



Swinburne Senior Secondary College Assessment Policy

VCE Assessment Principles

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

As part of VCE studies, assessment activities enable:

- the demonstration of the achievement of an outcome or set of outcomes
- judgment and reporting of a level of achievement on a task or collection of tasks for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks or examinations.

The key principles underpinning all VCE assessment practice ensure that the assessment instruments enable judgments to be made about demonstration of the outcomes and levels of achievement fairly, in a balanced way and without adverse effects on the curriculum or for the education system.

Assessment at Swinburne Senior Secondary College will be:

- Valid and reasonable
- Equitable
- Balanced
- Efficient

Please refer to VCE Assessment Principles

[<https://www.vcaa.vic.edu.au/Documents/vce/VCEassessmentprinciples.docx>] for description of each of these principles.

Information for students and parents

Types of School-based Assessment

Students will demonstrate the level of their achievement of each outcome through their performance on either *School Assessed Coursework (SACs)* or *School Assessed Tasks (SATs)*, as designated for that unit. These assessments will be completed mainly during class time.

At the beginning of each unit, students will be given a schedule of SAC/SAT dates.

There are two forms of School-based Assessment for VCE Units:



School-assessed Coursework (SACs), which consists of a set of assessment tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study design.

Under most circumstances the task will be completed in class, over the course of one to two lessons and with limited access to resources.

Typical SAC tasks include:

- A test
- Essay / extended response
- Short answer questions
- Oral / multimedia presentation
- Poster
- Research report
- Performance
- Practical demonstration / experiment

School-assessed Tasks (SATs) are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA.

School Assessed Tasks (SATs) are forms of assessment which are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio:

- Art Creative Practice
- Art Making and Exhibiting
- Media
- Product Design and Technology
- Visual Communication and Design

In **Units 1 and 2** outcomes will be assessed and graded using the key knowledge and skills designated by VCAA. In these Units, S or N results are reported to VCAA.

In **Units 3 and 4**, School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks and examinations provide assessment results that are used in the calculation of a student's study score. Assessments in Units 3 and 4 are subject to statistical moderation by VCAA.

Students will receive feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

In some studies there are designated SACs that are not scored but are essential for determining S or N.



Student attendance during assessments

Students are expected to attend class on the day that an assessment task is due. Non-attendance may lead to an NA score for that task, which may in turn impact a student's study score.

Students who are absent from an assessment task are required to provide a medical certificate or other suitable documentation to their Mentor teacher to explain why they have missed this task. This should be provided on their return to school. Students should speak to their teachers if, prior to the due date, they are aware that they will be absent for all or part of an assessment task.

Late completion of SACs

Students who are absent on the day of assessment are required to sit the task on the next available Wednesday within two weeks of the original assessment date, unless exceptional circumstances apply.

The Wednesday SAC redemption period begins at 12pm. Students required to complete a missed SAC are expected to attend this session as if it were a normal class. SAC redemption will take place under normal assessment conditions. Completion of a late SAC may be counted as a redemption for the purpose of calculating attendance.

Students scheduled to attend a VET class during the Wednesday SAC redemption period will be able to negotiate an alternative time to sit the assessment. Exemptions on the basis of work commitments or appointments will not be granted. Students will not be granted permission to complete missed assessment tasks during their normal class time, outside of school business hours or to complete missed tasks at home.

Failure to complete missed assessment tasks on the next available Wednesday within the two-week timeframe, or to renegotiate an appropriate date within this time, will automatically result in a NA score for this task. Students will be granted an opportunity to complete a modified task to meet the outcome, but will no longer receive a score for this task.

Late completion of SATs

Students who fail to submit a School Assessed Task (SAT) on the day it is due will not receive a score for any work that has not been previously authenticated by their teacher. The same will occur for students who fail to meet the due date of an outcome as part of a SAT.

SAT tasks reflect work that students' have undertaken over the course of the semester. As such, illness or an unexpected event that occurs shortly before the due date should not impact the ability of students to submit work on time. Students who experience chronic



illness are expected to manage the demands of a SAT as part of their decision to enroll in a SAT subject.

