



Education  
and Training

LIVING OUR  
VALUES  
EVERYDAY



# VCE AND VCAL ASSESSMENT AND REPORTING POLICY

The **DET Values**, launched in 2017, provide a broad framework for guiding us in our Teaching and Learning behaviours:

- **Responsiveness** (We respond in a timely way with our best work)
- **Integrity** (We are honest, ethical and transparent)
- **Accountability** (We hold ourselves and others to account for the work that we do)
- **Respect** (We value others and accept their differences)
- **Leadership** (We are genuine, supportive and do the right thing)
- **Human Rights** (We uphold and respect the rights of others)

## VCAL

### SATISFYING THE OUTCOMES:

A student will receive an S (satisfactory achievement) for a unit in the Work Related Skills, Personal Development Skills, and some Literacy units, when they have demonstrated achievement in all learning outcomes for the VCAL unit.

The exceptions to this rule are:

-VCAL Numeracy Skills units – students need to achieve six of the seven learning outcomes in order to receive an S

-VCAL Literacy Skills, Reading and Writing unit – students need to achieve seven out of the eight learning outcomes to receive an S

## VCE

### SATISFYING THE OUTCOMES:

- Classroom teachers must specify the work that a student must do to satisfactorily complete a unit and the conditions under which the work is to be done.
- The classroom teacher must inform each student in writing of:
  - All learning activities required to achieve S for the unit
  - All work that is required for school-based assessment
  - Class attendance requirements
  - How to submit work
  - Timelines and deadlines for completing work
  - Procedures for obtaining an extension of time
  - Internal school appeal procedures

- If chapter checklists are provided as the list of learning activities that must be completed for students to obtain an S, these must clearly state the work required and have the learning activities listed. These should follow the accepted format.

### **ASSESSMENT TASK (UNIT 1 & 2), SCHOOL ASSESSED TASKS AND SCHOOL ASSESSED COURSEWORK (UNIT 3 & 4) PREPARATION**

- Assessment Tasks, School Assessed Course Work (SAC) and School Assessed Tasks (SAT) must meet the explicitly stated rules of the Study Design and Assessment Guide for each subject (including duration and nature of the task) and provide rigour to meet the challenges of the VCAA examination process. This should be done in conjunction with:
  - Publications and Advice for teachers (VCAA)
  - School-assessed coursework report (VCAA)
  - Reference to past VCAA exams
  - VCAA Bulletin
- Externally produced SACs and Assessment Tasks may be used as a reference and in part, however, must not comprise the majority of the task. These tasks may not necessarily meet VCAA standards and must be carefully audited to ensure that they comply.
- A draft of the SAC, SAT or Assessment Task must be circulated to other members of the team at least 2 weeks prior to the assessment date.
- Identical SACs and Assessment Tasks should not be reused from one academic year to the next.
- Teachers must ensure that there are questions/tasks with varying levels of difficulty to enable them to effectively differentiate between the students.
- SACs must be focused on more than just associated textbooks and chapters.
- SACs and Unit 1 & 2 Exams should have a cover sheet consistent with exam format.

### **STUDENT NOTIFICATION**

- The Unit 1 to 4 SAC/SAT/Assessment Task date must be recorded on the SAC Calendar (Moodle.)
- Students must be notified in writing via Compass or handout, of the date, venue, conditions (included permitted materials) and nature of the task as well as the content, key knowledge and key skills which will be assessed at least 2 weeks prior to commencement of the assessment.
- If teachers wish to reschedule an assessment task because their students are not ready to be assessed, adequate notification should be provided to all students in all classes at the College.
- If a classroom teacher is away on the date of an assessment task, the Learning Area Leader should be notified to ensure proper procedure is conducted.

