

VCE Algorithmics (HESS) 2023

Unit 3 School-based Assessment

Video 1

Unit 3 School-based Assessment and the VCE Assessment principles



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



VCE Algorithmics (HESS) 2023

Unit 3 School-based Assessment

Video 1

Unit 3 School-based Assessment and the VCE Assessment principles

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Purpose of this presentation

- Provide a brief overview of School-based Assessment and the VCE Assessment principles
- To help build teacher capacity to develop compliant, rigorous and engaging VCE assessment tasks in line with the VCE assessment principles.

Unit 3 School-based Assessment

School-based Assessment

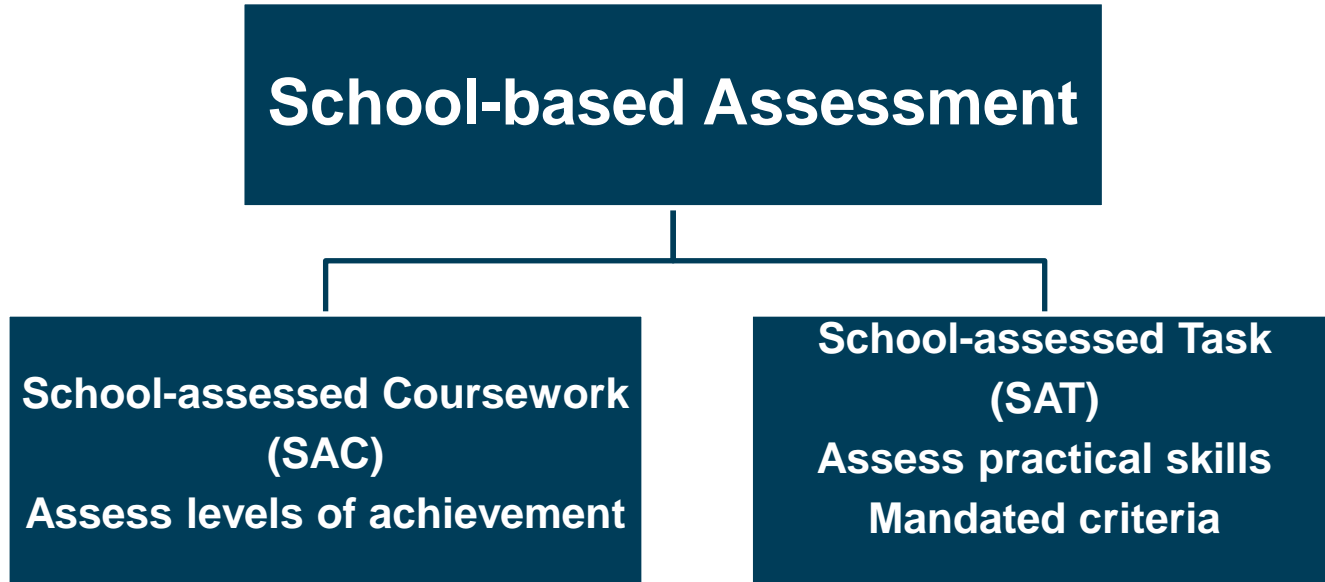
Purpose:

- To determine a student's level of achievement.

This can be through a score for each criterion out of 10 in the SAT for Unit 3 Outcome 3 or a score out of 50 for the SACs in Unit 3 Outcome 1 and Unit 3 Outcome 2.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Satisfactory achievement involves an 'S' or an 'N'.

Types of School-based Assessment



School-assessed Task (SAT)

- The nature and scope of the task is set by the VCAA.
- Schools design the teaching and learning program for the SAT based on the Administrative information published by the VCAA.
- SAT generally spans over several outcomes.
- VCAA mandates the assessment criteria for the SAT. Each SAT criterion is out of 10 marks with the levels of performance spanning from very low to very high.
- Scores for each criterion are entered into VASS.

School-assessed Coursework (SAC)

- The nature and scope of the task is set by the school.
- Schools design and deliver the teaching and learning program for the School-assessed Coursework.
- School-assessed Coursework is related to only one outcome.
- Schools design the task and the assessment criteria using the key knowledge, key skills and VCAA performance descriptors.
- The score for the School-assessed Coursework task follows the mark allocation in the study design.
- Scores for each outcome are entered into VASS.

VCE Assessment principles

VCE Assessment principles

Assessment is an integral part of teaching and learning at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

VCE Assessment principles

As part of VCE studies, assessment activities enable:

- the demonstration of the achievement of an outcome or set of outcomes
- judgment and reporting of a level of achievement on a task or collection of tasks for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks or examinations.

VCE Assessment principles

The key principles underpinning all VCE assessment practice ensure that the assessment instruments enable judgments to be made about demonstration of the outcomes and levels of achievement fairly, in a balanced way and without adverse effects on the curriculum or for the education system.

Assessment should be acceptable to stakeholders – including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.

VCE Assessment principles

There are four VCE Assessment principles:

- valid and reasonable
- equitable
- balanced
- efficient.

VCE Assessment principles

VCE assessment should be valid and reasonable

- should not assess learning that is outside the scope of a study design
- should give students clear instructions
- administered under conditions that are substantially the same for all students undertaking that assessment
- ensure that assessment results are fair and comparable across the student cohort for that study – authentication and school moderation.

VCE Assessment principles

VCE assessment should be equitable

- should neither privilege nor disadvantage certain groups of students or exclude others
- should be designed so that, under the same or similar conditions, they provide consistent information about student performance.

VCE Assessment principles

VCE assessment should be balanced

- provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum
- should provide the opportunity for students to demonstrate different levels of achievement
- judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study.

VCE Assessment principles

VCE assessment should be efficient

- the study design will set out the minimum number of assessments for teachers and assessors to make a robust judgment about each student's progress and learning
- must balance the demands of precision with those of efficiency
- should not generate workload and/or stress that unduly diminishes the performance of students under fair and reasonable circumstances.

Review of presentation

- Provided a brief overview of School-based Assessment and the VCE Assessment principles
- How they can help to build teacher capacity to develop compliant, rigorous and engaging VCE assessment tasks in line with the VCE assessment principles.

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