



Barker College

2020 Year 7

Assessment Manual

(Updated 8 May 2020)

**A Schedule of Tasks and Rules for
Students in Year 7**

Assessment Program

for Year 7 2020 (updated)

1. Middle School Assessments at Barker College	
Nature and Purpose of Assessment	3
What is formative assessment?	3
How Year 7 assessments work	3
2. Frequently Asked Questions	4
3. Term Summaries of Formal Assessment Tasks (updated)	6
4. Subject Formal Assessment Schedules (updated)	
Christian Studies	8
English	8
Mathematics	9
Science	9
History	9
Languages	10
Music	11
PDHPE	11
Technology	12
Visual Arts	12
5. Formative Subject Rubrics	13

1. Middle School Assessments at Barker College

1.1 Nature and Purpose of Assessment

Year 7 Assessment practices centre on a formative assessment approach. Research has shown that the use of a formative assessment approach has a large effect on student achievement.

1.2 What is formative assessment?

Educational researcher Dylan Wiliam defines formative assessment “as encompassing all those activities undertaken by teachers, and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged”. Frequent, interactive ‘assessments’ of students’ progress and understanding are used to identify learning needs and adjust teaching appropriately.

This means that there is less reliance on the more traditional ‘point in time’ assessment task. Departments have devised rubrics to identify key components for their subject and identified descriptors for each level of performance. At any point in time a student’s performance can be identified on this rubric. Research has also told us that self and peer assessment are very powerful tools affecting student progress. Students and their peers (and parents) can interact with the rubric to assess performance at any time, as well as see descriptions that identify better performances.

In this way, more time can be dedicated to the teaching and learning process, and more feedback given on student progress.

1.3 How Year 7 Assessments work

There are two different modes of assessment in Year 7:

1. Formal assessment tasks and
2. Formative subject rubrics

Students will complete one formal assessment task in every subject during each semester. Students will be issued with notifications approximately two weeks prior to the sitting or submission date of any formal assessment task. It is a student’s responsibility to ensure that their work is submitted on time or that they are present for a formal, in-class Assessment task.

During the semester, teachers will also work with students to indicate where the student places on the formative subject rubric. The aggregated position will be reported on formally each semester. The ultimate aim is to foster an environment where teachers can have ongoing and more meaningful conversations with students about where the student is at, where they need to improve, and what goals they might have. Students can reflect better on their own learning and that of their peers. The process is one to where students can concentrate on how to improve rather than making a definite and lasting judgement on a student’s ability at a point in time.

2. Frequently Asked Questions about the performance of Formal Assessment Tasks

In order that the Formal Assessment program is fair for all students, the following arrangements apply.

2.1 What do I do if I am sick on the day of the assessment task?

If you are unable to sit or submit an Assessment task (including examinations) on the day of the task, the following must be done:

- Notify the Middle School Office on 8438 7236 by 8:20am on the morning of the task
- Submit a letter or email to the relevant Dean of Middle School to explain the reason for being unable to complete/submit the assessment task.
- Students should expect to sit the task, or an equivalent task, on their return to school or at the next reasonable opportunity. The relevant Dean of Middle School will coordinate this process.

2.2 What happens if I can't do an assessment task in the way described on the assessment task notification?

If you require variations to an assessment task, you need to see the relevant Dean of Middle School at least one week before each task that requires a variation to make alternative arrangements, unless the request is the result of an unforeseen incident. You will be asked to provide documentation indicating specific reasons why the variation is required.

2.3 What do I do if I can't make a deadline for an assessment task?

If you are unlikely to meet a deadline then you should see the relevant Dean of Middle School at least one week prior to the due date (where possible). They may be able to help you find a way to complete the task on time. We all want you to produce your best effort and can help you do this if enough notice has been given.

An extension to the published due date can only be granted by the relevant Dean of Middle School after consultation with the relevant Head of Department.

Individual teachers may not, under any circumstances, grant extensions for assessment tasks.

If you have been granted an extension, work should be submitted to the relevant Dean of Middle School. If you have not been granted an extension, then penalties will apply for work submitted late (see below).

2.4 What types of penalties exist for late assessment tasks?

For hand-in assessment tasks, when there is no valid reason for submitting an assessment task on time, penalties will be applied as follows for late work:

- (a) up to one day late (i.e. 8:20am of the next school day): 10% penalty
- (b) Two days late: 20% penalty
- (c) Three days late: 30% penalty
- (d) Four days late or more: 50% penalty

It is at the discretion of the relevant Dean of Middle School or the Director of Studies to apply any lesser penalty.

2.5 What happens if technology breaks down?

Students may use technology (e.g. word processing programs, PowerPoint, etc) for the presentation of assessment tasks but should note the following:

A student cannot come on the day an assessment task is due and claim that they cannot hand in, or complete, the task because:

- (a) the computer broke down
- (b) the printer will not work, or,
- (c) some other technological problem

No extension can be granted in this case. If there is a problem with technology, students must be able to show evidence of the construction of the task, ie. students must print a hard copy at various stages of the task and keep these as evidence until the final task has been submitted or presented.

