**Geoffrey O’Neill -** Hello and welcome to part two of this video on 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. In part one of this video, we looked at an overview of assessment in the VCE, including key policies and documents, VCE assessment principles, and important information around the commercially produced and publicly available tasks.

In part two of this video, we'll look at assessment and feedback of the VCE around developing school-based assessments, integrity, authentication, and finally, feedback. Schools must ensure that SACs have the appropriate depth in the assessment of key knowledge and key skills in line with the outcome statements in each VCE study, content and context of the task must provide opportunity for achievement at the highest possible level of performance, assessment that is appropriate and understandable for your student cohort, wording and language that is clear and appropriate for your VCE students, and reflect the terminology that is used in the Study Design.

When developing a School-assessed Coursework task, we also recommend that you minimise the reading for students and that the stimulus that you provide, if included, must be able to be used in the response. We recommend that this task is scaffolded and uses a range of assessment task types, and we recommend that you use a taxonomy, such as SOLO or Blooms, to ensure the spread of responses, and you need to ensure that the task allows for differentiation of your student cohort with entry points for all of your students. A split of 25-50-25 is a useful model to gauge the level of difficulty of tasks. That is, 25% is at the lower level, ease of access for all students, 50% at the moderate level, and 25% at the highest level.

So that is the rule of thumb that I just spoke about in developing a SAC task, the 25-50-25, high, medium and lower order thinking that this will allow multiple entry points for your students and accessibility but also the ability to differentiate your students and extend those students at the top to allow them to excel and show how much they know in their study. You're really looking at the top end to differentiate your excellent students from your outstanding students, and your task should be developed that allows that to be determined.

When it comes to developing School-assessed Tasks, or SATs, it's important that you use the Study Design and Assessment criteria to scaffold the task for your student, just like you would for a SAC. You need to develop a timeline for the SAT over the teaching period, including opportunities for regular observations and feedback to students. You need to determine the administrative requirements for providing feedback for students, and provide students with support materials for key knowledge and skills for each outcome and component of the SAT. Schools must have in place a policy for the administration of SATs to cover all administrative and assessment requirements.

Many teachers, including our state reviewers, say that schools have SAT policies for their schools, and the policy should cover the schedule of the SAT, the administration of the authentication record forms, moderation processes, all information provided to students, the communication of how results will be provided to students, and the requirements for the SATs. School-based assessment tasks, that is, SACs and SATs.

Schools need to ensure that they are compliant, that they use the correct Study Design, that the task type is appropriate and the conditions and assessment principles are being used correctly and the processes of the VCE and VCAL Administrative Handbook, the rules in that are being followed. You need to ensure that they're engaging. They should be using stimulus material that builds on the students' current knowledge and provides real-world and practical experiences for them, and finally, rigorous yet accessible, has multiple entry points and allows for students to demonstrate the highest level of achievement. Using command terms from the Study Design and a range of questions and question types will allow you to achieve being rigorous yet accessible to your unique cohort of students. When developing your school-based assessment, it is important that you use the full range of assessment task types that are available for you in the Study Design, and you also need to ensure that you have a range of question types.

When developing a task, remember, it needs to be compliant, engaging, rigorous yet accessible. So when you are developing a school-based assessment task, you need to consider who you're writing this for. This may impact on the task type selection you make, the stimulus material you provide. You need to consider your unique cohort of students, who they are and how best to assess them with the task type. You need to consider what is being assessed, that is, the outcome that the students are being assessed against.

So refer to the Study Design and the outcome statements and the key skills and key knowledge that are used to demonstrate achievement of that outcome, making note of the command and task words that are used in each of the Study Design. You need to decide when. Consider the timing of the task. You need to look at your overall teaching and learning program but also across other subjects and other events in your school. Check your school calendar for events that will impact the cohort to ensure fairness across your cohort level.

Assessments should be timed to be delivered as close to similar times as possible across multiple classes. So careful planning needs to be considered by schools. However, the timing of assessment is a school-based decision. Where? Consider the conditions of assessment. Is it in class? Is it using practical assessment experiences? So ensuring that the conditions of the assessment are very clear to students. You need to consider why, considering the purpose of the assessment task. Is it to inform learning? Is it to identify improvement? Is it for formative purposes, or is it for all of them? We ask you to be wary of simply saying that it is preparing students for the exam. The assessment task should be assessing students against the outcome and using the assessment task type that is best for students to be able to achieve that, and that gets us to how. Consider the task type. Is the task type appropriate for the study, your students, and the context that they are in?

