

Year 9 / 10 End of Year Assessment Information

At the end of each semester a period of 8-9 days is marked into the calendar for the Revision, Assessment and Feedback (RAF) period in years 9-10. During the RAF cycle, classes will engage in a cycle of structured revision, a common assessment activity/task which assesses several skills taught in the unit/s of learning, as well as undertake a reflective feedback session. Through this process students demonstrate evidence of learning (knowledge and skills) learnt within a unit of learning, topic, or semester, whilst still engaged in the learning process throughout.

The purpose of the RAF in Year 9/10 is to give students the opportunity to:

- ✓ to demonstrate evidence of learning (knowledge and skills) learnt within a unit of learning, topic, or semester.
- ✓ engage in a cycle of structured revision, a common assessment activity/task and to reflect on the feedback provided on the assessment task, as well as the revision undertaken by students in the lead up to an assessment.
- ✓ experience a variety of assessments, which could include, an exam, a test, a practical assessment tasks, a problem-solving task, or a sustained writing task (e.g., essay or report).
- ✓ review their performance on the assessment activities through– self and peer feedback activities.

**Year 9/10 RAF cycle will occur during normal scheduled classes from:
Wed 19th – Friday 28th June.**

Teachers will provide you with:

- An outline of the task you will engage in and items you will need to revise for your assessments.
- Structured revision in class.
- An assessment task sat under assessment conditions that is common to all classes for that subject.
- An opportunity to engage fully with the feedback from the task through teacher, peer, and self-reflection.
- An opportunity for you to reflect and evaluate your revision in the lead up to an assessment.

Students are taught how to:

- Plan your revision in the lead up to the assessment.
- Revise using evidenced-based revision strategies for retrieval practice and application.
- Self-assess your work.
- Engage with and use feedback from a range of sources.
- Support your peers in the learning process through peer-assessment and feedback.

STAGE 1 REVISION

Use developmental rubrics, revision sheets or success criteria in your OneNote, and any teacher provided resources to identify the skills, knowledge, and content to revise.

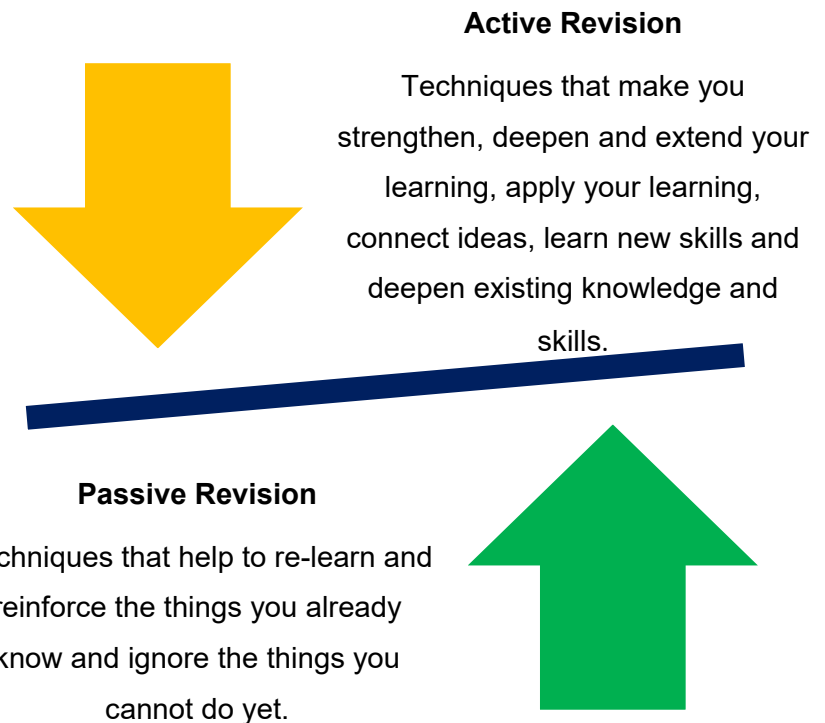
To prepare for the assessment you will need to revise. Revision techniques generally fall into 2 categories - **Passive and Active**, with active much more effective than passive techniques. Many studies have shown that students using active techniques significantly outperform students using passive techniques.

1. Passive Revision Techniques things such as reading notes, simply making flashcards of notes, re-writing your notes so they are neater, highlighting, watching a video, and copying things from a textbook. It often involves re-learning and reinforcing the things you already know and ignoring the things you cannot do yet. **PASSIVE OK TO START WITH!**

- ✓ Review your developmental unit rubric & identify the skills you have mastered & any that you should work on for the assessment.
- ✓ Read your class notes, handouts, and PPs from class.
- ✓ Highlight key definitions, headings, ideas, and examples.