Students are also strongly encouraged to use USB sticks, drop boxes, email, iCloud, Google Docs etc. to store copies of their research and drafts.

2.6 What other penalties might apply?

Students who are found to be cheating may be awarded zero for that task. This includes plagiarism.

Students are responsible for the ownership of their work. Plagiarism is the deliberate or unintentional use of another author's work, resulting in the impression that it is your own. It includes the following:

- copying any material from books, journals, study notes or tapes, the web, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation;
- rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students, or any other source without acknowledging the source of those ideas by footnotes or citations;
- unauthorised collaboration with any other student that goes beyond the discussion of general strategies or other general advice;
- the copying of all or of part of another student's work;
- re-using the work of someone who did the subject in an earlier year;
- memorising another's work and rewriting it at a later date;

In the School Diary are some guidelines to assist students with the correct referencing of other's work. Students are strongly advised to read this and refer to the guidelines, their teachers, the library when submitting work involving the ideas of others.

It is often very tempting to copy and paste work from the internet or another source and claim it as your own. This is treated very seriously – students are advised to acknowledge all sources, as staff can often identify work that is clearly not a student's own.

2.7 Do I still need to complete an assessment task if I have been given zero?

Yes. In order to satisfy the NSW Education Standards Authority (NESA) requirements you must apply yourself with diligence and a sustained effort throughout the year. This means that all Assessment tasks should be completed to allow the School to inform NESA that you have met the outcomes of that course.

2.8 Can I receive an estimate if I have been absent for a task?

It should never be assumed that estimates can be given for assessment tasks unless they have been approved by the relevant Dean of Middle School and the Director of Studies. In almost all circumstances, a substitute task will be provided. As noted above, assessment tasks must be completed so that the outcomes of the course can be met.

3. Term Summaries of Formal Assessment Tasks for Year 7 2020

Term 1 2020 (updated)

Week	Date	Scheduled Formal Assessment Tasks
1		-
2		-
3		-
4		-
5		Teen Ranch & STEAM days
6		Music (Sem 1 group)
7		Christian Studies Visual Arts (Sem 1 group)
8		-
9		-
10		-
11		Holidays

Term 2A, 2020 Reimagined

Week	Date	Scheduled Formal Assessment Tasks
1		-
2		-
3		-
4		-
5		Chinese, French, Japanese, Latin
6		Science
7		History Mathematics Music (Sem 1 group) Visual Arts (Sem 1 group)
8		

Term 2B, 2020 Reimagined

Week	Date	Scheduled Formal Assessment Tasks
9		English
10		-
11		-
12		-
13		Music (Sem 2 group)
14		-

Term 3A, 2020 Reimagined

Week	Date	Scheduled Formal Assessment Tasks
1		-
2		Christian Studies Visual Arts (Sem 2 group)
3		Chinese, French, Japanese, Latin PDHPE
4		

Term 3B, 2020 Reimagined

Week	Date	Scheduled Formal Assessment Tasks
5		-
6		English History
7		Mathematics Science
8		Technology Visual Arts (Sem 2 group)
9		Music (Sem 2 group)
10		-
11		-
12		-
13		-

4. Subject Formal Assessment Schedules (updated)

The mode or form of the task is indicated in the column "Type". The following codes are used:

- C in-class test, including practical tests
- H hand-in task: A task completed outside of class time and submitted on the due date
- E formal examination in the Semester 2 examination period
- O oral task
- P performance

Christian Studies

Task Name	Type	Term/Week	Weighting	Description of Task
Oral Presentation	O	Term 1 Week 7	50%	Students give a 1-2 minute explanation of one of the Barker values
Creative Writing	H	Term 3A Week 2	50%	Students creatively write an account from the perspective of someone who met Jesus

English

Task Name	Type	Term/Week	Weighting	Description of Task
Reading and Writing Task	H / C	Term 2A Week 9	50%	Reading and Writing task based on Term 2A study of Poetry
Writing Task	H / C	Term 3B Week 6	50%	Writing Task based on Term 2B and 3A Guided Inquiry of Shakespeare

Mathematics

Task Name	Type	Term/Week	Weighting	Description of Task
Assessment Task 1	C	Term 2A Week 7	40%	In-class assessment testing Non-Calculator skills, applications and understanding of selected course concepts
Assessment Task 2	C	Term 3B Week 7	60%	Written task involving testing of Non-Calculator and Calculator skills, applications and understanding of all course material covered to date

Science

Task Name	Type	Term/Week	Weighting	Description of Task
Practical Test	C	Term 2A Week 6	45%	An assessment of the practical skills and data processing abilities acquired to date
Semester 2 assessment	C	Term 3B Week 7	55%	An assessment of a selection of topics covered during the year

History

Task Name	Type	Term/Week	Weighting	Description of Task
In-class Test	C	Term 2A Week 7	50%	Students complete a test on content covered to date
Source skills test	C	Term 3B Week 6	50%	Students complete an in-class source skills test

Languages

Semester 1 group

Task Name	Type	Term/Week	Weighting	Description of Task
French: Class Test	C	Term 2A Week 5	50%	An assessment of the components of language studied to date.
Japanese: Class Test	C	Term 2A Week 5	50%	An assessment of the components of language studied to date.
Chinese: Class Test	C	Term 2A Week 5	50%	An assessment of the components of language studied to date.
Latin: Class Test	C	Term 2A Week 5	50%	An assessment of the components of language studied to date.

