

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.

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 90% or higher attendance in each subject.

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes for that study.
- submitted work that is clearly their own.

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the school-based assessment task (which can include time granted through an extension for any reason or a Special Provision or both)
- the work cannot be authenticated, for example, through lack of attendance
- there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA's rules and their school's rules and procedures. In addition to this, each subject will provide Satisfactory completion of subject form for students to view.

Redeeming outcomes – submitting further evidence for satisfactory completion

Students must be given at least two further opportunities to redeem outcomes that have not been satisfactorily completed, provided they can show evidence of a reasonable attempt on their part to complete the work by the due date. Redeeming outcomes occurs to allow students to show satisfactory understanding of learning, therefore the redeeming tasks must offer the student an alternative way to demonstrate understanding to the original task or subsequent tasks. The original mark/grade given to the work will remain unchanged.

If a student has received an N for an outcome, they must be given the opportunity to redeem the outcome.

If, in the teacher's judgement, work submitted by a student is incomplete or does not meet the requirements for satisfactory completion of an outcome, the teacher must provide further and alternative opportunities for the student to demonstrate satisfactory completion. These opportunities may include class work, homework, or additional tasks or discussions.

The school should delay the decision about satisfactory completion to allow a student to complete or submit further work. The other work considered by the teacher does not need to be completed under test conditions.

A student may only submit further work for reconsideration to redeem an N to an S outcome. Students may not resubmit a school-based assessment task to improve an initial school-based assessment score.

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). This will be communicated by the students' SLC after the medical certificate has been handed in.

Authentication

Students are responsible for retaining appropriate documentation of the development of their work. Students should also read the School's policy statement regarding Academic and Intellectual Integrity Policy and have signed the agreement during Connect.

Rules for authentication of school-based assessment

When submitting a completed assessment task, students must observe and apply the VCAA authentication rules for school-based assessment. Students must sign the **Authentication record for school-based assessment form** for work done outside class.

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise
- not cheat
- acknowledge all resources used, including texts, websites and other source material
- acknowledge the name and status of any person or source who provided assistance and the type of assistance provided
- not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work
- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules.

Acceptable levels of assistance include:

- incorporating ideas or material derived from other sources (for example, by reading, viewing or note-taking) but which have been transformed by the student and used in a new context
- prompting and general advice from another person or source, which leads to refinements or self-correction or both.

Unacceptable forms of assistance include:

- use of or copying another person's work, including their teacher's work, another source's work or other resources without acknowledgement
- use of or copying sample answers provided by their teacher, another person or another source
- corrections or improvements made or dictated by another person, including their teacher.
- Use of generative AI

In considering if a student's work is their own, teachers should consider if the work:

- is atypical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development.

Students who complete school-based assessment work outside class must sign and submit the VCAA **Authentication record for school-based assessment form**. Unattributed or disallowed use of generative AI in assessment may be a breach of academic integrity.

SCHOOL BASED ASSESSMENT

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.

The numerical scores 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. School Based Assessment is moderated and this can result in a change in the original mark that is returned to the students. 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. The assessment types and outcomes are detailed in the VCAA Study Designs and 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.

RESCHEDULING OF SACS AND SAT ASSESSMENT TASKS

The default timing for the Catch Up SAC of a Wednesday afternoon SAC will occur after school (3.30 – 4.30pm) on 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 3.30 pm. This will be supervised by a learning specialist, leading teacher or SLC and will typically be held in the Library. The SAC duration will be the same as the original SAC.

Normally, arrangements for rescheduling SACs are made directly with the Senior School Leader or the Pathways and VCE Administrator; however, it may sometimes be appropriate for SLC or another Leading Teacher to facilitate arrangements.

If a student has missed multiple SACs due to prolonged illness or approved extended absence, then the SACs missed will be rescheduled by the Senior School Leader.

The steps for staff to reschedule a SAC for a student are outlined in the VCE SAC, SAT and CAT Procedures and Guidelines document.

BREACH OF POLICY OR RELATED POLICIES

The Senior School Leader must be informed of any breach of School or VCE Procedural Rules as soon as discovered. All breaches will be dealt with under the Melbourne High School VCE Breaches of Rules policy and Investigation Procedures. Complaints can be lodged at vce@mhs.vic.edu.au

RELATED POLICIES, PROCEDURES AND FURTHER INFORMATION

- Academic Integrity policy
- Attendance policy
- VCE Breaches of rules policy and Investigation Procedures
- Homework policy
- VCE SAC, SAT and CAT procedures and guidelines
- VCE Administrative Handbook.