

School-Assessed Coursework

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.

The structure and implementation of School Assessed Coursework and School Assessed Tasks must be consistent with the following Guidelines:

- The Curriculum and Assessment Frameworks set out in Victorian Curriculum, VCE and VET documentation
- Students must be given clear and timely (at least 2 week) notice of the time frame for the assessment pieces and the conditions under which they must be undertaken
- Variations to the above notice should not occur for individual students or classes which would give unfair advantage to some students

[Standard SAC SAT Notification Form](#)

Drafting

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

After work is submitted and marked, teachers should provide timely 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.

Retention of School-based Assessments (SBAs)

The VCAA will usually not request copies of students work. However, as part of the Audit process the VCAA may request copies of specific School Based Assessments. With this in mind it is a requirement for teachers to retain all students' SBA's until the completion of the following academic year. Staff may return students work but when doing so must retain either an electronic or hard copy in their records. See policy 6.8.10 Retention of School Assessed Coursework.

Extensions and Rescheduling SACs and SATs

Students requiring an extension can apply to reschedule their SAC or SAT by collecting the [SAC/SAT Rescheduling Form](#) from the staffrooms (HL office, Front office, Main Staffroom, Maths/Science Staffroom, Technology Staffroom, VCE Office, PAC Office).

Eligibility Requirements

- School Excursion (approved on the portal)
- Illness (with medical certificate or statutory declaration)
- Death or funeral (documentation may be requested)

Eligible Reason

If a student meets the above eligibility criteria, the classroom teacher can approve the extension.

- The student must complete the SAC or SAT in the next lesson, next catch-up session or student agency, as determined by the classroom teacher.
 - It is preferable that the SAC or SAT is completed before the original date where possible.
- The conditions of the SAC or SAT are equivalent to the original conditions.
- Classroom teacher to supervise.
- The maximum extension a classroom teacher can give is two weeks from the original scheduled SAC time.

- The classroom teacher is required to give the student an equivalent but different SAC or SAT.
- The classroom teacher must retain the rescheduling/extension form by attaching it to the SAC or SAT.

Alternate Reason

For alternative reasons, the application is to be forwarded to the VCE coordinator.

The VCE Coordinator will determine if the reasoning merits an extension or reschedule.

- If the VCE Coordinator approves the application and gives the hardcopy form to the classroom teacher.
- The classroom teacher can reschedule the SAC or SAT in the next lesson, next catch-up session or student agency or provide an extension, as determined by the classroom teacher.
 - It is preferable that the SAC or SAT is completed before the original date where possible.
- The conditions of the SAC or SAT are equivalent to the original conditions.
- Classroom teacher to supervise.
- The maximum extension a classroom teacher can give is two weeks from the original scheduled SAC time.
- The classroom teacher is required to give the student an equivalent but different SAC or SAT.
- The classroom teacher must retain the rescheduling/extension form by attaching it to the SAC or SAT.

Application Denied – Before the SAC or SAT has occurred

If a student does not meet the eligibility criteria, they are required to complete their SAC or SAT at the original notified time.

Application Denied or No Eligible Reason given – After the SAC or SAT has occurred, rescheduled with penalty

- The classroom teacher can reschedule the SAC or SAT in the next lesson, next catch-up session or student agency.
- The conditions of the SAC or SAT are equivalent to the original conditions.
- Classroom teacher to supervise.
- Student receives a 25% penalty to their SAC or SAT score (not the total the SAC is out of).
- The classroom teacher is required to give the student an equivalent but different SAC or SAT.

Note: If a student provides an eligible reason (with or without the form) within two weeks of the SAC/SAT they will not receive the penalty.

Multi-Lesson SAC's and SAT's

If a SAC or SAT runs over multiple lessons, and the student misses a lesson but still completes the entire SAC or SAT by the due date, no penalty is applied. If the student does not complete the entire SAC or SAT by the due date, the 25% penalty to their score applies.

Students can still submit the Extension/Rescheduling form for each missed lesson.

Missed Rescheduled SAC or SAT

If the student misses a rescheduled SAC or SAT or fails to submit their SAC or SAT by the rescheduled due date without an eligible reason, they will receive 0 as their score.

Students are required to complete or submit the missed SAC or SAT.

If they have an eligible reason for their absence, the process for rescheduling and extensions starts again.

Lost, Stolen or Damaged School-Assessed Coursework

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 Assistant Principal: Teaching and Learning** 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

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

Assessment Sheets for School-Assessed Tasks

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

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*, 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* 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* to accurately assess their students' work.

Feedback to Students

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.

Late School-Assessed Tasks (SATs)

This section has been combined with the Extension and Rescheduling section above.

Lost, Stolen or Damaged School-Assessed Tasks

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](#)