

Scored assessment: School-based Assessment

School policies and procedures, including the conditions and rules under which School-based Assessment will take place, must be communicated to students and parents at the beginning of the academic year or when a student enrolls in any VCE unit at the school.

1 Authentication

Principals are responsible for the administration of Victorian Curriculum and Assessment Authority (VCAA) rules and instructions in their school. One of these rules is that students must ensure that all unacknowledged work submitted for assessment is genuinely their own.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at or about the time of submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

1.1 School-assessed Coursework

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance should not be provided to students while undertaking assessment tasks.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.

The VCAA does not take responsibility for teacher absence or a change of teachers within schools. These issues should be dealt with by the school principal as an internal personnel matter.

Work completed outside class

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class. However, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to them gaining the key knowledge and skills outside of class time. This will require additional work and study outside class as part of the students' regular learning program. The setting and marking of work with a formative focus provides students with the opportunity to develop their knowledge and skills and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task, for example gathering necessary research data. The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and purpose of the task. Students should be advised just prior to beginning the task that some information or data may be collected outside the classroom.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the **Authentication Record for School-based Assessment** form (on VASS).

Drafting

The nature of School-assessed Coursework means that teachers should not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion unless it's for authentication purposes. Drafting

can remain a part of a teaching and learning strategy, and students may do preliminary drafting. However, drafts are not to be submitted to the teacher for the purpose of getting feedback on an incomplete task contributing to the total School-assessed Coursework score. Teachers must not mark or provide comments on any draft submitted for School-assessed Coursework.

1.2 School-assessed Tasks

Teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish an individual student's work and therefore to assist in the authentication process.

Teachers must monitor and record each student's development of work, from planning and drafting through to completion in the study specific **School-assessed Task Authentication Record** form (on VASS). This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. If the school is being audited, this sheet should be included with the work.

1.3 Strategies for avoiding authentication problems

To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or being difficult to resolve, the following strategies are useful:

- Teachers should ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
- 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, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research.
- Copies of each student's written work should be filed at given stages in their development.
- Assessment tasks should not be recycled from one academic year to the next or between academic cycles to ensure that students are unable to use other student work from the previous year or academic cycle.
- If there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record keeping, as cross marking sometimes reveals possible breaches of authentication. The early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
- Students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

2 Scheduling assessment tasks

Teachers are advised to give students the dates for completion of assessment tasks in advance, taking into account the [Important Administrative Dates](#), which are available on the VCAA website. The 2016 Assessment Schedule has the dates by which schools must submit results to the VCAA, and should be used in conjunction with the Important Administrative Dates.

Schools should take into account the issues of authentication and student workload in deciding when specific details of tasks are given to students.

An extension may be needed to account for circumstances in which an individual student or group of students has not been given appropriate time to undertake or complete School-based Assessment.

2.1 Rescheduling assessment tasks for an entire class

If teachers wish to reschedule a task because their students are not ready to be assessed, or due to other circumstances, they should provide adequate notification to all students in the class or classes.

An extension of time for all students in a class should only be given on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged by the change.

2.2 Rescheduling an assessment task for an individual student

Extension of time for an individual student to complete a task should only be granted in special circumstances.

Schools are required to have a policy outlining conditions under which an extension of time for individuals may be granted. It should be common across all VCE units within a school and should contain procedures including:

- a formal process for applying for an extension of time
- the rules of eligibility
- the maximum period for an extension
- conditions under which the extension will be allowed.

An extension of time may extend into the next semester, but not into the next academic year.

Note: Extensions for tasks related to units of competency/modules contributing to scored VCE VET sequences cannot be permitted beyond the date for **SIAR 4**. Unit completion is essential for finalising study scores, which must be calculated at the same time for all VCE studies.

3 Determining initial School-based Assessments

Each school should have established procedures for making School-based Assessments and should apply these procedures consistently. There should be consistency in the decisions made by teachers of individual studies and in the decisions made by multiple teachers of one study.

