



Year 7
(Stage 4)

**Assessment
Handbook
2024**



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Important contact details

Students to complete table		
My subject(s):		
My teacher(s)		
My Aurora College Coordinator		
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Year 7 assessment and rationale

Assessment Policy Introduction

Aurora College is a place of learning where staff, students and parents are working together to provide a caring and challenging learning environment that will allow every student to achieve their personal best.

The purpose of this booklet is to outline the assessment process for Year 7 at Aurora College. Please read it carefully and make sure you understand it. If you have any concerns, you can talk to your Aurora College teachers. Assessment, using Checkpoint Tasks, will be ongoing throughout the year and are an integral part of the teaching and learning process. The Checkpoint Tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course, you will have to complete a number of Checkpoint Tasks. Teachers will use these in class activities to collect information about your learning, which then helps inform future learning.

Assessment in Stage 4 (Year 7)

Assessment is an essential component of the teaching and learning cycle. Checkpoint Tasks that are conducted in class enable teachers to gather evidence and make judgements about student achievement.

The principles of assessment within these Checkpoint Tasks incorporate a range of strategies, including:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

This ongoing assessment helps teachers and students to know if a student's current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, can then support students with the next appropriate step in their learning.

NSW Education Standards Authority (NESA) sets out very clearly:

- the syllabus that must be followed for each subject
- the outcomes that every student is expected to achieve
- the amount and standard of work expected.

Year 7 assessment in 2024 will be Checkpoint Tasks only. This means students will be assessed at key moments throughout the unit rather than any formal tasks at the end of the unit. Students will be assessed on a common grade scale on the work they complete in their OneNote or Stile. Students may still be given homework and research to complete.

Expectation of student completion of Checkpoint Tasks

In Year 7, there is no penalty of marks for the late completion of a task; however, students will still need to complete the Checkpoint Tasks for each subject when they return to class.

The Checkpoint Task schedule

In each course there is a published schedule of Checkpoint Tasks. Each term students will be notified of the Checkpoint Tasks for each subject by their teachers, and parents will be advised via an email at the start of each term. Students will be given the opportunity to demonstrate their maximum level of achievement for each course at various points in time.

General Performance Descriptors

Students will be assessed and achieve a grade for the semester using the General Performance Descriptors for English, Mathematics and Science. The A-E grades awarded in semester reports relate to student achievement as described by the Course Performance Descriptors viewable on the NESAs website. Student performance is measured at specific times from evidence collected via the Checkpoint Tasks. **There is no requirement for Aurora College to issue a certain number of each A-E grade, these are awarded based on student achievement compared to the descriptors below.** The grade descriptors are:

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.	A
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.	B
The student has a sound knowledge and understanding of the main areas of the content and has achieved an adequate level of competence in the processes and skills.	C
The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	D
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.	E

Preparing for Year 8 – Year 12 Assessment

Year 7 assessment and the Checkpoint Tasks are different to the way assessment is conducted for students in Years 8 – 12. To help you prepare for these changes, an Assessment Task Notification will be emailed to you in Term 3. This will help you become familiar with this process for next year. These notifications include:

- time frame for completion
- the weighting of the task
- syllabus outcomes to be assessed
- a description of the task requirements
- marking criteria and/or marking guidelines
- any special arrangements required.

English - New syllabus outcomes

Checkpoint Tasks in English at Aurora College aim for students to:

- understand and use language effectively.
- learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.
- engage with Australia's diversity by exploring historic and contemporary texts, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and a range of linguistic, cultural and social perspectives.
- communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections.
- learn the foundational literacy skills and progressively build on these skills to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.
- practice and experience in understanding and creating texts while learning about the power, purpose, value and art of English for communication, knowledge and enjoyment.

Stage 4 - Syllabus Outcomes

- **EN4-RVL-01:** Reading, viewing and listening to texts
- **EN4-URA-01:** Understanding and responding to texts A
- **EN4-URB-01:** Understanding and responding to texts B
- **EN4-URC-01:** Understanding and responding to texts C
- **EN4-ECA-01:** Expressing ideas and composing texts A
- **EN4-ECB-01:** Expressing ideas and composing texts B

Stage 4 (Year 7) English Checkpoint Task Schedule

Report Outcomes		Reported in Semester	Unit 1	Unit 2	Unit 3
			Persuasive and Imaginative writing	Discursive writing + Elevator pitch	Drama Extended response
EN4-ECA-01	Creates personal, critical and creative texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.	1	Term 1, Week 10		
EN4-ECB-01	Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.				
EN4-RVL-01	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.	2		Term 2, Week 5 & Term 2, Week 9	
EN4-URB-01	Examines and explains how texts represent ideas, experiences, and values.				
EN4-URC-01	Identifies and explains ways of valuing texts and the connections between them.				
EN4-ECA-01	Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.				
EN4-RVL-01	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.				
EN4-URA-01	Analyses how meaning is created through the use of and response to language forms, features and structures				Term 3, Week 5 & Term 3, Week 9

Further information on syllabus outcomes can be accessed using the following link: <https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022>

