

WINGHAM HIGH SCHOOL



YEAR 10 AUTHENTIC ASSESSMENT BOOKLET

2022

Student Information

INTRODUCTION

Dear Year 10 Student,

At WINGHAM High School Year 10 Assessment is made up of three parts:

1. Assessment tasks set during the year.
2. The internal, Year 10 individual school subject examinations.
3. An oral presentation – Authentic Assessment.

You will be participating in the Authentic Assessment program. The purpose of this program is to think about, organise a presentation on and to participate in a presentation / interview about your learning processes and performances.

In this process, you are required to:

- a) Attend your interview at the given time – **students are NOT expected to be at school apart from this time for the duration of the Authentic Assessment period.**
- b) Speak in an interview situation for approximately 15 – 20 minutes.
- c) Develop and present a portfolio based on three assessment tasks to a panel made up of a parent/community representative, a Year 9 student and a teacher in a presentation and interview situation. Depending on COVID restrictions the parent/community representative position may be filled by SLSO or SASS staff.

The purpose of this is to show what you have learnt, what you can do and how you learned in a selection of subjects. The opportunity to present your learning through a presentation and interview will give added value to what you have already done, in other words 'authenticates' it by presenting this to a wider selection of people. It is an opportunity for you to show how you have learned, including the enjoyable, pleasurable aspects contrasted with the difficulties that you may have encountered in the process of producing your assessment tasks.

You will be assessed on both this presentation and the interview by the panel. To help you through this process a series of questions will be asked. The panel will provide oral feedback and a result on the day. Written feedback will be provided later in your yearly report. The entire interview assessment process will last for approximately 30 minutes.

REQUIREMENTS / GENERAL INFORMATION

The presentation is broken down into 3 main sections as shown below.

A. PRE INTERVIEW
<ul style="list-style-type: none"><input type="checkbox"/> 3 Copies of Student's cover letter (See pages 6 +7)<input type="checkbox"/> 3 copies of Resume (See pages 8 +9)<input type="checkbox"/> Quality of resume and cover letter<input type="checkbox"/> Punctuality<input type="checkbox"/> School Uniform
<ul style="list-style-type: none"><input type="checkbox"/> Student introduces him/herself and greets panel members<input type="checkbox"/> Student informs panel about experience of school so far & indicates what the future after Yr 10 may hold for them.
TASK 1 –Major Assignment in a Core Subject (Maths, English or Science)
TASK 2 – Chosen from any other Core Subject (Maths, English, Science, History, Geography, PDHPE)
TASK 3 – Chosen from any Elective Subject NO SUBJECT may be used more than once. (See questions on page 4)
C. Presentation and Speaking Characteristics
<ul style="list-style-type: none"><input type="checkbox"/> Full School Uniform<input type="checkbox"/> Student's personal grooming / appearance<input type="checkbox"/> Tasks presented appropriately<input type="checkbox"/> Communicates appropriately using eye contact<input type="checkbox"/> Communicates appropriately by speaking clearly<input type="checkbox"/> Student engagement, need for prompting of questions

On the next page is a copy of the questions panel members will ask you about three assessment tasks you have done this year. It is in your interest to prepare your responses thoughtfully, examine both the table above and the panel questions so that you can achieve your best and reflect upon your learning process. This will help you in the future with assessment tasks and other interview situations.

AUTHENTIC ASSESSMENT PANEL QUESTIONS

1. Tell us about yourself.

REPEAT QUESTIONS 2 & 3 FOR EACH TASK

2. What task are you going to present?

3. Please speak at length about this task. For example, tell us about:

- The steps you took to complete the task
- Time frames and time management
- Difficulties and how you overcame them
- Skills and knowledge you gained
- Skills and knowledge from other subjects and life experiences that helped
- And, if you had your time over and could re-do this task, what would you change and why?

4. From the three areas presented, which was the most successful for you? You can focus on skills learned, satisfaction gained or the degree of interest the task held for you.

