

MELBOURNE HIGH SCHOOL

Policy Statement and Administrative Procedures

VCE School Based Assessment

(Reviewed August 2024)

PURPOSE

- The purpose of this policy is to ensure that all staff and members of our school community understand the conditions and rules under which school-based assessment takes place and to communicate the policy to students and their parent(s) or guardian(s) at the beginning of the academic year or when a student enrolls in any VCE unit at the school.

SCOPE

- This policy applies to all teaching staff, students enrolled in a VCE unit and their parents, guardians or carers as well as any other school community member.

DEFINITIONS

- **Authentication** - is the term used to cover the procedures for ensuring that the coursework submitted by students for assessment tasks is their own work. All unacknowledged work submitted by students must be genuinely their own. It is the student's responsibility to produce evidence to help authenticate their work. Curriculum Committee is responsible for designating relevant procedures and requirements. Sections of work that cannot be authenticated will not be assessed.
- **Common Assessment Task (CAT)** - An assessment task completed by year 11 students written to the specifications of the VCAA study design for Unit 1 and 2 subjects. CATs are based on four or more of the various assessment types suggested in each individual subject VCAA study design. CATs follow the same procedures and guidelines as SATs and SACs in Unit 3 and 4 subjects.
- **Course work** – differentiated learning tasks completed during class time covering the outcomes and skills of the subject Unit as specified in the most current study design.
- **Homework** – Outcome based tasks completed at home to assist with consolidation of learning or to prepare for new learning.
- **School-Assessed Coursework (SAC)** - consists of a set of tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study design. Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.

- **School-assessed task (SAT)** - set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement based on a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.
- **Satisfactory completion of a VCE unit (S)** - Students have demonstrated achievement of the set of outcomes as specified in the study design for satisfactory completion of each Victorian Certificate of Education (VCE) Unit. Satisfactory completion of unit outcomes is based on the teacher's judgment of the student's overall performance on a combination of class attendance, course work completion, homework and formative assessment tasks related to the outcomes.
- **Unsatisfactory completion of a VCE unit (N)**- A Student has not demonstrated achievement of one or more outcomes as specified in the study design after several attempts for satisfactory completion of a unit. Unsatisfactory completion of unit outcomes is based on the teacher's judgment of the student's overall performance on class attendance and/or course work completion, homework completion and/or formative assessment tasks related to the outcomes.

POLICY

Each VCE unit result must be determined based on evidence of achievement completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs late in the year preceding enrolment. These programs are generally one to 3 weeks in length. Units 3 and 4 programs must not include formal school-based assessment for the assessment of Unit 3 or 4 outcomes of achievement or to determine a Unit result.

I. Satisfactory Completion of Outcomes (S)

Students must demonstrate achievement of the set of outcomes as specified in the study design for satisfactory completion of each Victorian Certificate of Education (VCE) Unit. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of course work, homework and formative assessment tasks related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required to satisfactorily pass the outcomes for the unit. Note that the assessment of levels of achievement (grades) achieved during a CAT, SAC or SAT is separate from the decision to award an S for satisfactory completion of a unit. Attendance is also considered as a measurement of satisfactory completion of a Unit and VCE students must maintain 95% or higher attendance in each subject.

II. Resubmission

Students must be given the opportunity to resubmit work that has not been satisfactorily completed, provided they can show evidence of a reasonable attempt on their part to complete

the work by the due date. Resubmission occurs to allow S to be demonstrated. The original mark/grade given to the work will remain unchanged.

III. Extension of Time

Eligible students may apply for an Extension of Time to complete prescribed coursework. Eligibility will be determined based on evidence of the following criteria: physical disability, personal hardship and absence due to illness or significant school co-curricular involvement. Documented evidence such as a medical certificate is a mandatory requirement. In general, students must be able to provide evidence of the work in progress when making an application. Applications for Extension of Time must be made prior to the scheduled assessment date(s).

IV. Authentication

Students are responsible for retaining appropriate documentation of the development of their work. Students should also read the School's policy statement regarding Intellectual Theft / Plagiarism. Procedures for authentication of a students' work includes;

- Asking for students to present appropriate documentation of the development of their work
- work completed in class under teacher supervision – keeping records of consultations with the student
- setting a test or requiring an oral explanation of work – all resources used are acknowledged by students
- teacher knowledge of student's ability and past history
- changing topics if appropriate.

V. School Based Assessment

For all VCE studies, assessment involves a mix of school-based assessment and external examinations, with the external examination(s) contributing between 30% and 50% of the student's final study score. In most cases, the school-based assessment is referred to as School-Assessed Coursework (SAC) or Common Assessment task (CAT) but in studies in which a folio of work is accumulated throughout the year this work is classified as a School-Assessed Task (SAT). A number of courses such as Art: Making and Exhibiting, Design Technology, Media, Software Development and Visual Communication & Design contain both CATs and SATs or SACs and SATs. For School-Assessed Coursework (SAC) and Common Assessment Tasks (CAT), tasks will generally be completed in class time and there will be no drafting of work submitted for assessment, as per VCAA requirements. The marks achieved by students in their School-Assessed Coursework will be forwarded to VCAA and will contribute to the final study score. Results of Common Assessment tasks are not forwarded to VCAA for Unit 1 and 2 subjects. However, these will be statistically moderated against the examination results of the total school cohort in that study. The General Achievement Test (GAT) is also used in statistical moderation.

School Assessed Coursework (SAC) as described by the Victorian Curriculum and Assessment Authority (VCAA) is the sequence of assessment types designed to assess the VCE Units 3 and 4 Learning Outcomes. These assessment types must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. A School

Assessed Task (SAT) is used in studies where products and models are required. This policy also applies to VCE Units 1 and 2 Learning Outcomes, usually referred to as SACs or Class Assessed Tasks (CATs). The procedures and rules for how SACs and SATs are run at MHS can be found in the MHS CAT, SAC and SAT procedure.

VI. Rescheduling of SACs and SAT Assessment Tasks

i. Unless arrangements have been made between the student and class teacher, the default timing of the Make Up SAC will occur on the afternoon of the next Monday afternoon.

*e.g. Chemistry SAC missed on Wednesday 12 April due to student illness. The student can then expect to sit the SAC the following Monday 18 April, beginning at 3.35pm. This will be supervised by a learning specialist or leading teacher and will typically be held in **the Library**. The SAC duration will be the same as the original SAC.*

ii. Normally, arrangements for rescheduling SACs are made directly with the S.L.C; however, it may sometimes be appropriate for VCE coordinator to facilitate arrangements.

VI. Breach of Policy or related policies

The appropriate Student Learning Coordinator (SLC) must be informed of any breach of School or SAC/SAT Procedural Rules. In some cases, the Principal will determine the action to be taken. A student may appeal any decision on a breach of School or SAC/SAT Rules. Appeals will only be considered on procedural grounds. It is the student's responsibility to produce any relevant evidence in support of such an appeal. The Principal will determine the outcome of any such appeal. The procedures documented in the most current VCE Administrative Handbook at the time of the SAC will be used to manage any breaches of the VCAA rules relating to assessment.

RELATED POLICIES, PROCEDURES AND FURTHER INFORMATION

Academic Integrity policy

Attendance policy

Homework policy

MHS SAC/SAT procedure

MHS VCAA AUDIT Guidelines (TBC)

N protocol (TBC)

VCE Administrative Handbook.

MHS Moderation Policy (TBC)