**Geoffrey O’Neill -** Hello, this video is the first in a series of two that will introduce the VCAA practices and policies related to assessment in the VCE. It will introduce the VCE assessment principles that underpin all assessment practice in the VCE, and discuss the opportunities and challenges associated with assessment and feedback in the VCE.

My name is Geoffrey O'Neill, and I'm the manager of the VCE Curriculum Unit at the VCAA. As part of VCE studies, assessment activities enables two types of assessment. For all VCE studies, it can help to demonstrate the achievement of an outcome or a set of outcomes and the decision the schools can make in relation to an S and N. It'll contribute to that determination.

For VCE studies, excluding the vocational major, the VM, assessment activities enables the judgement and reporting of a level of achievement on a task or collection of tasks for the School-assessed Coursework, a SAC, School-Assessed Tasks, a SAT, or Externally-assessed Tasks, an EAT, or examinations. In each VCE study, teachers and schools determine the assessment tasks to be used at units one and two. In units three and four, a range of appropriate tasks are specified in the study design of which schools can select which assessments they want to set. At the units three and four level of a VCE study, School-assessed Coursework, School-assessed Tasks, External Assessment, including examinations and EATS, Externally-Assessed Tasks provide assessment results that are used in the calculation of a student's study score.

So now let's look at School-based Assessment in the VCE at each of the levels. At units one and two for all VCE studies, assessment tasks are created and set by the school. Decisions at units one and two are solely made from the school. The study designs provide a range of task types that can be selected, but the assessment tasks are created, set and marked by the school, and there is only one assessment decision that is reported to the VCAA. That is the satisfactory completion of outcomes and units, the S or Ns. For units three and four for the VCE studies, excluding the VCE VM, there are two distinct decisions that are reported to the VCAA.

Firstly, the satisfactory completion of units and outcomes, the S or N. That is based on the evidence of students' achievement of that outcome collected across the teaching and learning program through a range of tasks that were designated for the study, which may also include the School-based Assessments. What is also reported to the VCAA are the levels of achievements based on the formal School-based Assessment designated in the assessment table of each study design. This is usually through a SAC or a SAT.

For VCE VM studies, there is only one assessment decision that is reported to the VCAA. That is the Satisfactory Completion of Outcomes and Units, the S or N. There are a number of key policies and documents that are required in relation to VCE assessment that should be referred to by VCE coordinators, school leaders, and VCE teachers.

The VCE assessment principles are the key principles that underpin all the VCE assessment practice to ensure that assessment instruments enable judgments to be made about the demonstration of outcomes and the levels of achievement in a fair, balanced way and without adverse effects on the curriculum. These assessment principles should be used to support your teachers to make assessments that are valid and reasonable, equitable, balanced, and efficient. You'll find more information about these principles on our website, and there is also a separate video covering the VCE assessment principles as part of this briefing.

The VCE Administrative Handbook is a key document for you in the delivery of the VCE in your schools, and it is really important that it is referred to annually as there are updates that you need to ensure are being implemented in your school. Each year, we'll publish a VCE Administrative Handbook that is a comprehensive guide for teachers, principals, and administrators outlining the rules and regulations and policies governing the delivery of the VCE. And this includes the assessment of the VCE.

The VCE study designs are a key part when it comes to VCE assessment. These study design support effective planning for VCE studies, and they include all the important information regarding the VCE study, including the units of study, the outcomes, areas of study, key knowledge and key skills. But most importantly, it includes all the information around the requirements for assessment. The support materials, which was previously called the Advice for Teachers, provides curriculum and assessment advice for units one through to four for each VCE study. It contains advice for developing a course with examples of teaching and learning activities and resources for each unit. There is also advice around assessment. See the subject-specific webpage on the VCAA website for further information with regards to the support materials or advice for teachers for your VCE study.