5. Do you think Authentic Assessment is a valuable experience? Why?

6. Do you have anything else you would like to add?

Marking Criteria

The Marking Criteria is used to give you your grade. Read through each outcome so that you are aware of what you will be marked on.

Outcome 1: Demonstrates necessary preparation for a formal interview

- O** – Student is punctual. Student has provided an excellent cover letter and Curriculum Vitae that are articulate, detailed, original and free of errors. Three tasks are appropriate. Clear evidence of an outstanding introduction.
- H** – Student is punctual. Student has provided a high quality cover letter and Curriculum Vitae that are articulate, detailed and largely free of errors. Three tasks are appropriate. Clear evidence of a well-prepared, confident introduction.
- S** – Student is punctual. Student has provided a satisfactory cover letter and Curriculum Vitae that include the required details. There may be some minor errors. Three tasks are appropriate. Clear evidence of a competent introduction.
- B** – Student may not be punctual. Student may have provided a basic cover letter and Curriculum Vitae that contain errors. Tasks are barely appropriate. Minimal evidence of a prepared, confident introduction.
- L** – Student is late. Student may not have provided a cover letter and Curriculum Vitae. Some tasks may be missing or not appropriate. No evidence of a prepared, confident introduction.

Outcome 2: Demonstrates presentation skills appropriate for a formal interview

- O** - Outstanding personal appearance / grooming and uniform. Sustains eye contact with all panel members. Excellent voice clarity, projection and fluency. Answers have a distinctive introduction, body and conclusion.
- H** - High quality personal appearance / grooming and uniform. Mostly sustains eye contact with all panel members. Highly commendable voice clarity, projection and fluency. Answers have an introduction, body and conclusion.
- S** - Satisfactory personal appearance / grooming and uniform. Mostly directs eye contact at panel members. Satisfactory voice clarity, projection and fluency. Answers have some structure.
- B** - Some faults with personal appearance / grooming and uniform. Little eye contact with panel members. Some difficulty in articulating answers. Answers have little structure.
- L** - Problems with personal appearance / grooming and uniform. Little or no eye contact with all panel members. Limited voice clarity, projection and fluency. Answers are too short.

Outcome 3: Ability to articulate detailed information with minimal prompting

- O** - All points answered comprehensively without prompting.
- H** - All points covered in detail with minimal follow-up questions.
- S** - All points covered in satisfactory detail with some prompting required.
- B** - All points covered with little detail. Frequent prompting required.
- L** - Experienced difficulty.

Outcome 4: Demonstrates reflection skills related to learning experiences and processes

- O** - Deep and insightful reflection regarding the learning experiences and processes. Closing comments are prepared, relevant and sincere.
- H** - High quality reflection regarding the learning experiences and processes. Closing comments are commendable.
- S** - Satisfactory reflection regarding the learning experiences and processes. Some evidence of preparation for closing comments.
- B** - Reflective and closing comments are too brief and required prompting.
- L** - Little to no reflection regarding the learning experiences and processes. No closing comments.

An Example of an Outstanding Covering Letter

Your Name
Your contact number
Your email address
Your address
Suburb, STATE Postcode

20 November 2019

Authentic Assessment Panel
Wingham High School
Rowley Street
Wingham NSW 2429

Dear Panel Members

Re: Authentic Assessment Interview

My name is John Smith and I am a Year 10 student of Wingham High School. I am a member of the School Representative Council and have been involved in organising events such as school socials and The Big Breakfast, a week long program aimed at ensuring all students have access to a free, healthy breakfast. My hobbies include playing cricket, debating, going to the beach and listening to alternative music.

One of my short-term goals is to save enough money so that I can buy a car at the end of the year. Upon completing my secondary education I intend to study Sports Medicine at Sydney University and possibly work for my uncle who owns a surf shop in Bondi.

Today I will be presenting various pieces of work from three subjects, English, Mathematics and PD/H/PE. The majority of the work completed was assignment work, which I believe I completed quite well.

The first assignment I am presenting is my Major Work for English. I chose to write a fantasy novel about a character who undergoes a quest. In the process he discovers personal strengths and is transformed into a courageous ruler who leads his people with great wisdom and a sense of justice. I achieved a Distinction but in hindsight I realise I needed to proofread my work more!