Semester 2 group

Task Name	Type	Term/Week	Weighting	Description of Task
French: Class Test	C	Term 3A Week 3	50%	An assessment of the components of language studied to date.
Japanese: Class Test	C	Term 3A Week 3	50%	An assessment of the components of language studied to date.
Chinese: Class Test	C	Term 3A Week 3	50%	An assessment of the components of language studied to date.
Latin: Class Test	C	Term 3A Week 3	50%	An assessment of the components of language studied to date.

Music

Semester 1 group

Task Name	Type	Term/Week	Weighting	Description of Task
First submission of portfolio	H	Term 1 Week 6	40%	Portfolio of class activities in performance, composition and listening based on the unit <i>Music Fundamentals</i>
Second submission of portfolio	H	Term 2A Week 7	60%	Portfolio of class activities in performance, composition and listening based on the unit <i>Wonderment</i>

Semester 2 group

Task Name	Type	Term/Week	Weighting	Description of Task
First submission of portfolio	H	Term 2B Week 13	40%	Portfolio of class activities in performance, composition and listening based on the unit <i>Music Fundamentals</i>
Second submission of portfolio	H	Term 3B Week 9	60%	Portfolio of class activities in performance, composition and listening based on the unit <i>Wonderment</i>

PDHPE

Task Name	Type	Term/Week	Weighting	Description of Task
Portfolio submission	H	Term 3A Week 3	50%	Portfolio of specified tasks and written reflection
Formative assessment: movement, skill and performance	P	during Terms 1 - 3	50%	Ongoing in-class teacher observations of student's movement, skills, interactions and active participation

Technology

Using Formative Assessment processes along with the following formal task

Task Name	Type	Term/Week	Weighting	Description of Task
Design Project	H	Term 3B Week 8	100%	Practical Design Project and Evaluation task

Visual Arts

Semester 1 Group

Task Name	Type	Term/Week	Weighting	Description of Task
Critical and Historical Task	C	Term 1 Week 7	40%	In-class written test
Artmaking Task	H	Term 2A Week 7	60%	Digital Portfolio task

Semester 2 Group

Task Name	Type	Term/Week	Weighting	Description of Task
Critical and Historical Task	C	Term 3A Week 2	40%	In-class written test
Artmaking Task	H	Term 3B Week 8	60%	Digital Portfolio task

Year 7 Christian Studies Standards – How am I going in Christian Studies?

