**Tess -** Hello, my name is Tess, and I am a VCE Food Studies teacher. In this video, I am presenting about the school-based assessment and the VCE assessment principles. So, the aims of this session are to build skills and knowledge, to enable increased teacher capacity to develop VCE assessment task types, that are compliant engaging, rigorous, and accessible, [and] support understanding of VCE assessment principles. In this video, I'm going to explore school-based assessment. It is important to realise that school-based assessment is different to external assessment, and so teachers need to follow the VCE assessment principles when developing school-based assessment and should not be trying to replicate external assessment.

So, teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes, through the teaching and learning programme. The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of this set of outcomes specified for the unit. If students are attending class, and participating in the classroom activities, they should be able to demonstrate the outcome statements through what they say, do, make, write or draw. The assessment of levels of achievement is separate from the decision to award an 'S' for satisfactory completion of a unit.

The purpose of school-based assessment is to rank the student cohort. And while it can continue the determination of achievements of outcomes and the unit, it is important not to solely use the school-based assessment to determine this. The task types are set out in the study design for each of the units. Teachers are encouraged to develop their own assessment tasks for their cohort of students to ensure the tasks are based on what has been taught by the teacher, and meets the needs of the student cohort, and the context in which they are learning. The teacher should be developing assessment tasks that relate to the strengths of the student cohort. When developing tasks, it is important that the tasks meet the requirements of the study design, and the VCAA assessment principles.

VCE assessment principles. Assessment is an integral part of teaching and learning at the senior secondary level that measures student achievement, articulates and maintains standards, identifies opportunities for further learning, [and] provides the basis of the award of a certificate. The VCE assessment principles state that assessment should be valid, fair and reasonable, equitable, balanced and efficient. Validity is one of the assessment principles. Assessment tasks need to be fair and reasonable. This means it needs to relate to content in the study design, also which has been taught to the students. VCE assessment should be equitable. Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, linguistic background, physical disability, socioeconomic status, and geographic location.

It is not equitable if students are assessed on how they present their work, or spelling, to complete the task, as it does not relate to the content in the study design. Assessment instruments should be designed so that under the same or similar conditions they provide consistent information about student performance. This may be the case when, for example alternatives are offered at the same time for assessment of an outcome, which could be based on the choice of context to present an oral presentation, or at a different time due to student absence. Students may have a choice as to how they present their oral presentations, for example. But it needs to be comparable in scope and demand to meet the VCE assessment principle of equitable.

This is where the students present their oral presentation as a video or face-to-face. They must be given the same amount of time to complete the assessment, and the instructions, such as length of oral presentations, need to be similar. The assessment task needs to be unique to the school and cohort of students. It is not equitable to use unmodified commercial materials. Judgement about student level of achievement should be based on the results from a variety of practical and theoretical situations, and context relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia, or other suitable modes, as applicable to the distinctive nature of a study, or group of related studies.

There needs to be a variety of tasks used in school-based assessment to meet the VCE assessment principle of balance. Also, a variety of conditions, such as test, open book, et cetera, needs to be provided as well. The minimum number of assessments for teachers and assessors to make a robust judgement about each student's progress and learning will be set out in the study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessments should not generate workload and/or stress that unduly diminish the performance of students under fair and reasonable circumstances. The assessment should be part of the regular teaching and learning programme and should be based on what has been taught in the classroom.

Assessments should be mainly completed in class time, within a limited timeframe. For example, short written reports need to be short, and require limited class time to be done. It is important to minimise workload and stress on students, and to avoid over- and under-assessing an outcome. Note that level of achievement is subject to moderation. It is important to discriminate between students. It is also important to develop tasks that are compliant, engaging and rigorous. School-based assessment.

So, schools and teachers of the study should develop their own school-assessed coursework tasks based on the VCE assessment principles, and the specified tasks and task types, set out in the VCE study design. School-based assessments in VCE will allow for authentication of student work. Be completed mainly in class within the nominated timeframe. Elicit a spread of results and allow consistent judgement for all students of the subject within the school. School-based assessment is derived from the VCE study design. It monitors students' work and progress within the cohort. Is developed and administered to meet the needs of the specific student cohort. It provides important feedback about performance of individual students, and it provides opportunity for the highest level of performance.

When developing school-assessed coursework, ensure appropriate depth in assessment of key knowledge, key skills, outcome statements and unit introduction. Ensure content and context of the task provide opportunity for achievement of the highest-level performance. Ensure assessment is appropriate and understandable for the student cohort. Ensure wording/language is clear and appropriate for VCE students. And lastly, ensure that it is reflective of terminology in the study design.

So, when developing school-based coursework, minimise reading. Place stimulus material and other information close to the item. Stimulus, if included, must be used in the response. Place easier items earlier in the task where possible. Use a range of assessment types, including the use of a taxonomy to ensure a spread of responses. Make sure the typical student in your cohort can finish the SAC in the time available. The rule of thumb relates to your student cohort. This will differ from school to school. So, it is important that the assessment tasks enable you to differentiate and rank your student cohort. When developing school-based coursework, students must be informed of assessment timelines. Students are able to take resources to complete the task, and students should be given a mark allocation, and/or criteria for assessment. A note on commercial tasks. Commercially produced tasks are not always written in a manner that allows the task to meet VCAA requirements. Just because you pay for something does not mean it is compliant.

So, when developing a task, consider 'who'. This may impact on a task type selection and stimulus material. 'What' is being assessed? The outcome statement, key knowledge and key skills. Note the command task words in the study design. 'When' in relation to the teaching and learning programme, other subjects and other events in the school. Check the school calendar. 'Where'. Is it in class or is it going to be a practical experience? 'Why'. Consider the purpose of the task in relation to the content that you have taught them. Be wary of preparing students for the exam, as this is not the purpose of the school-based assessment. 'How'. Is the task type appropriate for the study, students and context? What type of task will be used?

So, the final checklist. Ask yourself does it do all these things? It is often worth having a colleague read and review the developed task to highlight an ambiguity, or over-complicated or too simple questions. All students have the opportunity to redeem an 'N'. Remember, students should have the opportunity to demonstrate the outcome, through what they say, do, make, write or draw in their classroom activities. The VCE handbook states the following: 'Redeeming outcomes - submitting further evidence for satisfactory completion. If, in the judgement of the teacher, work submitted by a student does not meet the requirement standard for a satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include classwork, homework, additional tasks, or discussions with the student that demonstrates their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.' Teacher feedback about student learning is essential for students, and integral to teaching, learning and assessment.

Feedback can clarify for students how their knowledge, understanding and skills are developing, in relation to the syllabus outcomes, and content being addressed, how to improve their learning.

Statistical moderation. The VCE has produced three short videos to help you understand how statistical moderation occurs.

Thank you.

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