My second piece is a Maths project. I focused on the family car for a month to investigate its running costs. Until I analysed the hidden costs such as general wear and tear, I didn't realise how expensive it could be! I will be describing the resources used in order to complete this task. I thought I provided a competent analysis of my findings.

My final task that I am presenting today was an assignment on the digestive system for PD/H/PE. I feel that I now have a better understanding of how diet contributes to long - term health. I also believe that I completed this task rather well and was pleased with my Distinction.

Overall, from submitting these three tasks during the course of the year, I feel that I have learned more about problem solving and time management.

Thank you for giving me the opportunity to present my best work. I trust that you will find my presentation informative and enjoyable.

Yours sincerely,

John Smith

Year 10 Presentation – Scaffold for Covering Letter

1. Use Letter Format (see example on page 6)

Your Name, Contact and Address Details

Date

To the Authentic Assessment Panel Member
Wingham High address

Dear Panel Members

Re: Authentic Assessment Interview

2. Introduction

- State who you are.
- Mention any school activities you are involved in (eg. SRC member, representative of a sporting team or a debating team, any leadership roles you hold).
- Mention your outside interests.
- State the subjects you are presenting.

3. Careers / Future Goals

- What are your short - term goals?
- What would you like to do when you leave school?

4. English/Maths/Science

- Briefly state the task you are presenting.
- If you are an Advanced student, this must be your Major Work.
- If you are a Standard student, choose a class task you have completed during the year.
- Briefly comment on the process you followed to complete the task.
- Give a brief comment on your results.

5. Other Core Subjects

- Choose ONE task you have completed for English, Mathematics, Science, History, Geography or PD/H/PE this year.
- Briefly comment on the process you followed to complete the task.
- Give a brief comment on your results.

6. Elective Subjects

- Choose ONE task you have completed in an elective subject this year.
- Briefly comment on the process you followed to complete the task.
- Give a brief comment on your results.

7. Conclusion

- Summarise what you have learned overall from submitting these three tasks during the year.
- Thank the Authentic Assessment panel for the opportunity to showcase your achievements.

SAMPLE RESUME

Philippa Burns

104 Newstart Ave

Tanksville NSW 2300

M: 0400 123 123

E: burns_philippa@email.com

Career Objective

I am a high school student eager to use my strong customer service experience and communication skills to provide outstanding service to a range of clients. I am keen to develop new skills to complement my studies and to progress in the customer service industry.

Education

Tanksville High School

Tanksville, NSW

Expected completion date: 2018

Key Skills

Interpersonal skills

I have extensive experience in customer service, which has helped me to develop strong interpersonal skills. I get along well with others and always conduct myself with the utmost professionalism.

Communication skills

I am a confident communicator, having developed strong verbal communication skills in my customer-facing roles. I am able to clearly provide information and interact with customers in a friendly manner.

Ability to work in teams

I have worked in team environments for over three years. In my current position, I work with a small team of eight staff who specialise in print and copy projects. We are a self-managed team who coordinate all customer projects in our department to deliver a great result to the customer.

Multi-tasking

The CopyJet print and copy department is a busy environment in which I have had to quickly develop the ability to effectively multi-task jobs in order to manage my various responsibilities. I am able to manage my time and work without supervision.

Employment History

November 2010 – Present

Customer Service Representative, CopyJet

Reemton, NSW

Responsibilities:

- Working in a small, self-managed team in the busy print and copy department
- Advising customers of product, print, design and software solutions for their projects
- Operating machinery and equipment to print documents, banners, business cards and posters
- Working efficiently to deliver high-volume projects on time in a high-pressure environment
- Conducting incoming staff training

March 2009 – October 2010

Customer Service Representative, Chucky's Chickens

Tanksville, NSW

Responsibilities:

- Assisted customers with ordering and paying for their meals
- Operated the cash register and handled payments
- Worked quickly to produce customers' orders in a timely manner
- Followed strict hygiene and safety protocols
- Maintained the highest standards of customer service

Proficiencies

Program

MS Office (Word, Excel, PowerPoint, Outlook)

Adobe Photoshop

Adobe Publisher

Proficiency

Intermediate

Advanced

Intermediate

Interests

Travel literature, Japanese cuisine and yoga.