Component	Elementary	Basic	Sound	Thorough	Extensive
Wrestling with ideas: <ul style="list-style-type: none"> • Engage with multiple perspectives • Ask critical questions 	<p>I find it hard to see how the life of Jesus or other Bible stories could help people to make sense of life.</p> <p>I am not able to think of any questions about the Bible and the Christian faith. I wouldn't know how to go about answering a question I have.</p>	<p>I'm sometimes able to see a way in which the life of Jesus and other Bible stories might help people make sense of life.</p> <p>I occasionally think of a question about the Bible and the Christian faith and am beginning to see how I might answer it.</p>	<p>I can see ways in which the life of Jesus and other Bibles stories might help people make sense of life.</p> <p>I ask questions about the Bible and the Christian faith and am becoming more familiar with how to find answers.</p>	<p>I can increasingly see ways in which the life of Jesus and other Bible stories can help people make sense of life.</p> <p>I can increasingly identify some questions about the Bible and the Christian faith and I am able to find answers most of the time.</p>	<p>I can confidently see many ways in which the life of Jesus and other Bible stories can help people make sense of life.</p> <p>I can confidently identify questions about the Bible and the Christian faith and I know how to find answers.</p>
Understanding: <ul style="list-style-type: none"> • Of Christianity and other viewpoints • Empathy 	<p>I'm not able to understand aspects of the Bible and who Jesus is.</p> <p>I find it hard to step into the shoes of a Christian.</p>	<p>I sometimes understand the Bible, who Jesus is, and am beginning to understand his place in history and his impact on the world.</p> <p>I am sometimes able to step into the shoes of a Christian.</p>	<p>I understand the Bible, who Jesus is, his place in history and his impact on the world.</p> <p>I am increasingly able to step into the shoes of a Christian.</p>	<p>I have a good understanding of the Bible, who Jesus is, and his impact on the world.</p> <p>I can often able to step into the shoes of a Christian.</p>	<p>I have an excellent understanding of the Bible, who Jesus is, and can analyse his place in history and his impact on the world.</p> <p>I find it easy to step into the shoes of a Christian.</p>
Communication: <ul style="list-style-type: none"> • Written responses • Verbal participation • Present an argument and respectfully disagree 	<p>I barely write any responses. If I do I write in dot point or words.</p> <p>I do not participate verbally in class. If I do it is only because I absolutely have to.</p> <p>I find it hard to state my own view. I can't find anything to respectfully disagree with in what others say.</p>	<p>My written responses are simple where I use a word or a sentence to answer a question. I never use examples.</p> <p>When I communicate verbally I am quiet and unclear. I rarely participate in discussion and have to be called upon to do so.</p> <p>I can state my own view with help. I am able to find something to respectfully disagree with if given guidance.</p>	<p>In my written responses I use 1-2 sentences to answer a question. I rarely use an example to support my response.</p> <p>When I communicate verbally I feel I lack some clarity. Some of the class cannot hear me at times. I participate in discussion but will rarely initiate it.</p> <p>I can state my own view and sometimes build an argument that is logical. I can identify something I disagree with respectfully.</p>	<p>My written responses are somewhat detailed and I use a few sentences. I am able to explain this and sometimes give an example.</p> <p>I communicate verbally with a clear voice that everyone in the room can hear. I initiate discussion and ask questions in front of my peers and teacher sometimes.</p> <p>I am increasingly comfortable to state my own view with an example to support my argument. I can identify things I disagree with and state that respectfully.</p>	<p>My written responses are always detailed where I respond using one full paragraph. I am always able to explain this with an example.</p> <p>I confidently communicate verbally with a clear voice that everyone in the room can hear. I regularly initiate and participate in discussions.</p> <p>I can clearly and confidently state my own view, with examples to support my argument. I can identify things I disagree with and state that respectfully and with reasons.</p>
Personal Response: <ul style="list-style-type: none"> • Personally respond to issues raised in class • Take responsibility for making a difference in the world 	<p>I'm finding it hard to let the things Jesus said and did, the Bible, and the Christian faith make a difference to my thoughts and actions.</p> <p>At this stage I have no desire to make a difference to anyone beyond my circle of family and friends.</p>	<p>Some of the things Jesus said and did, some parts of the Bible, and some aspects of the Christian faith are beginning to have an impact on my thoughts and actions.</p> <p>As a result of what we have done in Christian Studies, I taking small steps to think of ways I can make a difference to people beyond my circle of family and friends.</p>	<p>Some of the things Jesus said and did, parts of the Bible, and aspects of the Christian faith are having an impact on my thoughts and actions.</p> <p>As a result of what we have done in Christian Studies, I am thinking more often of ways I can make a difference to people beyond my circle of family and friends.</p>	<p>Increasingly, some of the things Jesus said and did, parts of the Bible, and aspects of the Christian faith are having an impact on my thoughts and actions.</p> <p>As a result of what we have done in Christian Studies, I am regularly thinking of ways of making a positive difference to people beyond my circle of family and friends.</p>	<p>Wherever I can I want things that Jesus said and did, parts of the Bible, and aspects of the Christian faith to impact my thoughts and actions.</p> <p>As a result of what we have done in Christian Studies, I am eager to think of as many ways as possible that I can make a positive difference to people beyond my circle of family and friends.</p>

