

Murtoa College

VCE DELIVERY AND ASSESSMENT POLICY



VCE TEACHER GUIDELINES

Rationale

This school community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.

The responsibility for VCE delivery and assessment is located with teachers. The [VCAA](#) VCE Study Design will be the key document to inform design and delivery in each study.

Teachers will be appropriately supported by the school community, and through continuous professional development opportunities. Key documents for each Unit 3 and 4 teacher will be VCAA previous years Result Data Analysis by study, in particular, results. By improving quality of delivery and assessment there is an improvement in the quality of teaching.

The Leading Teacher Senior School, Leading Teacher Teaching and Learning, Year VCE Coordinator and Key Learning Area heads are available at any time to assist and advise regarding delivery and assessment of VCE Units.

Purpose

- To clearly outline expectations of staff who are delivering VCE units

Implementation

Course Outlines

- Students (and parents) must be provided with a clear written Course Outline at the outset of classes for each unit. This should outline what is required and how all required outcomes can best be achieved. Throughout the semester work requirements need to be clearly defined through written outlines.

Assessment Practices

- Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. A description and written comment should accompany any grade given for any piece of work. Students should be helped to develop an understanding of their strengths and their weaknesses. The focus should be on what the student is achieving. In Unit 3 and 4 subjects, students must be informed that marks or grades are subject to moderation.
- At the beginning of each unit, students will be given a written schedule of SAC dates.
- There should be coherence between assessment procedures and teaching and learning. In each study there should be inter-relationships between the objectives of the study, its content, teaching strategies and assessment.

- Assessment procedures should define and communicate educational expectations and ensure that these standards are maintained. These procedures should support a wide range of learning and teaching approaches and outcomes.
- At Murtoa College the commonly agreed grade ranges are as follows:

A+	90% +
A	80- 89%
B+	75 -79%
B	70 - 74%
C+	65 - 69%
C	60 – 64%
D+	55 – 59%
D	50 – 54%
E+	45 – 49%
E	40 – 44%
UG	39% or less

- The LT Senior School will provide delivery planning and moderation/assessment support for teachers of all units including past results Data Analysis sessions, and will conduct moderation processes where more than one class operates for any VCE unit.
- Many subjects may need to form a small group partnership according VCAA guidelines. See the Secondary Teacher Assistant for appropriate forms and procedures.
- VCE Units 3 & 4 : Assessments submitted by this school must be in accordance with VCAA guidelines so that they will be comparable on a state-wide basis as all school leavers compete for employment and entry into tertiary institutions and courses.
- Record Keeping : All teachers must maintain up to date and accurate records of their delivery in each unit and assessment of student work. It is particularly important to maintain accurate records of the receipt of required work.
- In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment.

Student Information

- All staff should be familiar with the current VCE Handbook & Course Information booklet that is given to all students.

Satisfactory completion of Outcomes and Units

▪ **From the VCAA handbook:**

- The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. This decision is distinct from the assessment of levels of performance.
- The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

▪ **From the Assessment Guides:**

- Teachers must select assessment tasks from the designated list for each outcome published in the study design. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a limited timeframe.
- The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.

What is a designated assessment task?

A list of study specific designated assessment tasks appear in Study Designs at the conclusion of each unit. Typically these tasks include tests, short and extended responses, reports, folios, analyses, presentations, annotated folios, summaries, a selection of exploratory works, practical activities, problem solving, etc.

As can be seen from the list above, the term 'designated assessment task' encompasses SACs and SATs, which are formal assessment tasks used to verify our reading of a student's understanding, to grade student performance and to prepare them for the end of year examination and the coursework activities most teachers set as part of their day to day teaching.

How do I award S or N?

To satisfy an outcome students must demonstrate satisfactory completion of all SACs and SATs and undertake sufficient coursework to demonstrate engagement with the outcome.

Students who have passed the SACs and SATs and have, on balance, satisfied the coursework requirements for an outcome will be assessed as S for that outcome.

Students who have passed the SACs and SATs but have, on balance, not satisfied the coursework requirements for an outcome will be assessed as N for that outcome.

Students who have passed formal assessment tasks are likely to have demonstrated engagement with the course through the knowledge and skills they have demonstrated in these tasks. Should this not be the case students may query their results and teachers may be required to provide records of the role the uncompleted tasks play in satisfying the outcome.

What is Coursework?

Coursework tasks will be drawn from the list of designated tasks and expressed in the detail appropriate to the study. For some studies such tasks will be explicit such as, for example, attendance at a performance, summaries of textbook chapters, a glossary of terms, designated problems. For other studies tasks may be more generic including for example, the maintenance of a workbook or visual diary, participation in classroom discussions, a collection of cuttings from a newspaper or garden, etc. it is important to explain these requirements to students but inadvisable to provide fine detail as tasks may vary as the semester progresses.