3.1 Determining initial School-based Assessments where there is more than one class in the school

If there is more than one class in a study, teachers should engage in consultation to arrive at a school assessment. Schools have considerable experience in assessment, but the following suggestions will help schools to review their arrangements or establish new practices.

Approach 1

- Teachers meet to discuss assessment criteria, topics and the approaches used for the task.
- Teachers grade the work from their own classes.
- Teachers swap samples and carry out blind marking.
- If necessary, teachers mark further work or reassess their own class work.
- Difficult cases are further discussed before results are entered.

Approach 2

- Teachers combine and distribute the student work among themselves for assessment.
- The results are returned to the class teacher, who reassesses all the work or the work of students who have unexpected results.
- Unusual cases are considered by all teachers concerned.

Approach 3

- Samples from all classes are distributed.
- All teachers assess the same pieces of work.
- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the criteria.
- When all teachers are confident they have a consistent understanding of the application of the criteria, each teacher assesses their own class.

3.2 Determining initial School-based Assessments in partnership with another school

If the consultation is taking place between teachers in different schools, initial discussion may occur over the telephone, by email, or by using teleconference or telematics facilities, with any written material sent by facsimile.

In many cases there will be considerable time between the student completion date and the date for submission of results to the VCAA. Posting of material between schools will reduce the time required for meetings.

If results of different schools are combined to increase the size of the assessment group, it is useful to swap some drafts of typical work early in the process of completing the School-assessed Task. The earlier a common understanding between teachers is established, the more smoothly the process will be completed.

Teachers in schools that are combining their individual assessments will find it useful to discuss, and come to an agreement on, student completion dates.

Producing a combined set of comparable scores for a School-based Assessment

The following steps are recommended.

1. Participating teachers should discuss the requirements of the study design, the chosen assessment tasks for each outcome, the assessment criteria for each task or outcome, and the assessment program of each of the partnership schools. This communication should occur as early as possible, and no later than the expected date of completion of the first specific task for the unit.
2. The teachers should establish agreement on the procedures to be followed to ensure comparability of assessments. This includes the scheduling and marking schemes of any tasks to be done in common.
3. Each school assesses the work of its own students. It is expected that the schools with more than one teacher group for the study will apply their own procedures to achieve comparability of assessments within their school.
4. Each school selects student work for cross marking. For small-group partnerships, this should include all the work from the school with the small group, and at least an equivalent number from the partner schools. For other partnerships, teachers should agree on an appropriate number, preferably at least five pieces from each school. For each piece of work, the second marking should be 'blind', that is, made without any knowledge of the assessment given by the student's own teacher.
5. Teachers then discuss both assessments for each piece of work and a final score is agreed to by consensus. If the teachers cannot reach consensus, the two scores should be averaged or adjusted appropriately. As a result of the cross-marking exercise, it may be necessary to adjust the assessments of other work not included in the cross marking.
6. When all assessments have been finalised, the scores for each student on each task should be collated in a single list for the partnership. Each school must keep a copy of this list, as the VCAA may request it for analysis purposes.

4 VCE School-assessed Coursework

School-assessed Coursework consists of a set of assessment tasks that assess each student's level of achievement in VCE Unit 3 and 4 outcomes.

4.1 Preparation of work for School-assessed Coursework

Advice for Teachers and Assessment Handbooks

Advice for Teachers and an Assessment Handbook are published for each accredited VCE study. VCE assessment handbooks contain assessment information about Units 3 and 4 School-assessed Coursework and administrative details of examinations for individual studies. Advice is provided on how to construct and incorporate assessment tasks and how to grade these tasks using performance descriptors. VCE assessment handbooks are not published annually. When a VCE study enters a new accreditation period, a new assessment handbook is published. Assessment handbooks are available from the VCE study pages on the VCAA website. Notification of any changes to assessment advice during the course of study will be made available to teachers via the VCAA Bulletin and VCAA website.

For each new or revised VCE study from 2015, information formerly contained in a separate assessment handbook is incorporated into a single Advice for Teachers publication.

4.2 Initial assessment

Schools are responsible for the initial assessment of School-assessed Coursework. The basis for this is the teacher's rating of the performance of each student on the tasks specified in the study design. The assessment handbook for each VCE study provides advice on the assessment of School-assessed Coursework tasks.

