

VCE Assessment Policy



Preamble:

Consistency and fairness of assessment practices are imperative at the VCE level as the judgements teachers make directly impact on students' future opportunities. It is essential that staff have a copy of the **Assessment Handbook** for the subjects they are teaching before the year commences and that they adhere closely to the policy and procedures outlined below. Teachers who are teaching subjects which require **Authentication Record Forms** must also have the correct forms before the year commences. Assistance in understanding the Assessment Handbook can be obtained from KLA Leaders. The Curriculum Co-ordinator, Senior Years Achievement and Engagement Coordinator and Assistant Principal (Teaching and Learning) may also be able to assist with assessment matters.

KLA Leaders must ensure that all members of their KLA have a copy of this policy before the school year commences. They should also ensure that staff new to VCE at Epping understand all of the sections.

Satisfactory Completion of Units

- The decision about satisfactory completion of outcomes is based on the teachers assessment of the student's overall performance on assessment items designated for that unit (*VCE and VCAL Administrative Handbook*)
- The decision to award an 'S' for a unit is distinct from the assessment of levels of achievement (*VCE and VCAL Administrative Handbook*)
- An 'S' or 'N' determination for an outcome is taken from all work including Core Assessment Tasks, School Assessed Coursework (SACs) or any other documented evidence or assessment items.
- Teachers need to be able to ascertain that work used to assess learning outcomes is clearly the student's own work. Therefore all subjects should have set formative assessment tasks and set course classwork tasks to assist teachers in determining an 'S'. Diagnostic feedback should be provided to students.
- The student receives an 'S' for a unit when the teacher determines that **all** outcomes for that unit have been achieved
- There should be a variety of assessment tasks to suit all learning styles
- After work is submitted and marked teachers must provide feedback to students – advice on where and how improvements can be made, areas for further learning and whether an 'S' or 'N' has been decided.

Authentication

- Most work for the assessment of unit outcomes will be completed in class, however this does not preclude additional work and study outside of class.
- The amount of preliminary preparation and associated activities for unit outcomes will be determined by the Study Design.

Redeeming Outcomes

- Parents must be informed if the process of redeeming outcomes is necessary for an individual student. The subject teacher must send a 'Letter of Concern' to the parent via SMT, print the letter, give it to the Year Level Co-ordinator to sign who will ask the Senior Office Manager to post the letter.
- The teacher will 'close' the case on SMT if the letter of concern is returned.
- If the letter of concern is not returned, the Year Level Co-ordinator will ring home and close the case on SMT
- If, in the judgement of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. However, students may not submit further tasks for the reconsideration of School Assessed Coursework scores awarded by the school.

School Assessed Course Work

- KLA Leaders are responsible for ensuring that all VCE teachers in their KLA have the relevant Assessment Handbooks and have devised appropriate SACs and marking rubrics
- The approximate SAC dates must be determined before the start of the school year and submitted to the Senior Years Achievement and Engagement Teacher who will oversee the distribution of a SAC Schedule to students and parents
- Students must be informed at least one week in advance of the exact date of a SAC
- If there are extraordinary reasons why a SAC must be rescheduled, the new date must apply to the whole class and must be within five days of the original date
- After work is submitted and marked teachers must provide feedback to students – advice on where and how improvements can be made, areas for further learning.

Authentication

- Most work for the assessment of School Assessed Coursework will be completed in class.
- For School Assessed Coursework undertaken outside of class time, teachers must monitor and record each student's progress using the Authentication Record for School Assessed Coursework form

When there are multiple classes for a subject

- All classes must complete the same task within the same week. It is the responsibility of the KLA Leader to ensure this happens
- KLA Leaders must ensure a fair method of moderation. Fair methods include: marking blind (no other teacher's marks available), mixing and redistributing scripts for marking (ie a teacher does not necessarily mark the students in their own class)

Extensions of time

- Students who miss a SAC because of acute illness or extraordinary family circumstances must provide written evidence (eg medical certificate, funeral notice, psychologist's report) to the Year Level Co-ordinator and complete the appropriate form).

Special Provision

- Students with chronic illness or impairment may apply for special provision. This may provide them with extra time in the SAC, a scribe to assist them write or a separate room on which to complete the work

Redeeming SACs

- There is no opportunity for students to improve SAC grades.
- Students can have an additional two opportunities to complete a subsequent task (other than the original task) to show their understanding on the outcome however their original mark stands

School Assessed Tasks (Studios Art, Food, Media, Product Design, VCD)

Authentication and feedback

- Teachers should read carefully the authentication and feedback guidelines for their individual subjects, especially VCD which has specific rules
- Teachers are required to provide feedback to students on work in progress. At least one set of comments must be in written form.
- Teachers must use the 'Authentication Records for School Assessed Tasks Form' to keep records of sightings of student work
- It is appropriate in the developmental stages of the work, for teachers to ask questions and give general advice about alternate strategies, etc. However, the teacher must not dictate changes that may lead to questions about the ownership of the work

When there are multiple classes for a subject

- All classes must complete the same task within the same time frame. It is the responsibility of the KLA Leader to ensure this happens
- KLA Leaders must ensure a fair method of moderation. Fair methods include: marking blind (no other teacher's marks available), mixing and redistributing scripts for marking (ie a teacher does not necessarily mark the students in their own class)

Extensions of time

- Students who do not hand in a SAT on the due date because of acute illness or extraordinary family circumstances must provide written evidence (eg medical certificate, funeral notice, psychologist's report) to the Year Level Co-ordinator and complete the appropriate form.

Redeeming SATs

- There is no opportunity for students to redeem SATs.

Special Provision

- Students with chronic illness or impairment may apply for special provision. This may provide them with extra time in the SAT, or other provisions.