted languages) A student identifies variations in linguistic and structural features of texts</p>
<p>The role of language and culture Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>	<p>Outcome LXX4-8U (LXX4-9U for scripted languages) A student identifies that language use reflects cultural ideas, values and beliefs</p>

Stage 5 (Year 9) outcomes – Communicating strand

Interacting Exchanging information, ideas and opinions, and socialising, planning and negotiating	Outcome LXX5-1C A student manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
Accessing and responding Obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts	Outcome LXX5-2C A student identifies and interprets information in a range of texts Outcome LXX5-3C A student evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
Composing Creating spoken, written, bilingual, digital and/or multimodal texts	Outcome LXX5-4C A student experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences

Stage 5 (Year 9) outcomes – Understanding strand

<p>Systems of language Understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place</p>	<p>Outcome LXX5-5U A student demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p>Outcome LXX5-6U (for scripted languages) A student demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p>Outcome LXX5-6U (LXX5-7U for scripted languages) A student analyses the function of complex [Language] grammatical structures to extend meaning</p> <p>Outcome LXX5-7U (LXX5-8U for scripted languages) A student analyses linguistic, structural and cultural features in a range of texts</p>
<p>The role of language and culture Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>	<p>Outcome LXX5-8U (LXX5-9U for scripted languages) A student explains and reflects on the interrelationship between language, culture and identity</p>

Listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way:

Interacting	Accessing and responding	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	

Years 7–9 assessment schedule

Strands, objectives and outcomes Refer to syllabus	Task 1 Term 1 Week 8 20 March 2021	Task 2 Term 2 Week 6 29 May 2021	Task 3 Term 3 Week 8 4 Sept 2021	Task 4 - Yearly Term 4 Weeks 2 & 3 16 & 23 October 2021
Communicating (interacting) and understanding outcomes Years 7 and 8: LXX4-1C, LXX4-5U, LXX4- 8U (for scripted languages) Years 7 and 8: LXX4-1C, LXX4-5U,LXX4-9U Years 9 and 10: LXX5-1C, LXX5-5U, LXX5-8U (for scripted languages) Years 9 and 10: LXX5-1C, LXX5-5U, LXX5-9U	A-E			
Communicating (accessing and responding) and understanding outcomes Years 7 and 8: LXX4-2C, LXX4-3C, LXX4- 6U, LXX4-7U (for scripted languages) Years 7 and 8: LXX4-2C, LXX4-3C, LXX4- 6U, LXX4-7U, LXX4-8U Years 9 and 10: LXX5-2C, LXX5-3C, LXX5-6U, LXX5-7U (for scripted languages) Years 9 and 10: LXX5-2C, LXX5-3C, LXX5-6U, LXX5-7U, LXX5-8U		A-E		A-E
Communicating (composing) and understanding outcomes Years 7 and 8: LXX4-4C, LXX4-6U, LXX4-8U (for scripted languages) Years 7 and 8: LXX4-4C, LXX4-6U, LXX4- 7U, LXX4-9U Years 9 and 10: LXX5-4C, LXX5-6U, LXX5-8U (for scripted languages) Years 9 and 10: LXX5-4C, LXX5-6U, LXX5-7U, LXX5-9U			A-E	
Assessment for learning outcomes Years 7 and 8: LXX4-1C, LXX4-2C, LXX4- 3C, LXX4-4C, LXX4-5U, LXX4-6U, LXX4-7U, LXX4-8U (for scripted languages) Years 7 and 8: LXX4-1C, LXX4-2C, LXX4- 3C, LXX4-4C, LXX4-5U, LXX4-6U, LXX4-7U, LXX4-8U, LXX4-9U Years 9 & 10: LXX5-1C, LXX5-2C, LXX5-3C, LXX5-4C, LXX5-5U, LXX5-6U, LXX5-7U, LXX5-8U (for scripted languages) Years 9 & 10: LXX5-1C, LXX5-2C, LXX5-3C, LXX5-4C, LXX5-5U, LXX5-6U, LXX5-7U, LXX5-8U, LXX5-9U	A-E	A range of class activities, exercises and tasks will be assessed throughout the semester	A-E	A range of class activities, exercises and tasks will be assessed throughout the semester