

600 TEACHING & LEARNING**608.6 School-Assessed Coursework and School Assessed Tasks**

VCE and VCAL Administrative Handbook: http://www.vcaa.vic.edu.au/Pages/schooladmin/index.aspx?Redirect=1		Last Update Jan 2013
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Responsible Principal		Pam Oakes

School-Assessed Coursework (VCE and VET) Pg. 116

The basis for School-assessed Coursework is for the teacher's rating of the performance of each student on the tasks specified in the study design.

Drafting Pg. 112

The nature of School-assessed Coursework means that teachers should not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion except for authentication purposes. Drafting can remain a part of a teaching and learning strategy and students may do preliminary drafting. However, drafts are not to be submitted to the teacher for the purpose of getting feedback on an incomplete task contributing to the total School-assessed Coursework score. Teachers must not mark or provide comments on any draft of work that is to be submitted for School-assessed Coursework.

Feedback to Students Pg. 112

After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- Advice on particular problem areas
- Advice 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.

In providing this feedback, teachers may give students their marks on individual School-assessed Coursework tasks. When providing the marks, teachers must advise students that their total School-assessed Coursework scores may change following statistical moderation.

Although schools may permit students to submit further work for satisfactory completion of a unit, students **may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school**. Therefore, the original School-assessed Coursework score is the result entered into VASS.

Missed School-Assessed Coursework

Students who are absent during School-assessed Coursework assessment must have a **legitimate reason**. Legitimate reasons as deemed appropriate by the College are:

- Illness - a medical certificate **must** be provided
 - Funeral or bereavement (death in the family or close friend)
 - School approved camp or excursion
 - Other extenuating circumstances – Year Level Coordinators will discuss these circumstances with teachers, students and/or their families before making a final decision
- Teachers can approve absences as per the listed legitimate reasons above. These will then be deemed 'accepted by the College'
- Year Level Coordinators **must** approve absences for all other reasons. It is the teacher's responsibility to notify the Year Level Coordinator within 12 hours.

Where **approved absence has been accepted by the College**, students will be given the opportunity to reschedule their School-assessed Coursework. The rescheduled time will be negotiated between the teacher and the student.

Where **absence has not been accepted as legitimate by the College**, the Coordinator will notify the teacher and the teacher will notify the student and parent. If the parent wishes to appeal the decision, a Student Support Group Meeting will be convened by the Year Level Coordinator within 24 hours. At this meeting the student and their Parent/Guardian can present their appeal to the Year Level Coordinator and Assistant Principal as to why the School-assessed Coursework should be rescheduled without penalty.

If the appeal **is accepted**, the School-assessed Coursework will be rescheduled without penalty. The rescheduled time will be negotiated between the Year Level Coordinator, teacher and student.

If the appeal **is not accepted**, the School-assessed Coursework will be rescheduled, formally assessed by the teacher and a penalty applied as deemed appropriate by the Year Level Coordinator (up to -25%). The rescheduled time will be negotiated between the Year Level Coordinator, teacher and student.

Lost, Stolen or Damaged School-Assessed Coursework Pg. 113

A teacher or student who has lost a coursework assessment task, or where a task has been stolen or damaged, must complete a written statement of the circumstances. The statement must be signed, dated and filed at the school. The principal, acting on advice from the teacher and on the basis of records kept, will determine an initial score for the assessment task.

School-Assessed Tasks Pg. 113

The sole basis for this assessment is the set of criteria for the award of grades.

Assessment Sheets for School-Assessed Tasks Pg. 114

The VCAA provides assessment sheets to all schools, specifying the criteria for the award of grades, which are available on the VCAA website and published annually.

Teachers must use the current year's assessment sheets. They must not use assessment sheets from previous years. It is the responsibility of the AP Teaching & Learning to ensure teachers are using the current year's assessment sheets.

Assessment Advice for School-Assessed Tasks Pg. 114

The VCAA provides annual written advice to help teachers assess School-assessed Tasks in the 'Administrative advice for school-based assessment' supplement to the February *VCAA Bulletin VCE, VCAL and VET*, which provides detailed advice on the interpretation and application of the mandated criteria for each task.

Further advice may be provided from time to time for particular studies, details of which will be published in the *VCAA Bulletin VCE, VCAL and VET* and on the relevant study page of the VCAA website. Teachers should use this advice and attend any relevant professional development activities that may be available.

It is the responsibility of the AP Teaching & Learning to ensure that teachers receive all relevant assessment material and that they use the current year's assessment criteria and advice published in the *VCAA Bulletin VCE, VCAL and VET* to accurately assess their students' work.

Feedback to Students Pg. 113 (section 10.5.2)

Teachers are required to provide feedback to students on work in progress. At least one set of comments should be in written form using the Authentication Record for School-assessed Tasks form available from VASS.

All changes made in the various stages of development of a School-assessed Task must represent the student's own work. It is appropriate in the developmental stages of the work for the teacher to ask questions and to offer general advice, for example, about alternative strategies that might be tried. However, the teacher **must not** dictate or make changes in such a way as to put into question the student's authorship or ownership of the work.

For Visual Communication and Design, the teacher's formal written comments should be made on **only one draft** of the written component of the School-assessed Task. Where written comments are made, the draft containing the teacher's comments must be initialled and dated by the teacher and be made available to the VCAA as required. There is no drafting requirement for the other School-assessed Tasks.

The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to, or actual reworking of, students' drafts or productions or folios
- providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

Teachers may disclose to students their grades for School-assessed Tasks. It must be made clear to students that these may change as a result of the review process.

Lost, Stolen or Damaged School-Assessed Tasks Pg. 114

A teacher or student who has lost a School-assessed Task, or where a task has been stolen or damaged, must complete a written statement of the circumstances. The statement must be signed and dated. The school must complete the **Lost/ Stolen/Damaged School-assessed Tasks** form and enter an estimated score on VASS, and send the form to the VCAA .**10 120 School-based assessment VCE AND VCAL ADMINISTRATIVE HANDBOOK 2012 SECTION Part C: Assessment.** The principal, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment. The initial assessment may be adjusted as a result of the review process.

Where the School-assessed Task is required for review, the **Study Record** form for that student must be annotated as Lost/Stolen/Damaged (LSD) by the school.

Note, however, that this procedure does not apply to work lost or damaged due to computer misuse or malfunction.

Authentication

Please refer to policy **608.5 Authentication**

Important Administrative Dates

www.vcaa.vic.edu.au/Pages/correspondence/bulletins/2009/september/important_dates.aspx