

## Assessment Plan

**Subject: 9 Science**

**Teacher: Christine Kusznr**

**Period of Assessment (term/semester)**

**Term 3 2016**

Task Name	Task Description	Assessment Criteria and /or Performance Standards	% Weight	Week or Date Due
Food web	Students use given information of observations made in a pond ecosystem to construct a food web and answer questions based on the relationship between the organisms.	<ul style="list-style-type: none"> <li>Explore and demonstrate the interactions between organisms by</li> <li>Including the names and pictures of all the organisms</li> <li>Having arrows pointed in the right direction.</li> <li>Understanding and interpretation of food webs and the effect that changes in an ecosystem may have</li> </ul>	15%	Term 3 Week 2
Ecology written discussion <b>(Literacy Component)</b>	Students choose a topic to research and write a discussion including arguments for and against the issue.	<ul style="list-style-type: none"> <li>Critically analyse the validity of information in secondary sources.</li> <li>Consider impacts of human activity on ecosystems from a range of different perspectives.</li> <li>Communicate scientific ideas and information for a particular purpose.</li> </ul>	15%	Term 3 Week 3
Practical report Data Analysis <b>(Numeracy component)</b>	Students conduct a practical activity on taste receptors and analyse the class's collected data	<ul style="list-style-type: none"> <li>Student writes up practical report using the scientific method format</li> <li>Identifies the purpose of the experiment, variables being tested, formulates a testable hypothesis, draws conclusion</li> <li>Uses correct tense, spelling, grammar and use of scientific terms.</li> <li>Ability to collate, interpret and discuss collective data accurately and present in graphical form</li> </ul>	15%	Term 3 week 8
Model Neuron	Students work collaboratively in small groups to construct a model of a neurone	<p>Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment</p> <ul style="list-style-type: none"> <li>Able to identify the different parts of the stimulus - response model and give an example</li> <li>Construction of a motor neuron and a sensory neuron.</li> <li>Each part labelled.</li> <li>Accurate information on the structure and function of each the parts.</li> </ul>	15%	Term 3 Week 8
Endocrine system	Students mark on an outline, the different parts of the endocrine system.	<ul style="list-style-type: none"> <li>label each of the glands of the endocrine system correctly</li> <li>Describe the function of the hormones for each gland as well as the target organ they act upon.</li> <li>Able to communicate ideas and use appropriate scientific language</li> </ul>	15%	Term 3 Week 10
Class work	Students to work effectively in class to complete formative tasks and participate in class discussion and activities	<p>Students to work effectively in class to complete formative tasks timely and at an appropriate standard.</p> <p>Students to actively participate in class discussion and activities and treat equipment and other classmates with respect.</p>	15%	Ongoing

Quizzes and mini assessment tasks	Students to complete quizzes and mini assessment tasks as they occur for feedback on their progress in science.	Students to complete and submit quizzes, worksheets and tasks as advised in class to show the following: <ul style="list-style-type: none"> <li>Recall of content</li> <li>Application of knowledge</li> <li>Critical and creative thinking</li> </ul>	10%	Ongoing
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- ① THIS IS A STATEMENT OF INTENT: Teachers may need to make changes if such circumstances arise.
- ② Should you wish to receive further explanation please contact the teacher or Learning Area Assistant Principal.

### EXPLANATORY NOTES

#### INDICATION OF ACHIEVEMENT GRADES

Grade	/15	Grade	/15	Grade	/15	Grade	/15	Grade	/15
A+	15	B+	12	C+	9	D+	6	E+	3
A	14	B	11	C	8	D	5	E	2
A-	13	B-	10	C-	7	D-	4	E-	1

#### Any other explanations specific to subjects