The School-based Assessment reports provide feedback to VCE teachers following the first year of implementation of a new or newly accredited VCE study design. These reports are based on results from the School-based Assessment audit from the previous year. That is the first year of implementation of the study design. It outlines the issues raised through the audit process and common themes that were identified for teachers and VCE leaders to continually improve their assessment practice for the VCE Study. For School-based Assessment, its purpose exists that it can provide the evidence that contributes to the determination of the achievement of outcomes and the completion of the unit. And it also, it exists to determine a student's level of achievement in units three and four.

A reminder that the satisfactory completion of a VCE unit is distinct from the assessment of the levels of achievement. The decision is a separate decision. Satisfactory completion of the unit is distinct from the assessment of levels of achievement. When it comes to school-based assessment, decisions at units one and two are made solely by the school. Study designs provide a range of possible assessment task types for you to consider. For units three and four, a range of prescribed tasks and task types are set out in the study design. Teachers and schools are encouraged to develop their own assessment tasks based on the VCE assessment principles. Not only then are you tailoring the assessments best for your unique cohort of students, but you'll also ensure the authentication of those assessment tasks.

School-based Assessment is the internal assessments across the VCE. It is a school-based decision regarding the conditions and arrangements for which School-based Assessments are undertaken to ensure that they meet the VCE assessment principles, the study design requirements, and the requirements of the VCE and VCAL Administrative Handbook. This may vary between schools and sectors, given your cohort, resources and unique circumstances. Therefore, each school is different, and there are different contexts in which students operate in. There are also different circumstances. Students will have different strengths, different talents, and different resources available to them. The design of teaching and learning activities and the assessment activities that accompany that should reflect this in support of effective assessment for your students in your cohort, in your unique circumstance at your school.

There are two forms of School-based Assessment at unit three and four. School-assessed Coursework, SACs, and School-assessed Tasks, SATs, that are used as part of the calculation of the study score the students receive at the end of units three and four. Each of these are different task types, and therefore have different requirements. SACS, or School-assessed Coursework, are a set of assessment tasks that assess students, each student's level of achievement and schools provide a score for each component of the coursework specified in the study designs.

SACS are set by the school. The assessment criteria is set by the school. SATs are set by the VCAA to assess specific sets of practical skills and knowledge across the VCE units. Teachers assess the student's level of achievement on a basis of rating against the criteria specified by the VCAA. Schools provide a score for each criterion. Each relevant subject that has a SAT has the assessment rubrics updated each year. The performance descriptors and accompanying information for the administrative requirements for that study are provided in that document. So please make sure your teachers are referring to that.

Central to School-based Assessment is an understanding that teachers know their students, and they know the best ways to collect evidence in terms of their achievement. The weighting of external assessments reflects the importance of moderating tasks based on the fact that schools can select to deliver assessments to best meet the needs and reflect their cohort needs. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the external assessment score in the study to determine the study score result for that student.

A reminder for VCE teachers and VCE leaders about commercially-produced and publicly available tasks. First and foremost, these tasks are not endorsed by the VCAA. They have been produced by individuals and companies to provide additional resources for schools, but they're not endorsed by the VCAA. So therefore, it is the responsibility of the school and the teacher to ensure that these tasks and publicly available resources are firstly compliant with the current VCAA study designs and other documents. But more importantly than that, you need to ensure the authentication of student work. Therefore, commercially-produced or publicly available tasks must be suitably modified. They cannot be reproduced to assess the student's ability. They need to be unique to each individual school. We know from experience that students are very, very well connected, whether that be through their immediate friendship circles or through virtual settings online.

These tasks are shared freely amongst these students, so you can't ensure that your students have not seen these assessment tasks. Each school uses these commercially-produced and publicly available tasks in different ways. It might be as classroom activities, it might be as revision or practice assessments. Therefore, you must ensure that the task that you are setting your students is unique to ensure the authentication of your students' work that is being submitted. That is, that it is of their own and without undue assistance.

In part two of this video, we'll continue to look at assessment and feedback in the VCE, including developing School-based Assessments, integrity, authentication, and feedback. If you have any questions relating to the VCE curriculum, please contact us on the details on the screen. Thank you.

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