



# Science



## Science

Student learning in science will be monitored and formally assessed when students complete a variety of formative tasks. These formative tasks will accommodate for the diverse range of learning needs and the abilities of all of our students. Before a formative task is issued to students, they will view the assessment notification documentation in class and then receive a copy of it on Google Classroom.

The assessment notification documentation will outline the purpose and requirements of the task, as well as, a detailed marking criteria. The marking criteria will provide students with an appreciation of how grades will be allocated to aspects of the task and also provide them with written feedback upon completion of the task.

In addition, the class teacher will also provide verbal feedback to all students in class. Students will have multiple opportunities to demonstrate their academic progress in the identified assessable areas within the tasks across both semesters. These formative tasks will judge the degree to which students have mastered the core skills of science. These core skills will consistently focus on developing scientific literacy, which will emphasise our whole school approach towards using the 'WALU' paragraph writing scaffold, and the 'Hawkesbury River Learning Journey'.

Students will also focus on developing their scientific numeracy, which will emphasise the clear representation of data in a variety of formats, such as tables and graphs. In addition to this, there will also be a focus on conducting reliable research and on designing investigations that will allow for the meaningful analysis and interpretation of the collected data.

Judgements about a student's level of achievement in a formative task will reflect our whole school approach towards using subject-specific 'Learning and Achievement Descriptors' (LADS). Student achievement as indicated by our LADS will be converted to an A-E grading scale. The use of the A-E grading scale allows students to clearly comprehend their own level of achievement and then understand what they have to do to progress to the next higher level of achievement.