## Teacher’s checklist

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| **VCE study development and delivery**Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study designs. |
| 1 | In developing a course of study, I have:* used the current study design
* selected a text from the current text list, where applicable
* prepared a range of tasks that enable students to develop the listed knowledge and skills
* provided information to students on how to demonstrate achievement of the specified outcomes for that unit.
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| 2 | Where a student has been identified as needing Special Provision for classroom learning and school-based assessment, I have liaised with the VCE coordinator. |  |
| **Satisfactory completion**The decision about satisfactory completion of outcomes is based on the teacher’s judgement of the student’s overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes. |
| 1 | I have clearly explained and described in writing the work a student must do to achieve an S for a unit and the conditions under which the work is to be done. |  |
| 2 | I separate S and N judgements from levels of achievement (scored assessment), basing the decision about satisfactory completion on my judgement of the student’s overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessment) related to the outcomes. |  |
| 3 | I have provided students with multiple opportunities (including additional opportunities, where appropriate) across the learning program to develop and demonstrate the key knowledge and skills required to meet the outcomes of the unit. |  |
| 4 | My judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) has been consistent for all students. This approach is consistent for all student work, whether it is being assessed for levels of achievement or not. |  |
| 5 | Where the work submitted by the student does not demonstrate the outcome, I have considered other work, including class work, homework, additional tasks or discussions with the student, that demonstrate their understanding of the outcome, when making an informed decision on whether an outcome is met. |  |
| 6 | In the case of lost or stolen work, I retain a written statement explaining the circumstances. |  |
| 7 | I know the school-based process to delay satisfactory completion and apply it where appropriate. |  |

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| **School-based assessment**School policies and procedures, including the conditions and rules under which school-based assessment will take place, must be communicated to students, parents and guardians at the beginning of the academic year or when a student enrols in any VCE unit at the school. |  |
| 1 | To the best of my knowledge, the school-based assessment I deliver does not include any existing commercially produced, publicly available school-based assessment material, nor have I included previous years’ school-based assessment. Where I have used existing resources to create school-based assessment, it has been suitably modified to ensure I can authenticate student work.  |  |
| 2 | I use the [**Authentication record for school-based assessment**](https://www.vcaa.vic.edu.au/Documents/vce/School-basedAssessment/AuthRecSAC.pdf) form (or similar) to monitor and record student progress on school-based assessment work conducted outside of class time. |  |
| 3 | I have not marked or provided comment or undue assistance in the drafting process for any school-assessed coursework unless it is a requirement of the VCE study design and/or for authentication purposes. |  |
| 4 | When assessing student work, I use performance descriptors or an assessment rubric or a marking guide. |  |
| 5 | If there is more than one class in my study, I follow the internal school practices regarding cross-marking and/or internal moderation. |  |
| 6 | After assessment is submitted and marked, I follow school-based procedures in relation to the provision of feedback to students.  |  |
| 7 | When requested by students, I provide them with their initial school-based assessment scores, informing them that scores may change due to statistical moderation. |  |