Students who are unable to attend school on the due date of a SAT must provide a medical certificate to their Mentor teacher and submit the task immediately upon their return to school within one week of the original due date. Any work that has not been previously authenticated by the teacher will not be scored. SATs that are submitted more than one week after the due date will receive an NA score overall. Students who fail to meet this requirement will be granted the opportunity to submit work to meet the outcome, but will no longer receive a score for this task.

Satisfactory completion of assessment tasks

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

- Produced work that demonstrates achievement of the outcome
- Submitted work that is clearly their own

Students who do not satisfactorily complete all the criteria for an assessment task will have an opportunity to redeem the task under open-book conditions or demonstrate that they have met the outcome through coursework or another modified task. This redemption will not change the score for that assessment task but will qualify the student for an S result for the outcome.

Rules for authentication of School-based assessment

VCAA authentication rules for School-based Assessment state that:

- A student must ensure that all unacknowledged work submitted for assessment is their own
- A student must acknowledge all resources used, including:
 - texts, websites and other source material
 - the name and status of any person who provided assistance and the type of assistance provided
- A student must not receive undue assistance from another person, including their teacher, in the preparation and submission of work
- Acceptable levels of assistance include:
 - the incorporation of 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 and/or self-correction
- Unacceptable forms of assistance include:



- Use of or copying another person's work, including their teacher's work, or other resources without acknowledgement
- Use of or copying sample answers provided by their teacher or another person
- Corrections or improvements made or dictated by another person, including their teacher
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- A student must not knowingly assist another student in a breach of rules

In considering if a student's work is their own, teachers will 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 may be asked to demonstrate that the work is authentically theirs by:

- Providing evidence of the development of the work
- Discussing the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding
- Providing samples of their other work
- Completing, under supervision, a supplementary assessment task related to the original task

Students found to be in breach of these authentication rules will automatically receive an NA score for this assessment task. They will be required to explain the circumstances of the breach to the Manager of Curriculum and Assessment and further disciplinary action may take place, including suspension or award of an N result for the unit.

Multiple assessments on the same day

Students can be required to complete up to two assessment tasks on the same day. If a student is scheduled to attempt three or more assessment tasks on the same day they may request to delay one assessment to the following Wednesday redemption period. The student must negotiate this delay prior to the day of assessment.

The specific choice of assessment to delay is at the discretion of the teachers involved, or the Leading Teacher - Curriculum, Reporting and Assessment if no agreement can be reached. Teachers and students should be mindful that practical assessments or assessments with multiple classes should not be delayed if possible.



Complaints process

If a student feels they have been unfairly assessed or have a complaint regarding an assessment task they are in the first instance encouraged to speak with their teacher to see if a resolution can be reached. If this is not possible the student should appeal to the Leading Teacher - Curriculum, Reporting and Assessment to investigate.

The Leading Teacher - Curriculum, Reporting and Assessment will ask the student to explain the issue in writing. The Manager will then seek evidence from parties involved, including: copies of the assessment task, the student's work, as well as statements from the teacher or other students who may be involved. The Manager will then make a determination in consultation with the Principal or Assistant Principal.

If there is disagreement regarding the student's score for the assessment task it may be reassessed by another teacher, if possible.

If the complaint is found to be valid the student may be granted an opportunity to resit a modified assessment task or be given a derived score for the assessment, based on their performance in other assessment tasks for the subject or coursework.

Special Provision

Students who experience some form of *chronic or significant hardship* during the year due to medical, physical and/or other serious reasons may apply for **Special Provision**. The student may be provided one or more of the following forms of support: rest breaks during SACs, extra time, use of a computer or other suitable provision. Documentation must be provided and in the case of Unit 3 and 4 subjects an application to VCAA must be made within Term 1 of that year.