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.

4.3 Feedback to students

After work is submitted and marked, teachers should provide feedback to students. 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.

Schools may choose this as a basis for reporting to parents. In providing this feedback, teachers may give students their marks on individual School-assessed Coursework tasks. Schools are strongly recommended to include the following advice in student VCE handbooks:

- about the 'conditional' nature of any School-assessed Coursework marks given to students
- that their total scores for School-assessed Coursework may change as a result of statistical moderation.

When providing the marks, teachers must advise students that their total School-assessed Coursework scores may change following statistical moderation.

Although schools may permit students to submit further work for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

4.4 Lost, stolen or damaged School-assessed Coursework

If a teacher or student has lost a coursework assessment task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. The principal will determine an initial score for the assessment task, acting on advice from the teacher and on the basis of records kept.

5 VCE School-assessed Tasks

This section applies to the School-assessed Tasks for the following studies:

- [Algorithmics \(AL03\)](#)
- [Art \(AR03\)](#)
- [Computing](#)
- [Informatics \(IT02\)](#)
- [Software development \(IT03\)](#)
- [Food and Technology \(FY03\)](#)
- [Media \(ME03\)](#)
- [Product Design and Technology \(DT03\)](#)
- [Studio Arts \(SA03\)](#)
- [Systems Engineering \(SE03\)](#)
- [Visual Communication Design \(VC03\)](#)

School-assessed Tasks are used to measure, in accordance with published criteria, a student's level of achievement in completing a task.

5.1 Topic selection

The study designs set out the details of the School-assessed Tasks to be completed for assessment purposes. Schools should select topics in accordance with these details. Any additional information for the School-assessed Tasks will be published in the *VCAA Bulletin* and on the relevant VCE study pages. The responsibility for the selection of appropriate topics lies with schools.

Schools may share advice and information. Teachers are encouraged to discuss the selection of topics among themselves, but to obtain advice from the VCAA if doubts arise.

5.2 Advice on developmental stages

Teachers are required to provide feedback to students on work in progress. At least one set of comments should be in written form (refer to the study specific **School-assessed Task Authentication Record** form on VASS).

All changes made in the various stages of development of a School-assessed Task 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 (for example, about alternative strategies). However, the teacher must not dictate or make changes that might lead to uncertainty about the student's authorship or ownership of the work.

For Visual Communication Design, the teacher's formal written comments should be made on only one draft of the written component of the School-assessed Task. If written comments are made, the draft containing the teacher's comments must be initialled and dated by the teacher, and made available to the VCAA if required. There is no drafting requirement for the other School-assessed Tasks.

The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to, or actual reworking of, a student's drafts, production or folios
- providing structured outlines with detailed suggestions or instructions for completing work; this may constitute undue assistance
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

5.3 Assessment of School-assessed Tasks

Schools are responsible for the assessment of School-assessed Tasks. The sole basis for this assessment is the set of criteria for the award of scores, published each year by the VCAA on the VCE study pages of its website. The VCAA provides detailed descriptors of levels of performance for each criterion. These criteria are mandated and schools must use the descriptors when making assessment judgments.

Further advice may be provided from time to time for particular studies, details of which are announced in the *VCAA Bulletin* and published on the relevant study page of the VCAA website. Teachers should use this advice and attend any relevant professional development activities that may be available.

Principals are responsible for ensuring that teachers receive all relevant assessment material and that they use the current year's assessment criteria and advice published on the relevant VCE study page to accurately assess their students' work.

Assessment sheets for School-assessed Tasks

The VCAA provides assessment sheets, specifying the criteria for the awarding of grades, to all schools. Assessment sheets are available on the relevant study page of the VCAA website and published annually. Schools must use the current year's assessment sheets. They must not use assessment sheets from previous years.

Each criterion has a numerical scale of 0 to 10 and schools award a score for each criterion. Each criterion score is to be entered in VASS and must be submitted by the relevant **SIAR** date. Schools are advised to retain their copies of assessment sheets until the final results date in 2016.