Identify the qualities and characteristics that are being sought in the student response to develop your assessment task and also the assessment marking scheme that accompanies that, designing assessment criteria and a marking scheme that is appropriate to the outcome statement and the key skills and key knowledge that underpin that and making sure that you are providing opportunity for students to demonstrate fully the complexity that might exist within each specific question. School-based assessment should not be a replication of the examination in style and structure.

The unique nature of school-based assessment is that it allows for assessment to be undertaken under different conditions using assessment task types that would not be able to be undertaken under examination conditions. Task types should be selected based on the full range of assessment tasks provided in the Study Design that are best for the students, and also, school-based assessment should not be the same as other schools. Each school is different, and assessment should be unique for your students and developed to ensure effective assessment of levels of achievement for your student cohort across the whole assessment scale. It should provide opportunity for your students to achieve success in their learning regardless of their level of understanding and performance in the study.

The integrity of VCE assessments is a paramount concern to maintain the integrity of the whole VCE qualification. As such, teachers and schools need to develop and implement robust authentication strategies to ensure that the students' submitted work is clearly their own. Further to the information you see on the screen, it is advised that you read the relevant sections of the VCE Administrative Handbook for more intricate, detailed expectation of schools in this area.

In the VCE, authentication of student work is an important part of the assessment process. School policies and procedures, including the conditions and rules under which school-based assessment will take place, must be communicated to students and parents and guardians at the beginning of the academic year or when a student enrols in any VCE unit at the school. It is the responsibility of the school to carefully plan, develop, document, and implement authentication policies, processes, and strategies to ensure the integrity of assessment. Please refer to the VCE Administrative Handbook for more details in this area.

Schools must ensure students understand the VCAA rules for authentication of school-based assessment. The comprehensive list of rules can be found in the VCE Administrative Handbook. For school-based assessments undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the student's work by the teacher and keeping records on an authentication record. An authentication record for school-based assessment is available as a download on VASS to assist schools. You do not need to use this template specifically. You can create one that is specific to your school to meet your authentication processes and assessment requirements. However, we do recommend you use this as a starting point for how to determine yours.

For School-assessed Tasks, there are specific authentication records as part of the administrative requirements for those SAT studies that is released each year. So please make sure those teachers are referring to and using those correct forms there. After the school-based assessment tasks have been submitted and marked and a moderation process has occurred internally at the school, teachers should provide feedback to students. Appropriate feedback includes advising on particular problem areas, advising on where and how improvements can be made for further learning, and reporting S or N decisions and/or written comments on the students' performance against each outcome. Schools may choose this as the basis of reporting to parents and guardians.

In providing this feedback, teachers may give their students their marks on the individual school-based assessment, and if you are providing marks, teachers must advise students that their scores may be changed following the statistical moderation undertaken by the VCAA. Schools should include in student VCE handbooks advice around the conditional nature of any school-based assessment marks that are given to students, that total scores for school-based assessment tasks may change as a result of the VCAA's statistical moderation process, a reminder that although schools may permit students to submit further evidence for satisfactory completion of a unit, that is, converting an N to an S, students may not submit tasks for reconsideration of school-based assessment scores awarded by the school.

The decision about whether to return school-based assessments or not to students rests with the school. More information about this can be found in the VCE and VCAL Administrative Handbook. Schools are reminded that for VCE Units 3 and 4, that these units are designed to be taken as a sequence. Students, excluding those enrolled in the VCE VM, must undertake Unit 3 before commencing Unit 4 of a study. For students enrolled in the VCE VM, Units 3 and 4 can be taken together over the duration of an academic year to enable these units to be integrated.

For further information, please see the VCE and VCAL Administrative Handbook. Each VCE unit result must be determined on the basis of evidence of achievement of outcomes completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin their teaching programs in the last weeks of the academic year before enrollment in the study. These programs are generally one to three weeks in lengths, and for the Units 3 and 4, studies must not include formal school-based assessment for the assessment of levels of achievement. This policy is clearly set out in the VCE and VCAL Administrative Handbook.

For more information about the VCE curriculum, please contact us on the details on the screen. Thank you.

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