2020 Year 7 Assessment Manual
Year 7 English Standards – How am I going in English?

	Elementary	Basic	Sound	Thorough	Extensive
Knowing English	<p>Learning I am finding it hard to learn details about the English we are studying.</p> <p>Recalling Any details that I learn I seem to forget.</p>	<p>Learning I am starting to learn details. I can define and use some important English terms.</p> <p>Recalling I can recall some of the details we have studied.</p>	<p>Learning I have learnt textual details. I can define important terms.</p> <p>Recalling I can remember details.</p> <p>Organising and prioritising I am beginning to see that some ideas are more important than others. I can move from general ideas to precise ideas.</p>	<p>Learning I have detailed knowledge of what we are learning in English.</p> <p>Recalling I can recall the text in detail and am confident about using the correct terms.</p> <p>Organising and prioritising I confidently recall the best examples when writing, thinking or speaking about English texts.</p>	<p>Learning I have a very detailed knowledge of what we are learning in English.</p> <p>Recalling I can recall precise knowledge including textual details about important events and characters.</p> <p>Organising and prioritising I make logical choices about the details needed to support my thinking, speaking and writing.</p>
Understanding English	<p>Concepts I find it difficult to understand concepts in English</p> <p>Evidence I struggle to find evidence of concepts in texts.</p> <p>Inquiry I am unsure how to inquire about the identity and purpose concepts in texts.</p>	<p>Concepts I am starting to understand the concepts in English.</p> <p>Evidence I am starting to find evidence of them in texts</p> <p>Inquiry I am starting to understand how concepts are constructed. I know that I have to ask questions to understand them.</p>	<p>Concepts I use the correct terms relating to concepts. I can identify multiple concepts in texts.</p> <p>Evidence I can find evidence of concepts in texts. I am thinking about the uses and limitations of concepts. I am starting to question their purpose in shaping meaning.</p> <p>Inquiry I am starting to select textual information to explain important concepts that shape meaning</p>	<p>Concepts I understand that multiple concepts can operate simultaneously in shaping meaning in texts.</p> <p>Evidence I can explain the relationship between concepts and the meaning, purpose and context of texts. I can use concepts to infer meaning.</p> <p>Inquiry I am forming my own ideas and arguments about concepts and supporting them with evidence from the text.</p>	<p>Concepts I can confidently explain how multiple concepts operate simultaneously to shape meaning in texts.</p> <p>Evidence I use conceptual inferences to form a deeper analysis of meaning of texts.</p> <p>Inquiry I can draw conclusions about the value of concepts in forming strong and well supported arguments.</p>
Writing English	<p>Answering the question I find it hard to express what the question is asking.</p> <p>Structuring I find writing a response difficult.</p> <p>Applying knowledge I am not confident that what I am writing down is right.</p>	<p>Answering the question I am beginning to express my responses accurately.</p> <p>Structuring I am starting to write in a structured way.</p> <p>Applying knowledge I am sometimes including textual references.</p>	<p>Answering the question I can recognise and address the key words in a question.</p> <p>Structuring I am structuring my writing by paying attention to topic sentences and T+TEEL paragraphs.</p> <p>Applying knowledge I am starting to use my conceptual knowledge to support my writing.</p>	<p>Answering the question My vocabulary is helping me to express opinions more appropriately.</p> <p>Structuring I am using introductions, structured paragraphs and conclusions to help focus on the question.</p> <p>Applying knowledge My arguments are getting better as I use my knowledge of concepts and paragraphing.</p>	<p>Answering the question My language is carefully chosen to support an argument and support an opinion.</p> <p>Structuring My writing is logically structured.</p> <p>Applying knowledge My points are well reasoned and researched, and I use the best, most relevant examples.</p>
Speaking English	<p>Asking questions I tend not to speak up in English.</p> <p>Listening I find it hard to listen in class.</p> <p>Reasoning I find it hard to use what we are learning to help me answer questions.</p>	<p>Asking questions I am starting to ask questions, in class and in my head. I am not always confident.</p> <p>Listening I do not always listen carefully in class.</p> <p>Reasoning I try to use my knowledge of English concepts to help me answer questions.</p>	<p>Asking questions I ask questions of my teachers, peers and of myself.</p> <p>Listening I listen carefully and try to be respectful of opinions that I may not agree with.</p> <p>Reasoning I think about and use my knowledge of English concepts to help me contribute to class discussions.</p>	<p>Asking questions I regularly ask appropriate questions.</p> <p>Listening I listen actively and use what I hear to check and improve my ideas.</p> <p>Reasoning I am able to justify and support my views with evidence.</p>	<p>Asking questions I make thoughtful contributions to class discussions by asking insightful questions.</p> <p>Listening I listen actively and relate my ideas to what I have heard in class.</p> <p>Reasoning I can explain my ideas with clarity and with evidence. My comments show that I am thinking deeply.</p>

Year 7 Mathematics Standards – How am I going in Mathematics?

Component	Elementary	Basic	Sound	Thorough	Extensive
Knowledge and Understanding Do I know?	Recalls limited knowledge and has limited understanding. Makes limited connections between concepts.	Recalls basic knowledge and has basic understanding. Makes basic connections between concepts.	Recalls sound knowledge and has sound understanding. Makes sound connections between concepts.	Recalls thorough knowledge and has thorough understanding. Makes many connections between concepts.	Recalls extensive knowledge and has extensive understanding. Makes extensive and rich connections between concepts.
Communicating and Reasoning Can I explain?	Has a limited ability to communicate mathematical terms and concepts logically and sequentially.	Has a basic ability to communicate mathematical terms and concepts logically and sequentially.	Has a sound ability to communicate mathematical terms and concepts logically and sequentially.	Has a thorough ability to communicate mathematical terms and concepts logically and sequentially.	Has an extensive ability to communicate mathematical terms and concepts logically and sequentially.
Problem Solving Can I solve problems?	Uses strategies such as guess and check to solve only simple and familiar problems with limited success.	Uses basic strategies to solve only simple and familiar problems with some success.	Uses useful strategies to solve non-routine problems with some success.	Uses a variety of strategies to solve non-routine problems with success.	Can select from an extensive variety of strategies to solve non-routine problems with consistent success.

Year 7 Science Standards – How am I going in Science?