### **SUPERVISION OF ASSESSMENT TASKS (UNITS 1 & 2) AND SCHOOL ASSESSED COURSEWORK (UNITS 3 & 4)**

- Assessment Tasks, SATs and SACs may be scheduled to be held after school or during class time at the discretion of the Curriculum Area and consensus of the team.
- Students are not permitted to bring a mobile phone or electronic device into the Assessment room, if a student does have a phone this must be returned to the student's locker. It cannot be collected by the teacher and remain in the Assessment room.
- The VCE Assessment Task Announcements must be read at the start of the session.
- If the SAC, SAT or Assessment Task is held afterschool, teachers must ensure adequate supervision and not leave the supervisory area unless in consultation with other members of the team.

- All supervisors are required to watch the students completing the task to ensure their work can be authenticated.

## STUDENT ABSENCE

- The Sub School must be notified of any student absence.
- Upon the student's return to school a new assessment date should be negotiated and a non-completion of assessment form must be completed on Compass.
- All other members of the team **must** be notified if there is still a student/s who has yet to sit the assessment.

## MODERATION

- Teachers must produce a marking-guide, rubric, checklist along or VCAA provided assessment sheet with the Assessment Task/SAT/SAC to ensure each assessment is marked consistently.
- For SACs completed at Units 3 & 4:
  - A moderation meeting should be scheduled within 2 weeks of the final SAC date. All teachers are expected to attend where possible. In the event that a teacher cannot attend the moderation meeting, the SACs from their class must be provided to the team for moderation and said teacher must abide by all decisions made.
  - During moderation, questions in dispute will be discussed and decisions made. SACs will also be exchanged for cross-marking purposes.
  - Any SAC with a score of 90% or above must be cross-marked by another member of the team for internal ranking purposes.
  - SAC results, unmoderated results, feedback or the SAC itself must not be given to students until all students have completed the SAC and the moderation process has been completed.
  - Teachers should aim to complete the marking/moderation process within 3 weeks.
  - It is recommended that after the moderation process has concluded where there are multiple classes, all results could be entered into a google docs spreadsheet. This is accessible only to the classroom teachers of this subject and Curriculum Area Leaders to monitor student progress.
  - "Schools should not attempt to apply an 'additional' ranking process after assessments have been completed. This approach is unnecessary and schools should not try to determine individual rankings for students as a separate part of the assessment process." VCAA

## UNSATISFACTORY OUTCOMES

- If, in the judgment 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 by the student provided it meets the requirements.
- A student may only submit further work or resubmit a School-assessed Coursework assessment, for reconsideration to redeem an 'S' for the outcome.
- The teacher may not allow a student to resubmit work to improve a score of an assessment for School-assessed Coursework.

## CONDITIONS FOR EXTENDED INVESTIGATIONS/SACs/SATs

- A significant amount of classroom time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student.
- Students should document the specific stages of the development of work in a logbook, Journal, diary, brief notations starting with an early part of the task, such as topic choice, list of resources and/or preliminary research and design.
- Copies of each student's written work should be filed or stored at given stages in their development according to the scope of the task.
- Teachers are required to provide feedback to students on work in progress for a SAT. Any changes made in the various stages of development of a SAT must represent the student's own work. It is appropriate in the developmental stages of the work for the teacher to ask questions and to offer general advice; however, the teacher must not dictate or make changes that might lead to uncertainty about the student's authorship or ownership of the work.

## RESIT PROTOCOLS FOR UNITS 1-2

Resits are not mandated but may be administered on a case by case basis to demonstrate key knowledge and skills. The original grade stands.

## FEEDBACK TO STUDENTS

After work is submitted and marked, teachers should provide feedback to students, either orally, hand written or electronically (for SACs/SATs/Learning Tasks). Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S or N decisions and/or written comments on students' performance against each outcome
- Feedback should be entered on Compass Learning Tasks within 2 to 3 weeks of the final assessment date.

