

VCE VET Scored Assessment

For assessors of VCE VET programs

VCAA

February / March 2009



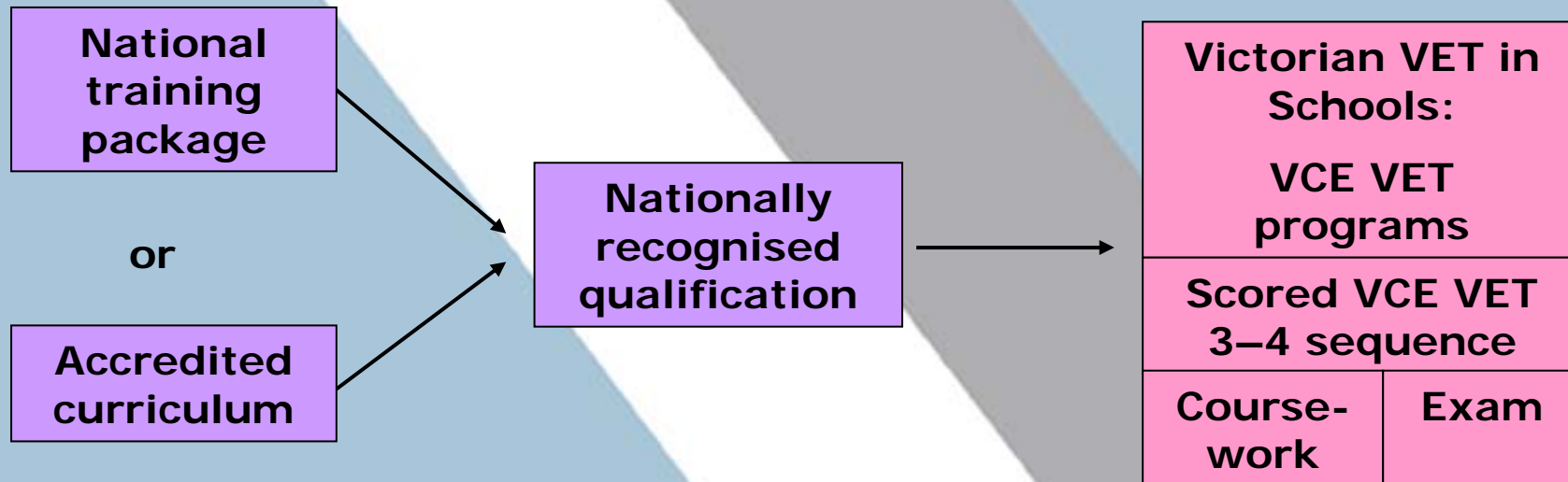
Agenda

- ❑ 9am: Registration
- ❑ 9.15am–10am: New assessors session
- ❑ Morning tea
- ❑ 10.30am–12.30pm: Unpacking & grouping units of competence
- ❑ Lunch
- ❑ 1.15pm–3pm: Task design and assessment using the scoring criteria
- ❑ 3.00pm – 3.15pm: Plenary



National Skills Framework

AQTF – compliance and quality assurance



National Training Framework

- ❑ **AQTF 2007 - Element 1.4**
 - **Training & assessment competencies**
 - **Vocational competencies**
 - **Continuous improvement of training & assessment competencies**

- ❑ **TAA04 Cert IV in Training and Assessment (or equivalent)**
 - **Assessment under direct supervision of qualified assessor.**



Why Study Scores?

- Enhancement of status
- Genuine integration in the mainstream
- Valuable option for all students
- Unit 3-4 sequences entitled to attract study score
- National policy directions



On an optional basis

- ❑ Available to all
- ❑ Single assessment scheme incorporates study score
- ❑ Student may choose not to receive a study score and will still receive
 - the VET certificate/statement of attainment
 - a VCE/VET 3-4 sequence for satisfactory completion purposes or contribution to VCAL at the appropriate level