Component	Elementary	Basic	Sound	Thorough	Extensive
Knowledge & Understanding	Recalls limited knowledge and understanding.	Recalls basic knowledge and understanding.	Has a sound knowledge and understanding.	Has a thorough knowledge and understanding.	Has an extensive knowledge and understanding.
Planning and conducting investigations	With assistance can conduct a range of investigations.	Conducts simple investigations. Identifies some experimental variables.	Conducts a range of investigations. Identifies some variables to be controlled, measured and changed.	Plans, conducts and evaluates a range of investigations. Identifies variables to be controlled, measured and changed.	Plans, conducts and evaluates a range of investigations. Understands the importance of scientific variables in a fair test.
Processing and analysing data	With assistance is able to draw tables and simple graphs.	Is able to draw tables and simple graphs.	Displays data using appropriate tables and graphs.	Explains and displays data using appropriate tables and graphs.	Analyses and explains trends in data displayed using appropriate tables and graphs.
Scientific Communication	Communicates using limited scientific language and representations.	Communicates using basic scientific language and representations.	Communicates using scientific language and representations.	Communicates effectively using scientific language and representations.	Communicates effectively and succinctly using precise scientific language and representations.

Year 7 History Standards – How am I going in History?

Component	Elementary	Basic	Sound	Thorough	Extensive
Knowledge	<p>Is unsure about the nature of history, archaeology and its contribution to understanding the past</p> <p>Has a limited knowledge of major periods of historical time and finds it hard to describe them</p> <p>Is unsure about how to put events in order</p>	<p>Is starting to describe the nature of history and archaeology, and their contribution to understanding the past</p> <p>Is starting to describe major periods of historical time in a basic manner</p> <p>Is beginning to <u>sequence events</u> from the past (chronology)</p> <p><u>Beginning to describe the actions of past individuals and groups</u></p>	<p>Describes the nature of history and archaeology, and understands their contribution to understanding the past</p> <p>Describes major periods of historical time in a sound manner</p> <p>Sequences events from the past (chronology)</p> <p>Describes the actions of past individuals and groups</p> <p>Can describe the <u>causes and effects</u> of events and developments of past societies</p>	<p><u>Consistently</u> describes the nature of history and archaeology, and understands their contribution to understanding the past</p> <p><u>Consistently</u> describes major periods of historical time in a thorough manner</p> <p><u>Consistently</u> describes the actions of past individuals and groups</p> <p>Can <u>consistently</u> describe the <u>causes and effects</u> of events and developments of past societies</p>	<p>Describes <u>extensively</u> the nature of history and archaeology, and understands their contribution to understanding the past</p> <p>Describes major periods of historical time <u>extensively</u></p> <p>Describes the actions and <u>assesses the motives</u> of past individuals and groups</p> <p>Can describe <u>and explain</u> the causes and effects of events and developments of past societies</p>
Inquiry	<p>Is not sure what is meant by historical sources and inquiry</p> <p>Uses sources in a limited way in written and verbal answers</p>	<p>Is <u>beginning to understand</u> what historical sources are</p> <p><u>Uses information from sources</u> in a basic way in written and verbal answers</p> <p>Is starting to understand what is meant by <u>historical inquiry</u></p>	<p>Can identify the meaning and purpose of historical sources</p> <p>Uses <u>evidence</u> from sources to support sound historical narratives</p> <p><u>Identifies different perspectives and interpretations</u></p> <p><u>Selects and organises information from sources to develop an inquiry</u></p>	<p><u>Consistently</u> identifies the meaning and purpose of historical sources</p> <p><u>Consistently</u> uses <u>evidence</u> from sources to support thorough historical narratives</p> <p><u>Consistently identifies different perspectives and interpretations</u></p> <p><u>Consistently selects and organises information from sources to develop an inquiry</u></p>	<p>Can identify the meaning, purpose and <u>context</u> of historical sources</p> <p>Uses evidence from sources to support extensive historical narratives <u>and explanations</u></p> <p>Identifies different <u>contexts</u>, perspectives and interpretations</p> <p>Selects and organises information from sources to develop an inquiry. <u>Uses inference to better understand sources.</u></p>
Communication	<p>Uses limited historical terms and concepts</p> <p>Does not feel confident about how to communicate ideas about History</p>	<p>Uses <u>correct historical terms and concepts</u> to communicate a basic understanding of the past</p> <p><u>Sometimes selects and uses appropriate oral, written, visual and digital forms to communicate an understanding of the past</u></p>	<p>Uses a range of historical terms and concepts to communicate a sound understanding of the past</p> <p>Selects and uses appropriate oral, written (PEEL), visual and digital forms to communicate an understanding of the past</p>	<p><u>Consistently</u> uses a range of historical terms and concepts to communicate a thorough understanding of the past</p> <p><u>Consistently</u> selects and uses appropriate oral, written (PEEL), visual and digital forms to communicate an understanding of the past</p>	<p>Uses a range of <u>well-selected</u> historical terms and concepts to communicate an extensive understanding of the past</p> <p><u>Expertly</u> selects and uses appropriate oral, written (PEEL), visual and digital forms to communicate an understanding of the past</p>

Year 7 Languages Standards – How am I going in Languages?

