

Assessment English Unit 1 General Advice



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



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Government

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.



Welcome

This on demand video

- Is presented by experienced senior English teacher Helen Billett
- Explores general advice about assessing the new VCE English and EAL Study Design
- Offers some suggestions about developing rubrics
- Is advice only

Assessment Principles

Assessment in all VCAA studies is:

Valid,
Reasonable,
Equitable,
Balanced and efficient.



This recording is about general principles of assessment in English

There is a recording specifically about assessing Unit 1 Reading and Exploring.

There is a recording specifically about assessing Unit 1 Crafting Texts.

Assessment Rubrics

Assessment must be based on the Key Knowledge and Key Skills outlined in the English Study Design.

The VCAA publish rubrics that schools **may** use to assess SACs in Units 3 and 4.

However, the Key Knowledge and Key Skills in Units 1 and 2 are substantially different to Units 3 and 4, hence schools need to develop assessment tools for Units 1 and 2.

Global Assessment Practices are used in English.

Judgements are made about the:

Quality of ideas presented

Strategic presentation of ideas

Capacity to use language effectively to convey ideas

Teachers make complex judgements about these interrelated skills.



Language of rubrics

Language of rubrics:

Consistent with that used in the Study Design


Clear

Indicate level of achievement and indicate 'next steps' to improve.

Respectful of every possible level of achievement



Rubrics

Increasing levels of difficulty and complexity 

Outcome	Key skill or key knowledge	Expected quality of performance	Expected quality of performance	Expected quality of performance	Expected quality of performance	Expected quality of performance
	Key skill or key knowledge	Expected quality of performance	Expected quality of performance	Expected quality of performance	Expected quality of performance	Expected quality of performance
	Assessment Criteria					

Ideally no more than five assessment criteria and five levels of achievement.



Rubrics are living documents

Rubrics need to be:

Reviewed in light of their capacity to achieve their aims of accuracy both formatively and summatively

Planning and reviewing these documents allows opportunity for effective professional learning and reflection



**Rubrics are assessment tools not
assessment rules.**



Contact

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