Shared practice is the way to a common understanding

There has been concern expressed that some teachers may set much more or less coursework than others. Such concern can be overcome by sharing the types and breadth of coursework that is being set between teachers and studies. Other measures that will break down this concern include professional learning activities such as guided observations of teachers' classrooms, research at work activities such as investigating the link between coursework and performance, and the collection of examples of coursework requirements by KLA heads.

School-assessed coursework and classroom coursework

–What is the difference and how can we make it work for us?

All teachers provide students a course outline with details of the course, outcomes and assessment task dates at the beginning of each unit.

In addition teachers employ a range of class work, homework and coursework tasks, designed to engage students and ensure that they are:

- Creating a written and/or visual record of their developing knowledge and skills
- Consolidating their knowledge and skills through practise
- Demonstrating their grasp of the material covered in the course
- Creating a study resource for exam revision.

For teachers the results of these tasks also provide a useful evaluation of one's teaching.

Types of tasks set at the school include:

- Topic tests
- Chapter questions
- Homework that is
 - Sighted and recorded
 - Collected and assessed
 - Expected or understood to have been completed
- Compilation of glossaries
- Cloze tests
- Charts or tables for filling in
- Journals with a designated number of entries per topic
- Visual diaries
- Practise SACs
- Take home SACs
- Question sheets
- Activities to be completed at home including reading, research, responding to a stimulus, writing or creating
- A requirement to attend school on Wednesday or at another time to complete or make up a task or to attend an extra class
- Rehearsals
- The preparation of cheat sheets.

Ensuring the completion of these tasks can be difficult when students erroneously focus on assessment tasks at the expense of regular work practices.

Some teachers record or assess coursework tasks, others don't.

Some students are confused about which tasks contribute to the satisfactory completion of an outcome and which don't.

From the VCAA handbook:

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. This decision is distinct from the assessment of levels of performance.

The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

This means that if students pass each assessment task as designated in the Study Design for a unit provided there has been no breach of the rules they will pass the unit.

From the Assessment Guides:

Teachers must select assessment tasks from the designated list for each outcome published in the study design. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a limited timeframe.

The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.

Of concern is that students are not always aware of the difference between assessment tasks used to demonstrate the satisfactory completion of an outcome and coursework required by the teacher for the purpose of teaching and learning.

Students must be informed in advance when they are to be assessed for the satisfactory completion of an outcome using a designated assessment task. They must be provided with information about the task including the date on which it will take place, the scope and duration of the task and the criteria for assessment.

Coursework tasks should not be confused with assessment tasks. They make a valuable contribution to students' learning but their completion cannot be used to pass or fail a student for a unit.

We have published an attendance requirement of 80% and have set an attendance protocol and procedures in place to decide on satisfactory completion of a unit.

The VCAA allows schools to set the attendance requirements for the satisfactory completion of a unit.

A solution that reinforces attendance, the completion of coursework and therefore increases satisfactory completion of units and maximises students' results.

Coursework

1. Students should expect to demonstrate 50 hours of work in each study. If they attend regularly and complete the coursework in class this requirement will be easy to demonstrate.
2. Coursework supports learning and maximizes students' opportunities to achieve the best result possible. Students will keep a record of their learning in their workbooks. This record may be used to redeem an unsatisfactory assessment task.

From the VCAA Handbook:

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into consideration work previously submitted by the student provided it meets the requirements set out, or allow the student to submit further work. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. Students may **not submit further** tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

3. Teachers will make coursework requirements explicit at the beginning of each unit and will reinforce these requirements by regularly recording coursework completion throughout the semester.
4. Coursework tasks to be a regular part of teaching and learning. Tasks to support development of knowledge and skills related to outcomes.
5. Teachers will keep accurate records of coursework requirements and achievement.
6. Students who are away are expected to work at home to catch up.
7. Students who fall behind will be required to catch up. The VCE coordinator should be informed if a student is falling behind.
8. For students who are unwell or have other documented extenuating circumstances Special Provision can be applied for to allow extra time to complete work.

At the end of semester, students who receive one or more Not Satisfactory outcomes will be identified and will be required to attend an interview with the VCE coordinator.

If more than 2 Not Satisfactory outcomes are recorded then a parent or guardian will be contacted to organize a meeting with the Principal, Assistant Principal, LT Senior School and VCE Coordinator.

Appeals

Students have the right to appeal decisions about:

- Non Satisfactory Completion
- Special Provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules

The process for appeals is as follows:

- Student notifies the coordinator of intention to appeal
- A formal interview will be undertaken with a school based appeals panel
- Composition of the panels will be the Principal or nominee, coordinator and relevant teachers.

Students may request a support person to be present, e.g. parent/guardian/friend.

- All deliberations must be documented and outcomes must be conveyed to the student in writing

This information should be read in conjunction with the Student VCE Handbook and Course Information book

Evaluation

This policy was last ratified by School Council in....

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