Students who experience *unexpected and temporary significant illness or hardship* may request a delay or modification of assessment based on their circumstances. They must make this request prior to the day of assessment to Leading Teacher - Curriculum, Reporting and Assessment. Some modification to the conditions of assessment may be granted depending on the circumstances.

Principal
Daryl Bennett



Information for teachers

Teachers should ensure the following in the setting and delivery of school-based assessments:

- Scheduling of assessments
 - Students will be provided with a calendar of SAC/SAT dates at the beginning of the semester.
 - Students should be notified at least a week in advance if there is a change to the date of assessment.
- Prior to assessment
 - Teachers should develop a teaching and learning program that provides opportunities for students to develop the required key knowledge and key skills of the outcome.
 - Students must be given an opportunity to complete practice activities prior to the assessment, either in the form of a practice SAC or classroom / homework activities.
- Development of assessment tasks
 - Students will be provided with an assessment cover sheet, specifying the date, outcome, instructions and conditions for the task (see below for sample)
 - Teachers should keep assessment tasks secure and inaccessible to students until they are delivered.
 - Where commercially produced or publicly available material is used for school-based assessment, teachers must sufficiently modify the task to ensure that student work is authentic.
 - When delivering the same school-based assessment across several classes, the task should be delivered with minimal time lag between and/or should be sufficiently modified for each class.
 - Where applicable, tasks should be modified from one academic year to the next to ensure authenticity.
- Delivery of assessment
 - Teachers should ensure that assessment takes place under conditions conducive to students performing their best, for instance a quiet and neat environment as well as sufficient spacing between students.
 - Teachers should remain alert during assessments and ensure that students do not have access to unauthorised materials or technology, or communicate with other students where inappropriate.
 - Teachers should be reassuring and supportive where it does not undermine the assessment, including responding to requests for clarification or assistance.
 - A clock or clear measurement of time should be available during the assessment task.
 - Access to toilets should be limited but not prevented.



- Where a task occurs across several lessons, students should be required to demonstrate their work in development so that teachers are familiar with the student's work.
- Where students have an opportunity to complete work on an assessment task at home or over multiple lessons, students should be required to sign that the work is authentically theirs and that any sources or assistance has been acknowledged.
- Feedback
 - Students will receive written feedback on the assessment task:
 - Advising on particular problem areas
 - Advising on where and how improvements can be made for further learning
 - Reporting S or N decisions and/or written comments on students' performance against each outcome.
 - A marking guide, rubric or expected qualities should be used to inform assessment; where applicable this should be provided to students prior to the day of assessment.
 - Where there are multiple classes of a subject, moderation of assessment tasks will take place and is strongly encouraged in single class subjects where possible.
 - Continuous reporting on assessment tasks via Compass will be timely and made visible to both students and parents.
- SAC redemption
 - Teachers are to instruct students to complete missed SACs during the SAC redemption period, starting at 12pm on Wednesday, unless the assessment task cannot be conducted under normal classroom conditions.
 - Staff members are to submit SACs to the redemption pigeonhole on the scheduled day of the task. The name, teacher's name, instructions and SAC conditions must be clearly listed on the cover sheet.
 - SACs will be returned to staff pigeonholes following the redemption session regardless of whether the student has sat the task.
 - Mentor teachers must indicate on Compass Learning Tasks when they receive a medical certificate or other form of documentation regarding student absence for an assessment task.



Sample assessment task cover sheet



Student name:

Teacher name:

[Subject]

Unit [X], Area of Study [X] – [name of AoS]

Date due:

Outcome

On completion of this unit...

Instructions

Section	Number of questions	Number of marks
A		
B		
		Total:

Timing

- Reading time:
- Writing time:

Conditions

You are not permitted to bring any study materials into the SAC. Please write in either a black or blue pen.

Assessment

Please see the marking guide on the back of the paper. This SAC constitutes [X]% of the total score for Unit [X].

Authentication

I declare that the following work is my own and has been completed according to the stated requirements. Any resource materials and assistance used has been acknowledged.

Signed: _____

Date: _____

Note: Your result is conditional and may change as a result of statistical moderation.