References

Claire McGonagall

Principal

Tanksville High School

M: 0422 333 444

E: c.mcgonagall@email.com

FINALLY

Elizabeth Pickering

Store Manager

CopyJet

M: 0499 888 777

E: epickering@email.com

For more assistance with preparing your cover letter and resume, as well as all things careers, please visit the careers webpage www.winghamcareers.com.

What do I need to do to give a Successful Presentation?

Before ...

1. Complete the table below as a checklist prior to your presentation

Criteria Checklist					
Circle or write in the name of each tasks to be presented	What is the name of the task	All basic requirements have been addressed (Page 4)	Equipment required on the day requested	Items that need to be brought in from home	Any questions that need to be answered
TASK 1					
TASK 2					
TASK 3					

2. Be prepared – organise everything you will need to bring now. Don't leave it until the last moment. Organise step by step what you are going to show, and be able to explain why you are doing it this way.

- Practise responding to the questions in your booklet which will be asked during the oral presentation / interview. This really helps you to organize your thoughts!
- Know your material well.
- Re-examine how you will be assessed. Look at the marking guidelines. Know what you have to do to earn a great result! Check out the assessment sheet the panel will use too.
- Remember your panel will be appreciative of your effort in this presentation / interview – so do not get worried!

Hints for Year 10 in Authentic Assessment

- **Be prepared**- show up on time or a little before.
- **Be well presented** – clean uniform; shoes looking good; hair done (washed, back off face) and SMILE. We know you're nervous and we'll take it into account but try to relax and SMILE!!!
- When you walk in, after set up, be sure to engage each of the panel members with **eye contact**.
- **As you introduce yourself – shake hands** with each panel member before sitting down (be sure and look them in the eye and no 'wet fish' handshakes: firm grip, two or three strong pumps of the hand and then let go...). You can add something of the small talk nature (eg: I hope you're all well today OR thanks for being a part of this process OR lovely to meet each of you).
- **When you sit – consider your posture and your demeanour** – girls: legs together or crossed at the ankles and boys: legs preferably together and sitting straight.
- **Avoid:** Um, Yeah; Like; You know and Stuff like that (BECAUSE um, it appears, like, you know, you don't um, know what to say, how to act and stuff like that, if, like, you know what I mean...)
- **Tell the panel a little about yourself** – your age, if you're local; hobbies and pastimes; any extra curricular involvement (band, production, debating etc...) and what you want in the future / any goals you have (eg: my immediate goal is to save a enough money to buy a jade green Subaru Imprezza... OR I hope to train hard enough to represent NSW in underwater hockey OR I want to get my HSC and then go to Uni to study Psychotherapy...)
- When the panel start to ask questions, **look at them and nod as they ask** (it's a sign of understanding) and then take a breath before launching into your answer).
- If you have a folder of information or an assignment as one of the tasks presented – **hand it to the panel and allow them time to look at it** while you talk about it. Ask them if they have any questions about the work they are looking at so you can explain it to them if need be.
- **Always talk in the positive** – I am proud of the final product because... OR This work represents how hard I work in this subject because... I selected this task because it shows my strengths in...
- As part of your spiel **be sure to point out the differences in the tasks**. You may choose to show English Major Work first and then launch into an elective. There are obvious differences in the tasks. Point them out. Point out the differences in how you attacked each of them. Point out what you learned – how you know you learned it and why it's important.
- At the end, **be sure to add something** – even if it's as simple as: I appreciate your time OR Thanks for listening and looking at my tasks OR I hope you can see how proud I am of these tasks OR thanks for putting me at ease and making this process a little less scary (or a little less daunting) OR thanks for making me feel comfortable in this situation, I appreciate it...
- **Shake each panel members hand before leaving.**
- You have to wait outside while the panel deliberates (pack up your things and move them to somewhere safe).
- When called back in – **sit comfortably on the seat (not on the edge)**. Regardless of the grade you receive – thank them before you leave; shake hands again and be on your way.