2. Active Revision Techniques activities that make you think by connecting ideas together, summarising and applying your knowledge/skill & organising information. **ACTIVE HAS THE BIGGEST IMPACT!**

- ✓ Create study notes using the [Cornell Notes Method](#). Remember to include summaries, tier 3 words, drawings, colours, subheadings and formatting learning trigger words (a word that will trigger you to recall a more details and information). Relate what you are learning to 'real-life' situations and examples that you will remember.
- ✓ Use [Visual Note Taking Methods](#) - creating a diagram or chart to represent a topic.
 - Flow Diagrams - organising material into a hierarchical structure.
 - Venn Diagrams to look for similarities or differences.
 - Mind Maps, Graphic Organisers and Concept Maps
 - Turn your key ideas from words into pictures or diagrams.
- ✓ Create a study group or study buddy:
 - Teach someone or get them to quiz you.
 - Discuss topics on the assessment.
 - Look for points for and against an argument.
 - Read each other's notes to give each other **constructive peer feedback - use the TAG method (see below)**.
 - Quiz each other.
- ✓ Create and actively using 'revision flashcards' that test your knowledge of facts, figures, and definitions. Set up a free account with [Quizlet](#)
- ✓ Create quizzes to test yourself.
- ✓ Use the 'look, cover, say, write check' method of revision.
- ✓ Drawing and labelling diagrams from memory
- ✓ Answer past questions on relevant topics.
- ✓ Do not just learn the formula but apply it to problems.
- ✓ Look over worked examples provided and make one of your own.
- ✓ Create your own [memory mnemonics](#) – acronyms, method of loci, peg method, or the person action object method.



- ✓ Use the **Retrieval Practice Methods** learnt in class such as **Retrieval Grids and Spaced Repetition** – using special techniques that bring to mind key facts and information without simply reading your notes.
- ✓ Record yourself explaining something and listen to it back to see if it is accurate.
- ✓ Create a practice test / exam for yourself and complete this in preparation for the assessment.

STAGE 2 ASSESSMENT

- ✓ **Read the information carefully** in the assessment task, all the way through – several times if needed. Make sure you understand what is required in the allocated time.
- ✓ There may be **formal reading time** at the start of the assessment – just reading and no writing. This is time to **think and strategize** about how you will answer the questions, which questions you are confident with, which ones you will start with and how much time you will spend on each question or section. Remember that the marks allocated to the questions/sections should guide how much time you spend on the task.
- ✓ Highlight the **key words and valuable information** prior to answering the question. Be clear what the question is asking you to do.
- ✓ Highlight any **'command words'** which are words and phrases in assessment tasks (e.g. exams) **that tell students how they should answer the question**. Eg – *Describe or Explain or Evaluate*. Here is a list of VCAA (Victorian Curriculum Assessment Authority) **Command Words**.
- ✓ Take time to analyse any images or graphs provided it and what information the image is conveying – images are important in assessments not to be ignored.

STAGE 3 FEEDBACK and REFLECTION

Most students think the learning is over when they walk out of the assessment period, but you can learn a lot from the feedback on your performance. Looking at the assessment results and reflecting on what you did well, not so well and how to improve helps you to become more successful in future assessments.

Teacher Feedback

- Individual marks, comments, and grades on your work** – read this feedback and highlight what you did well in green and what you did not know is red. Make a list of the things that you need to improve on next time – e.g., grammar, sentence structure, how to write a hypothesis, simplifying equations, definitions, key dates in history.
- Feedback on a rubric** – Teachers marks your current performance through the steps in the rubric and determines where you are in your learning.
- Marking codes** - Teachers may give feedback in the form of a specific marking codes and may ask the student to review the work, decipher the code and correct the errors, improve the response, or develop a set of skills/improvements to work on
- Marking guides** – teachers may produce an idea set of responses for a task and students work individually or in pairs to review and correct their own work or others work.
- Examiners reports** – students given a summary of the performance of the class/cohort on the assessment, highlighting skills and knowledge well demonstrated, common student errors and common misconceptions. Students compare their performance against that of the report and identify improvements.

Sample Marking Codes – Writing Task	
✓ Code	✓ Indicates
✓ /	✓ A word is missing
✓ /	✓ Start a new sentence
✓ //	✓ Start a new paragraph
✓ Gr	✓ Grammar error
✓ Sp	✓ Spelling error
✓ P	✓ Punctuation error
✓ Wo	✓ Wrong word order
✓ Ww	✓ Wrong word
✓ Wt	✓ Wrong tense
✓ Wf	✓ Wrong form
✓ ?	✓ Unclear

Self and Peer Feedback

- ✓ Peers are a great source of feedback and peer feedback benefits all involved.

- ✓ Peer feedback helps us become more aware of what quality feedback looks like.
- ✓ The process is more beneficial to the giver than the receiver because you must think about what the writer is saying, what works and decide how it can be improved.

6. **TAG Method** - One way to give feedback is to use the TAG method.

- I. **Tell** something good,
- II. **Ask** a question,
- III. **Give** a suggestion.

7. **Use Rubrics to assess and give self and peer feedback** - Look over the work or assessment and identify the skills/knowledge that is observable and areas that are not observable.

8. **Constructive Feedback**

