**Geoffrey O’Neill** - Hello and welcome to this video on VCE Assessment Principles. My name is Geoffrey O'Neill and I'm the manager of the VCE Curriculum Unit at the VCAA. This video will explore the VCE Assessment Principles that underpin all VCE assessment practice.

Assessment is an integral part of teaching and learning, and none more so at the senior secondary level. It provides opportunities for further learning. It describes student achievement. It articulates and maintains standards. And it provides opportunities for the award of the certificate, in this case, the Victorian Certificate of Education, the VCE.

VCE Assessment Principles are the key principles that underpin all VCE assessment practice to ensure that the assessment instruments enable judgments to be made about the demonstration of outcomes and levels of achievements, fairly, in a balanced way, and without adverse effects on the curriculum.

As part of VCE studies, assessment activities enable the demonstration of the achievement of an outcome or a set of outcomes. And the judgement and reporting of a level of achievement on a task or a collection of tasks for a school-based assessment, whether that be School-assessed Coursework or School-assessed Task, or Externally-assessed Tasks or examinations. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable, and transparent.

So, our VCE Assessment Principles that underpin everything are summed up in four key areas. The VCE assessment should be valid and reasonable, equitable, balanced, and efficient. The first of these principles is that VCE assessment should be valid and reasonable. That is, it should not assess learning that is outside the scope of the study design. The curriculum content is to be assessed, it's explicitly outlined in the study design and related VCAA documents. It should give students clear instructions. It should be administered under conditions that are substantially the same for all students undertaking that assessment. And it should ensure that results are fair and comparable across the student cohort for that study at the school through authentication processes and a school internal moderation process.

VCE assessment should also be equitable, that is accessible to all students. Assessment should neither privilege nor disadvantage students, or exclude them based on their gender, culture, physical disability, socioeconomic status, or geographical location. And it should be designed so that under the same or similar conditions they provide consistent information about student performance.

Next VCE Assessment Principle is that VCE assessment should be balanced. That is that we provide a range of opportunities for students to demonstrate in different contexts and modes of assessment the knowledge, skills, and understanding, and capacities that are set out in the curriculum. We should not just be using one mode of assessment, but we should be using the full scope that is available in the study design.

We should provide opportunity for students to demonstrate different levels of achievement. The demonstration of levels of achievement must be specified by suitable criteria, descriptors, rubrics, or marking schemes that must be supported in making your assessment decisions. And judgement about students level of achievement should be based on the results from a variety of practical and theoretical situations, and context relevant to that study.

And finally, VCE assessment should be efficient. The study design sets out the minimum number of assessments for teachers and assessors to make robust judgement about each student's progress and learning against the study design. When it comes to efficiency, teachers and assessors must balance the demands of precision with those of efficiency. We should not generate workload or stress that unduly diminishes the performance of students under fair and reasonable circumstances. Assessments should be part of a regular teaching and learning program for students, and clearly communicated to them the timelines and assessment requirements throughout the course. And assessment should be efficient through being completed mainly in class and within a limited time period.

For more detailed information in relation to the VCE Assessment Principles, please download the VCE Assessment Principles Document available on the VCAA website. There are also support materials available for you in the form of videos of teachers discussing school-based assessment and how they use this VCE Assessment Principles in delivery of school-based assessment and the success around that in their schools. For more information or any questions related to VCE curriculum, please contact us on the email address on the screen.

Thank you very much for watching this video.

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