On the day ...

- Arrive about 15 minutes before your presentation / interview is due to begin.
- Dress appropriately. Full school uniform is a requirement.
- Practise some relaxation techniques to settle any nerves you may have – breathe deeply, focus on other things ...
- Introduce yourself to the panel.
- Make and maintain eye contact with the panel.
- Listen carefully to them and respond using appropriate language.
- Be enthusiastic and interested in what you are doing. Present a positive attitude.
- Be clear and accurate in what you say.
- When you have finished, thank the panel for their participation in the program.

Good Luck!

WINGHAM HIGH SCHOOL



ASSESSMENT TASK REFLECTION TOOLS

This will assist you in your reflection. Fill in one of these for **EACH** of the assessment tasks you do this year. **You do not have to submit this** – it is to help you think about your work.

SUBJECT:	DUE DATE:
NAME:	
ASSESSMENT NAME / NUMBER:	
The skills and techniques I learned from this task:	<hr/> <hr/> <hr/> <hr/>
Steps I took to complete this task:	<hr/> <hr/> <hr/> <hr/>
Resources I used:	<hr/> <hr/> <hr/> <hr/>
Skills I used from other KLA's:	<hr/> <hr/> <hr/> <hr/>
Some problems I faced:	<hr/> <hr/> <hr/> <hr/>
Ways I overcame these problems:	<hr/> <hr/> <hr/> <hr/>

The 7 Habits of Highly Effective Students

Habit 1: Be Proactive

- Assess your Learning Style and inform your teachers of results
- Visit each of your teachers as soon as you experience any problem
- Sit in the front of your classroom.
- Try to sit with other good students in each class.
- Get a copy of the syllabus.

Habit 2: Begin with the End in Mind

- Read over the syllabus, be familiar with it.
- Ask each teacher to see a copy of a trial exam
- As you start each class session, identify your learning objectives

Habit 3: Put First Things First

- Arrive on time for every class
- Have a study timetable!
- Read ahead and keep summaries
- Start studying for exams 3 weeks in advance

Habit 4: Think Win/Win

- Make your teachers look good in front of the class – no put downs
- Take prudent measures to accommodate your Learning Style in each class
- Form study groups with other students to prepare for assignments and exams
- Share your successful strategies with other students, ask for theirs in return

Habit 5: Seek First to Understand, then to be Understood

- Ask each of your teachers a little about their background - get to know them a little
- Identify what you have in common with your teachers, rather than differences
- Thank your teacher when they do something that is helpful
- Ask teachers for informal feedback throughout each course

Habit 6: Synergize

- Identify resources that can help you be successful in your classes, e.g. Computer lab, study guides, these seminar days
- Talk with students taking your course from other teachers - share approaches
- Encourage others to join an out-of-class study groups

Habit 7: Sharpen your Saw

- Establish a mentoring relationship with a teacher
- Complete a study skills workshop
- Teach what you have learned to someone else



WINGHAM HIGH SCHOOL

Year 10 Authentic Assessment Program

EQUIPMENT REQUIREMENTS – to be handed to Mrs Harrell before the end of Term 3

STUDENT'S NAME: _____

A) Please tick the equipment you will require for your Oral presentation.

ITEM	YES	NO
1. None		
2. Laptop		
3. White board and pens		
4. Space for a project (eg: Timber, DT) and / or help getting it to the MPC		
5. Display board and pins		
6. Fridge / Freezer for product		
7. Other – please list		

B) Request for a specific time/day

Wed 30th Nov 9.30am – 11.00am 11.30am – 1.00pm 1:50 – 3:00

Thurs 1st Dec 9.30am – 11.00am 11.30am – 1.00pm 1:50-3:00

Reason: _____

C) I would like to request an SLSO for my interview YES/NO

Preferred person _____

Signed: _____ (Student's name) Date: _____