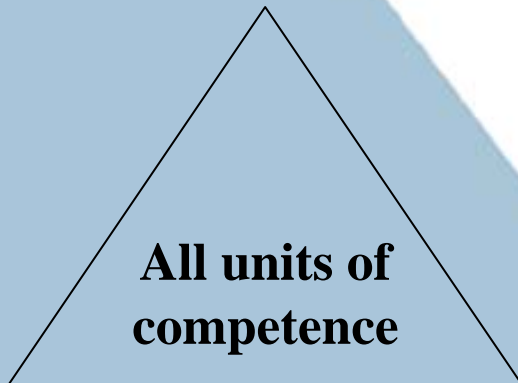


Components of Study Score*

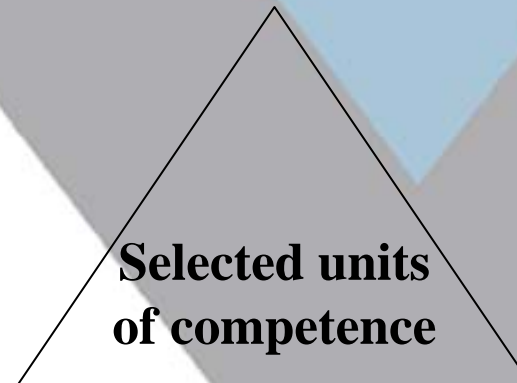
COURSEWORK
3 assessment tasks

EXAM
knowledge based
test using evidence
guides

66%



34%



*With the exception of VCE VET Dance 50% coursework & 50% performance exam

Coursework

- ❑ Based on a selection from four generic task types
- ❑ Task types identified as most commonly used by RTOs
- ❑ As a set, the tasks cover all units of competence or modules in the 3-4 sequence
- ❑ Maximum flexibility of scheduling



Four Generic Task Types

- Work Performance
- Work Project
- Product
- Portfolio

The design rules for each task type are in the relevant VCAA Assessment Guide



Rules for Task Selection

- ❑ Use at least two of the task types
- ❑ Aim at an even spread across the units of competence or modules
- ❑ Units of competence or modules can't be split
- ❑ Separate evidence for each task



Coursework component – summary of task design process

- ❑ Batch or cluster the units for allocation to **THREE** tasks
- ❑ Select task types
- ❑ Validate against scoring criteria for each task type
- ❑ Construct Assessment Plan
- ❑ Design tasks



Assessment Plan

- ❑ **Comprises requisite number of tasks**
- ❑ **Determined by assessor in consultation with teachers and/or trainers and employer, where relevant**
- ❑ **Must cover all the units of competence/modules in the selected Unit 3-4 program**
- ❑ **Weighting rules apply**



Assessment Plan

For a completed sample & blank template see Attachment A in the relevant Assessment Guide

	Task 1	Task 2	Task 3
Unit of Comp A	✓		
Unit of Comp B			✓
Unit of Comp C			✓
Unit of Comp D		✓	



Scoring Criteria

- ❑ Student must achieve “S” for all units of competence/modules assigned to that task in the Assessment Plan
- ❑ Levels of performance:
 - 1 = base (i.e. is competent)
 - 2
 - 3 = medium
 - 4
 - 5 = high

