Video transcript

School-based Assessment – Authentic and moderated

Jacinta Patterson**:** We have SATs, so School-assessed Tasks - they're a big chunky task, like the VCD one is worth 40% of their score, and it's sort of run over terms two and term three. It's a long time.

The SAT work is actually done first, and the good thing about the SAT work is that you've got to know your student. If you suddenly saw something in the folio that didn't look like it was the student’s, it can be easily picked up. Lucky for us VCAA have given us authentication record forms, and the biggest message to everybody with those is make sure you're using the current one because they do get updated each year. You need to make sure you use anyone with the correct year.

Those authentication record forms are wonderful also for time management with your students. So that is that one form that starts at the beginning of the SAT folio and then the student will sign it off at the very end. There's little breakdowns along the way, so what's lovely is you can make that authentication process actually work-in with any school processes, such as calendars or if you've got to do internal assessments, as [well] you could line up dates and things like that.

It's really important that the students are part of that as well, so it's not just you grabbing the folios having a look through authenticating. Have a meeting with your students, sit down, you both sign off that form, and that's something you need to do along the way and not just at the end.

In regards to authentication, it's really important that as a teacher you are aware of your school's processes, so if there are problems, how does your school handle it, because you don't just go ringing VCAA, you've got an internal process. Usually [it’s] there in your school handbooks.

What we do at our school is that we individually look through the assessment criteria, make sure we're all comfortable with it, discuss the assessment criteria and think about things that may go wrong or maybe may be good, then we look through the work, then we have the discussions, so the moderating needs to really be a collaborative approach.