Component	Elementary	Basic	Sound	Thorough	Extensive
Listening and Responding	Listens to a range of short texts and produces responses that demonstrate limited understanding	Listens to a range of short texts and produces responses that demonstrate basic understanding	Listens to a range of short texts and produces responses that demonstrate satisfactory understanding	Listens to a range of short texts and produces responses that demonstrate substantial understanding	Listens to a range of short texts and produces responses that demonstrate clear understanding
Reading and Responding	Reads short texts and produces responses that demonstrate limited understanding	Reads short texts and produces responses that demonstrate basic understanding	Reads short texts and produces responses that demonstrate satisfactory understanding	Reads short texts and produces responses that demonstrate substantial understanding	Reads short texts and produces responses that demonstrate clear understanding
Speaking	Speaks with longer pauses and many pronunciation errors. Intonation of sentences and questioning requires improvement.	Speaks with pauses and pronunciation errors. Uses mostly correct intonation for sentences and questions.	Speaks with some pauses and pronunciation errors. Uses mostly correct intonation for sentences and questions.	Speaks fluently with very minor pronunciation errors. Uses correct intonation for sentences and questions.	Speaks confidently and fluently with minimal pronunciation errors. Uses correct intonation for sentences and questions.
Writing	Applies a very narrow range of vocabulary and structures with errors that limit understanding	Applies a basic range of vocabulary and sentence structures with errors that may limit understanding	Applies a range of vocabulary and sentence structures with errors	Applies a wide range of vocabulary and sentence structures, with some errors	Applies a wide range of vocabulary and sentence structures, with minimal errors

Year 7 Latin Standards – How am I going in Latin?

Component	Elementary	Basic	Sound	Thorough	Extensive
Reading and Responding	Reads aloud words in Latin; shows a limited understanding of the text.	Reads well-rehearsed language patterns of Latin in familiar learning situations; shows a basic understanding of the text.	Reads short passages, recognising words and phrases in Latin; shows a sound understanding of the text.	Reads passages of Latin, recognising language structures and showing a thorough understanding of the text.	Reads passages of Latin, recognising language structures and showing an extensive understanding of the text.
Analysing	Recognises and responds to words and phrases in Latin in a familiar situation; shows a limited understanding of the text.	Identifies and responds to Latin words and phrases in context; shows a basic understanding of the text.	Identifies words, their inflections and language structures of simple Latin sentences; shows a sound understanding of the text.	Analyses grammatical structures used in simple sentences in extended passages of Latin, showing a thorough understanding of the text.	Analyses grammatical structures used in simple sentences in extended passages of Latin, showing an extensive understanding of the text.
Translating	Demonstrates developing skills in translation by recognising and copying words in Latin; shows a limited understanding of the text.	Recognises and translates, from Latin into English, words and phrases linked to familiar contexts; shows a basic understanding of the text.	Translates short passages of Latin, containing familiar vocabulary, into clear English; shows a sound understanding of the text.	Translates sentences in extended passages from Latin to fluent English, showing a thorough understanding of the text.	Translates sentences in extended passages from Latin to fluent English, showing an extensive understanding of the text.

Year 7 Music Standards - How am I going in Music?

Component	Elementary	Basic	Sound	Thorough	Extensive
Performing	I am not yet able to perform pieces	I find it difficult to perform pieces	I can perform beginner pieces competently	I can perform pieces with musicality and good technique	I can perform pieces with well-developed musicality and fluent technique
Composing	I am not yet able to compose music	I find it difficult to compose music	I can compose music that shows some understanding of musical style	I can compose music that effectively structures musical ideas	I can compose music that shows logical patterns and creative musical ideas
Listening	I do not yet understand the use of musical concepts in listening examples	I find it difficult to understand the use of musical concepts in listening examples	I can listen to a piece of music and independently describe some of the musical concepts	I can analyse the use of most musical concepts in listening examples	I can demonstrate an extensive understanding of musical concepts in listening examples
Writing	I cannot yet write responses to listening examples using musical terminology	I find it difficult to write responses to listening examples using musical terminology	I can write responses that show some understanding of musical terminology	I can write responses that demonstrate a sound understanding of musical terminology	I can write responses that demonstrate a deep understanding of musical terminology

Year 7 PDHPE Standards - How am I going in PDHPE?