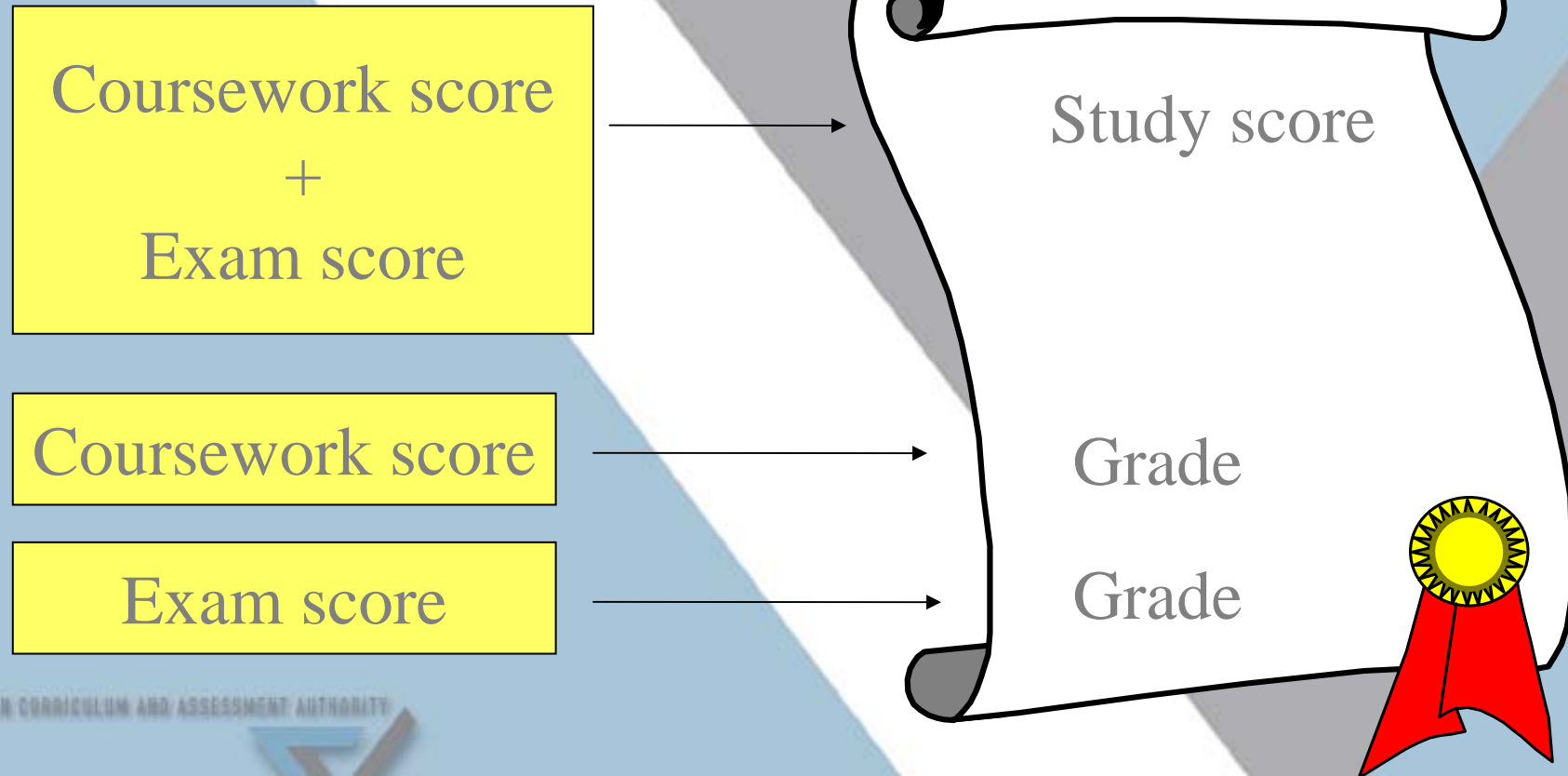


Recording

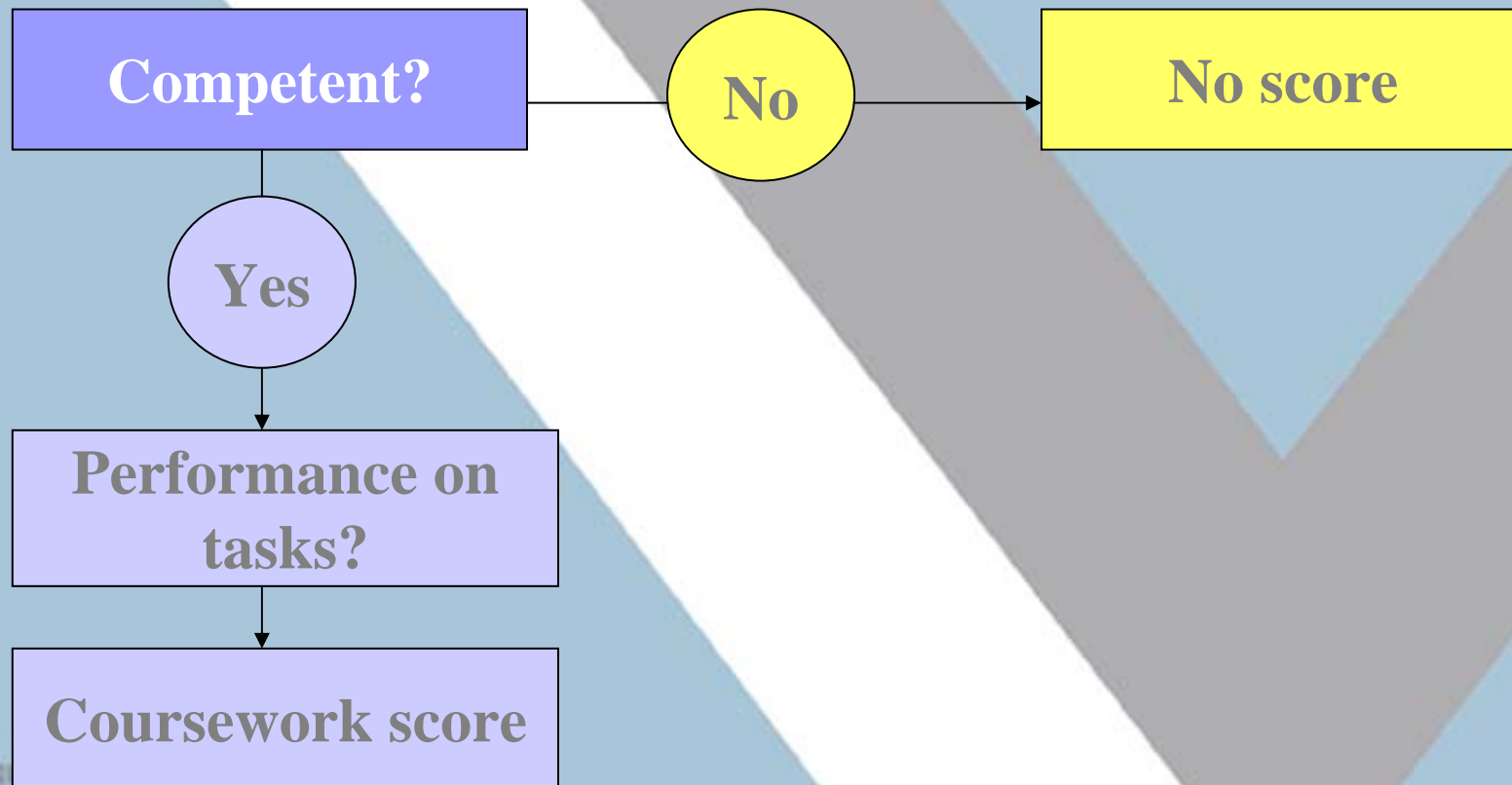
- ❑ Documentation to support each task type
- ❑ Criteria sheets: five ratings
- ❑ Record sheets: ratings converted to scores



Reporting



Integration With Competency Based Training



Competency Standards

- ❑ **Competence** = the specification of knowledge and skills and application of that knowledge and skill to the standard of performance required in the workplace
- ❑ **Assessment** = process of collecting evidence and judging whether competence has been achieved i.e. performance to the standards expected in the workplace



Units of Competence

<p>Titles of units of competence and their descriptors describe the activity covered in the unit and the unit's key features.</p>	<p>Elements of competency identify the work process to be undertaken in logical order and are related to the purpose of the unit. Elements describe outcomes that contribute to a unit.</p>	<p>Performance criteria describe the activities and level of performance required to demonstrate achievement of the element.</p>	<p>The range statement relates to the unit of competence as a whole. It allows for different work environments and situations that will affect performance.</p>	<p>The evidence guide details the knowledge and skills that underpin competent performance of the unit. It also provides advice on assessment contexts and integrated assessment.</p>
---	--	---	--	--

Who is the Assessor?

- ❑ The *Assessor* is the person approved by the RTO to conduct assessments, record ratings and provide the documentation to the school
- ❑ Individual task should not be split between assessors



VASS Deadlines

- ❑ **VET enrolments**
 - 29 April 2009
- ❑ **Assessment plan**
 - 14 August 2009
- ❑ **VCE VET coursework scores**
 - 16 November 2009



Contact details

VET Unit VCAA 9651 4458

Lisa Burgess 9651 4427

Daryl Sutton 9651 4587



© **Victorian Curriculum and Assessment Authority
2009**

The copyright in this PowerPoint presentation is owned by the Victorian Curriculum and Assessment Authority or in the case of some materials, by third parties. No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968 or with permission from the Copyright Officer at the Victorian Curriculum and Assessment Authority.

