

VCE ASSESSMENT POLICY

The Purpose and Types of Assessment in Years 11 and 12

The purpose of assessment at Years 11 and 12 is to verify student learning in each Study. Assessment in Years 11 and 12 is both formative and summative. Formative assessment refers to the coursework students are asked to complete and can be issued in the form of homework, class tests, brief oral presentations, take-home assignments and classroom exercises. Formative assessment provides teachers, students and families with an understanding of students' strengths and weaknesses in aspects of the coursework and contributes towards students' satisfactory completion of the learning outcomes in Units 1 – 4 of the VCE Study Designs. All formative assessment is compulsory. Summative assessment refers to those tasks that are common to all students enrolled in each Study. In both Years 11 and 12, these are referred to School-Based Assessment, and can be Common Assessment Tasks (CATs), School Examinations, School Assessed Coursework (SACs), School Assessed Tasks (SATs) and VCE Examinations. All summative assessment is compulsory and, in both Years 11 and 12, contributes towards a student's rank order in Units 3 and 4 of his Year 12 studies, his Study Score in Year 12 and his Global Grade in Year 11.

The St Kevin's College VCE Assessment Policy is borne out of the VCAA guidelines surrounding assessment, attendance, satisfactory completion of the VCE and equity for all students.

Attendance in Years 11 and 12

Students are to attend 90% of the scheduled 50 hours per subject in Semester One.

Students are to attend 90% of the scheduled 50 hours per subject in Semester Two.

Where students are physically or emotionally unwell, leading to an extended period of absence from scheduled classes, families are to provide medical certification from a (non-familial) health professional.

Students in Years 11 and 12 should never absent themselves from scheduled class time for the purposes of:

- family holidays
- driving lessons or tests
- appointments that can be made outside of scheduled class time
- sports training sessions
- music lessons
- other cultural lessons
- work experience

Any request for an extended leave of absence is to be sent, in writing, to the Headmaster's Office where approval or otherwise will be made known to families within 72 hours.

Extended absence from school, even if that absence is the result of physical or emotional illness, can have detrimental effects for students on their learning and their satisfactory completion of the learning outcomes from the VCE Study Designs (outlined elsewhere in this policy). Teachers and Heads of Faculty and Department can base their judgments about student learning and their satisfactory completion of Study Designs' learning outcomes only on evidence and

observation. Where students are absent for extended periods of time, such evidence and observation is unlikely to be forthcoming.

Satisfactory Completion of Learning Outcomes in the VCE

Ideally, all students who are enrolled in Units 1 – 4 Studies will achieve an **S** (Satisfactory) in the learning outcomes as described in the VCE Study Designs. It is the role of the school to ensure that students are given opportunities to achieve an **S** in each Study. While there might be opportunities to demonstrate satisfactory completion of the various learning outcomes in CATs, SACs and School Examinations, it is more likely that these opportunities will come from the progressive learning and formative assessment instruments students are asked to complete throughout each semester during their study of Units 1, 2, 3 and 4. Teachers and Heads of Faculty and Department will keep accurate and up-to-date records of all coursework that Years 11 and 12 students complete to ensure that this work meets the descriptions of the learning outcomes of the VCE Study Designs. Where sufficient opportunities are given for students to demonstrate that they are **S**, but do not meet the relevant descriptions of the Study Designs, they will receive an **N** (Not Satisfactory). Similarly, where students are absent for extended periods of time and are still given opportunities to demonstrate they are **S**, but there is insufficient evidence to suggest that they are **S**, they will receive an **N**.

Evaluation of Assessment and Internal Moderation Practices in Years 11 and 12

All student work – both formative and summative – is marked thoroughly, because the school believes that feedback is the most important way of student improvement.

For formative assessment, teachers will, in the main, assess student work holistically, providing written or spoken feedback about the strengths and weaknesses of the work.

Whenever students submit or complete written, spoken or visual work that is summative, it will be marked according to the criteria used in the VCE Study Designs. The criteria will be agreed upon by the teachers of the subject and the Head of Faculty or Department.

In Year 12, for all Units 3 and 4 Studies, SACs and SATs will be marked rigorously. Once SACs and SATs have been submitted for assessment, the teachers of that subject will establish benchmark standards. These benchmarks will be used and referred to when teachers are assessing the student cohort's work. Where SACs are completed under test conditions, they will be assessed anonymously and, where possible, by teachers other than the students' classroom teacher. SACs completed under test conditions should also be cross-marked for the purposes of internal moderation and for the purposes of rank ordering the student cohort once all SACs have been completed for Units 3 and 4. Where work is cross-marked and the result is discrepant, a third marker should be used to establish the final score for the piece of work.

Results Key for student assessment in Years 11 and 12

- S** Satisfactory completion of learning outcomes in Units 1 – 4
- N** Unsatisfactory completion of learning outcomes in Units 1 – 4
- NA** Not assessed: a student does not submit a piece of assessment, does not present for a piece of scheduled assessment under test conditions or is absent without cause
- J** A student no longer attends that class or subject cohort
- 0** Zero: when a student submits nothing for assessment, writes nothing in a piece of assessment completed under test conditions or has demonstrated academic dishonesty through breaching test condition regulations or plagiarism

Policy Review

This policy was approved in March 2017 and will be reviewed no later than two years from that date.