Component	Elementary	Basic	Sound	Thorough	Extensive
Knowledge and Understanding	Elementary knowledge and understanding in few areas of the content.	Basic knowledge and understanding of the content.	Sound knowledge and understanding of content and attempts to apply this knowledge.	Thorough knowledge and understanding of content and can apply this knowledge in some settings.	Extensive knowledge and understanding of the content and can readily apply this knowledge in a variety of mediums.
Writing PDHPE	<p>Answering the question Displays difficulty in question interpretation and requires assistance.</p> <p>Structuring Sentence and paragraph structure is limited.</p> <p>Applying Knowledge Elementary application of knowledge to specific questions.</p>	<p>Answering the question Inconsistent interpretation of questions.</p> <p>Structuring Beginning to write complete sentences and form paragraphs.</p> <p>Applying Knowledge Attempts to apply basic knowledge to the specific question.</p>	<p>Answering the question Beginning to interpret questions more accurately and attempts to use strategies to assist in question interpretation.</p> <p>Structuring Attempts to write clearly and logically. Beginning to apply PEEL paragraph structure</p> <p>Applying Knowledge Beginning to apply relevant knowledge to the specific question.</p>	<p>Answering the question Interprets and responds to the set question.</p> <p>Structuring Usually writes clearly and logically. Applies elements of PEEL paragraph structure</p> <p>Applying Knowledge Demonstrates understanding by applying knowledge to the specific question.</p>	<p>Answering the question Accurately interprets and responds to the intricacies of the set question.</p> <p>Structuring Writes clearly and logically. Effectively applies PEEL paragraph structure.</p> <p>Applying Knowledge Demonstrates excellent understanding by apply knowledge to the specific question.</p>
Movement Skill and Performance	Demonstrates some movement skills and concepts to improve performance in predictable movement situations	Demonstrates movement skills and concepts to improve performance in a choice of movement situations.	Demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations.	Demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.	Demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations
Interaction with others and in teams	Need to improve awareness of others and to adapt behaviour to enhance the productivity of others	Is developing the ability to work positively with others and learning to adapt behaviour to enhance the productivity of others.	Generally demonstrates sound ability to work with others and generally adapts behaviour to positively influence the physical activity experiences of others.	Demonstrates proficient ability to work with others and adapts behaviour to positively influence the physical activity experiences of others.	Demonstrates highly developed ability to work with and lead others, adapting supportive and encouraging behaviour to positively influence the physical activity experiences of others.

Year 7 Technology Standards – How am I going in Technology?

Component	Elementary	Basic	Sound	Thorough	Extensive
Design Theory	Applies partial knowledge and understanding	Applies basic knowledge and understanding	Applies a sound knowledge and understanding	Applies thorough knowledge and understanding	Effectively applies comprehensive knowledge and understanding
Graphic Communication	Provides limited graphic communication	Presents basic graphic communication techniques	Presents sound graphic communication techniques	Presents thorough and effective graphic communication techniques	Presents an extensive range of effective and appropriate graphic communication techniques
Practical Skills	Uses Tools and Techniques under constant guidance to produce limited practical solutions.	Uses Tools and Techniques under close guidance to produce basic practical solutions.	Uses Tools and Techniques to produce sound practical solutions safely.	Uses Tools and Techniques to produce excellent practical solutions safely.	Uses Tools and Techniques proficiently to produce excellent practical solutions in a safe manner.
Evaluating	A limited ability to engage and reflect on design solutions.	A basic ability to engage and reflect on design solutions	Displays a sound ability to engage and reflect on design solutions	Displays a thorough ability to engage and reflect on design solutions	Displays an extensive ability to engage and reflect on design solutions

Year 7 Visual Arts Standards – How am I going in Visual Arts?

Component	Elementary	Basic	Sound	Thorough	Extensive
Artmaking-Technical Skill	A slow and indecisive start to creating artworks. A limited level of skill apparent in using the selected media.	A basic level of artmaking. A developing level of skill and confidence in the selected media	A sound level of artmaking has occurred. A sound level of skill in using the selected media.	A more confident and thorough investigation is evident in artworks. Achieving technical resolution in most areas.	A comprehensive investigation and development of resolved series of artworks with extensive use of techniques.
Artmaking-Idea	A limited level of idea development has been explored through the artmaking process	A basic idea is developing and is more literal rather than insightful.	A sound idea has been explored and considered.	A thoroughly explored idea has been developed more thoroughly and is well considered.	A complex idea has been developed through extensive consideration. It is insightful and unique.
Visual Arts Diary/Digital Portfolio	Very limited research/discussion of artists and inspiring images and sketches are presented.	A basic exploration of artists including inspiring images, sketches, research and discussion to inform the artmaking practice.	A sound exploration of artists including inspiring images, sketches, research and discussion to inform artmaking practice.	A thorough exploration of artists including inspiring images, sketches, research and discussion to inform the artmaking practice.	An extensive exploration of artists including inspiring images, sketches, research and discussion to inform artmaking practice.
Critical and Historical Studies	A very limited knowledge of the Frames and or key concepts. Student shows difficulty in understanding questions or produces an irrelevant response.	A developing knowledge of the Frames and or key concepts. An uneven or a basic response.	A sound knowledge of the Frames and or key concepts. More information and evidence is used to support responses.	A thorough knowledge of the Frames and or key concepts. Points of view are sustained with more evidence and answers are analytical.	An extensive and clear understanding of the Frames and or key concepts. A well sustained and well-reasoned response.