Mathematics – New syllabus outcomes

Checkpoint Tasks in Mathematics at Aurora College aim for students to:

- become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively.
- develop increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes to interpret and solve problems
- make connections within mathematics and mathematical concepts in the real world
- appreciate how mathematics is a relevant part of their lives

The new Mathematics Syllabus has an overarching Working Mathematically Outcome that allows students to develop understanding and fluency across Mathematics and underpins all Year 7 Tasks and coursework by:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly

Number and Algebra

- develop efficient strategies for numerical calculation, recognise patterns,
- describe relationships and apply algebraic techniques and generalisation

Measurement and Geometry

- identify, visualise and quantify measures and the attributes of shapes and objects, and
- explore measurement concepts and geometric relationships, applying formulas, strategies
- and geometric reasoning in the solution of problems

Statistics and Probability

- collect, represent, analyse, interpret

Stage 4 (Year 7) Mathematics Checkpoint Task Schedule

	Working Mathematically Outcome	Report Outcomes	Related Syllabus Outcomes	Reported in Semester:	Due Dates
1	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MA0-WM-01 (This outcome is included in both reports)	Compares, orders and calculates with integers to solve problems	MA4-INT-C-01	1	By Term 1, Week 7
2		Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems	MA4-LEN-C-01	1	By Term 1, Week 11
3		Classifies and displays data using a variety of graphical representations	MA-DAT-C-01	1	By Term 2, Week 5
4		Generalises number properties to work with algebraic expressions, including expansion and factorisation	MA4-ALG-C-01	2	By Term 2, Week 10
5		Represents and operates with fractions, decimals and percentages to solve problems	MA4-FRC-C-01	2	By Term 3, Week 7
6		Solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$	MA4-EQU-C-01	2	By Term 3, Week 10
7		Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems	MA4-ARE-C-01	2	By Term 4, Week 1

Every student will participate in in-class Mathspace tests as the Checkpoint Tasks. Following a Checkpoint Task, students will be given the chance to review and retake the test at home, with a minimum of 24 hours between the initial attempt and the re-sit. Each test allows for up to 3 attempts.

Further information on syllabus outcomes can be accessed using the following link: [Mathematics K - 10 Syllabus](#)

Science - syllabus outcomes

Checkpoint Tasks in Science at Aurora College aim for students to:

- facilitate interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science related problems and issues
- gain knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- gain scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciate the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology.

Stage 4 (Year 7) Science Checkpoint Task Schedule

Report Outcomes		Related Syllabus Outcomes	Reported in Semester:	Task 1	Task 2	Task 3
				Nature of Science	Research and Communication	Practical Skills
1	Applies scientific knowledge	10PW 11PW 12ES 13ES 14LW 15LW 16CW 17CW	1 and 2	Term 1, Week 10	Term 2, Week 5 & Term 2, Week 9	Term 3, Week 4 & Term 3, Week 9
2	Plans, conduct and records collected data from scientific investigations	4WS 5WS 6WS	1 and 2			
3	Processes and analyses data to identify trends and draw conclusions to solve scientific problems	7WS 8WS	1 and 2			
4	Communicates ideas using scientific language	9WS	1 and 2			

Further information on syllabus outcomes can be accessed using the following link

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-7-10-2018/outcomes>

Letter of Concern

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


- **followed** the course
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.

Where a student fails to comply with Aurora College's requirements for the satisfactory completion of Year 7, the student will receive a Letter of Concern from the school outlining the nature of any outstanding work or Checkpoint Tasks and a reasonable time frame in which to complete it.

The Letter of Concern is designed to give you a second chance and an opportunity to showcase your learning. It will contain details of work to be completed and the time frame for completion and return.

Failure to submit Checkpoint Tasks to a reasonable standard may mean the student has not applied themselves with diligence and sustained effort and this will be reflected in the outcomes achieved by the student in their semester report.

Sample Letter of Concern

		<p>Aurora College 100 Eton Road Lindfield NSW 2070 Ph: 1300 287 629 Email: auroracoll-h.school@det.nsw.edu.au Website: https://www.aurora.nsw.edu.au/</p>	
<p>Mr & Mrs Smith 1 First Street Sydney NSW 2000</p>		<p>Thursday, 29th February 2024</p>	
<p>Letter of Concern - REF # 000000</p>			
<p>Dear Charles & Isabelle Scott,</p>			
<p>I wish to inform you that Bon Scott of Year 3 has not been performing to the required standard of work in Music. The following details have been provided by the class teacher Mr Black Adder:</p>			
<p>Playing too loudly and disturbed other students.</p>			
Task Name/Course Requirement/Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	16/08/2024	Complete this essay and hand in	23/08/2024
<p>It is hoped that by providing you with this information you will be able to give us your support to ensure that Bon improves his school performance. If you desire further information or if you would like to discuss this matter with either the Head Teacher or the class teacher concerned, an appointment can be arranged by contacting the School on the telephone numbers at the top of this letter.</p>			
<p>Sincerely,</p>			
			
<p>Mr Cameron Malcher R/Head Teacher English, and HSIE</p>			