Submitting results to the VCAA

The assessing school should enter School-assessed Tasks by the due date for the **SIAR** specified for each study in the [2016 Assessment Schedule](#). If the assessments from a school are not received by the due date, all School-assessed Tasks from that school for that **SIAR** are likely to be reviewed.

5.4 Feedback to students

Schools may provide feedback on School-assessed Tasks. It must be made clear to students that initial school assessment may change as a result of the statistical moderation process.

5.5 Lost, stolen or damaged School-assessed Tasks

If a teacher or student has lost a School-assessed Task, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed and dated. The school must complete the **Lost/Stolen/Damaged School-assessed Tasks** form, enter an estimated score on VASS, and send the form to the VCAA.

The principal, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment. The initial assessment may be adjusted as a result of the review process.

If the School-assessed Task is required for review, the **Study Record** form for that student must be annotated as Lost/Stolen/Damaged (LSD) by the school. This procedure does not apply to work lost or damaged due to computer misuse or malfunction (see Assessment: Satisfactory completion of units).

5.6 Student transfers after SIAR date

If a student transfers after the **SIAR** due date for the study in which the School-assessed Task is scheduled, the student's School-assessed Task must stay with the assessing school until after the return of student work.

6 VCE VET School-assessed Coursework

In order to be eligible for a study score, students must demonstrate competency in the units of competency or modules that make up the Unit 3 and 4 sequence. Students must also satisfy all the requirements of scored assessment.

Each scored VCE VET program requires the satisfactory completion of three School-assessed Coursework tasks that are integrated into the delivery of the VET training program. An assessment plan is required for each VCE VET scored program. Full details of the assessment process for scored VCE VET programs are published in the [VCE VET Assessment Guide](#).

7 Managing score amendments

When the **SIAR** date for assessments has passed, student results that have been entered on VASS for that cycle will be locked. Any administrative errors in entering the results must be amended using a **Score Amendment Sheet**, which is generated through VASS. The completed SAS must be signed by the principal or principal's delegate, and forwarded to the Manager, Student Records and Results, with:

- a written explanation of the reason for the alteration to the score, signed by the principal
- a copy of the original assessment sheet.

If an SAS is received after the final grade has been allocated, the VCAA will determine the final grade.

8 VCE School-based Assessment audit

As part of the VCAA's ongoing monitoring and quality assurance program for the VCE, samples of assessment tasks for School-based Assessment in each VCE study and scored VCE VET program can be requested for audit from schools.

The School-based Assessment audit is in two stages for both units. Stage 1 (Unit 3) and Stage 3 (Unit 4) are study-specific online questionnaires completed by schools and reviewed by the VCAA. The purpose of this initial audit submission is to collect information on the planned approach to assessment. Although assessment planning may not be complete at this early stage, the submission will still provide useful information about assessment practice.

For Stage 2 (Unit 3) and Stage 4 (Unit 4) schools may be asked to forward evidence of any aspect of the assessment, including assessment information provided to students, tasks, marking schemes or criteria, moderation processes and outcomes, or samples of student work selected by the VCAA.

Schools should have a process for collecting and storing the required material for submission by the due date. Submission of any teacher-generated material must be done electronically. If the VCAA has requested copies of student work, the school can photocopy the work and send it by post to the address specified, or scan and email.

The audit will examine School-based Assessments for irregularities (for example, instances where the VCAA's requirements have not been followed). The audit process will be undertaken by the relevant State Reviewer and VCAA Curriculum Manager. The outcomes of the audit will assist in planning the VCAA's assessment advice and professional development support for teachers. Schools will receive feedback on the outcomes of the audit by email.

A more detailed overview of this process is provided in the document [General administrative information for the audit and review of School-based Assessment for all VCE studies Units 3 and 4](#), available on the VCAA website.

If a school is being audited for a VCE VET study, the supporting documentation from teachers of scored VCE VET programs should include:

- the three scored tasks set by the teacher or trainer
- a copy of the assessment plan for the identified VCE VET program.