It must be made clear to students that initial school assessment may change as a result of the statistical moderation process. The following paragraph must be attached to any marked school-assessed coursework and school-assessed Tasks:

**This is a preliminary result only. The total result of all School Assessed Coursework in a study will be statistically moderated by the VCAA against external exam results (including the GAT where applicable)**

## REPORTING

### VCAL

- All VCAL units can be assessed throughout the entire year.
- VCAL units are competency based. Students are assessed according to the following scale:
  1. Competent (C)
  2. Not Yet Competent (NYC)
  3. Not Yet Assessed (NYA)
  4. Not Competent (NC)

- C is awarded when the student has been deemed competent in all aspects of the Learning Outcome/Unit
- NYC maybe awarded at the end of Semester One if students have not attempted sufficient tasks to be deemed competent at that stage.
- NYA maybe awarded at the end of Semester One if a student has not been assessed in particular aspects of a Learning Outcome/Unit
- NC is awarded at the end of a Unit where the student, after being provided with redemption tasks, is still not able to demonstrate competence in a Learning Outcome/Unit
- VCAL teachers will provide written reports at the completion of both semesters.

### VCE UNIT 1 & 2

- All Outcomes should be reported as either S or N
- Unit should be reported as either S or N
- All assessments should be graded with a numerical score and one of the following indicators: A, B, C, D, E,UG
- NA can only be given with consultation with the relevant YLC and Head of Senior School

### VCE UNIT 3 & 4

- All Outcomes should be reported as either S or N
- Unit should be reported as either S or N
- Students in Units 3 & 4 should be provided with the numerical score and teacher comment
- Students are informed by the Head of Senior School that grades are not finalised until they have been moderated against the end of year exams
- Final will be distributed in December by the VCAA

### **Sample student learning sequences or plans and procedures and documentation that demonstrate staff have been provided with current and accurate information.**

The Senior School Handbook contains examples of subject sequences that can lead to a range of careers. Additionally, it contains an outline of the requirements for the successful award of VCE and VCAL. This Handbook is updated annually.

The Head of Senior School will:

- Convene regular meetings of VCE/VCAL teachers throughout the year, at which Senior School and VCAA procedures and processes will be discussed
- Ensure that Staff are aware of key dates for the provision of results for entry into the VASS system
- Refer to the current year's VCAA 'VCE and VCAL Administrative Handbook' as a guide to the rules, regulations and procedures governing the delivery of the VCE and VCAL.

At the start of each academic year, the Leaders of each Curriculum/Learning Area will:

- Provide each VCE Teacher with access to the current VCAA Study Design relevant to his/her teaching areas/s
- The Curriculum Area Leader will ensure teachers of Unit 3 & 4 are aware that SACs/SATs must be moderated, ranked across all classes and where appropriate, cross-marked to ensure consistency.
- In the case of VCAL, the VCAL Coordinator will provide VCAL Teachers with the current VCAL Program requirements and learning outcomes relevant to the strands and units being delivered.

VCE/VCAL Teachers will:

- Keep accurate records of student assessment tasks and outcomes
- Provide results to the VASS Coordinator in a timely manner according to published deadlines
- Ensure consistency in assessment across a specific subject by referring to the VCAA Study Design and through an internal moderation process
- Provide twice yearly written reports on student progress for students and their parents/guardians.
- The classroom teacher must inform each student in writing of:
  - All learning activities required to achieve S for the unit
  - All work that is required for school-based assessment
  - Class attendance requirements
  - How to submit work
  - Timelines and deadlines for completing work
  - Procedures for obtaining an extension of time
  - Internal school appeal procedures

The Director of Student Pathways will:

- Oversee the selection of external VET providers and advise the Principal regarding any Memoranda of Understanding to be signed
- Liaise with external VET providers to ensure that certificate details and student results are provided to the VASS Coordinator in a timely manner

The VASS Coordinator will:

- Manage the entry of student data, including personal details, VCE/VCAL/VET enrolments and results onto the VASS system by the deadlines set down in the VCAA 'VCE and VCAL Administrative Handbook' for the current year
- Liaise with the Head of Senior School, the Director of Student Pathways and class teachers to ensure accuracy of data entry and reporting of results

Further protocols can be found in the 'VCE and VCAL Administrative Handbook 2018) (VCAA, 2018 - <http://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2018/index.aspx> )

This policy was last updated by Fern Brisbane and Kylie Cotter in March 2018 and will be reviewed annually.