



PURPOSE

That the assessment practices used will promote a positive attitude towards learning, encourage the pursuit of excellence, and contribute to the access and success of all students

SCOPE

Portland Secondary College (Must Street & Victoria Parade campuses) and its staff have a legal responsibility to abide by the VCAA Assessment Criteria and all VCAA guidelines including participation in Quality Assurance Programs

DEFINITION

In the context of this policy ASSESSMENT has the following definition:

“Assessment is a process concerned with gathering information about students’ competencies. Its focus is not only on what has been achieved by students, but also on how they have gone about their learning”.

POLICY

It is recommended that staff consult with their relevant curriculum documents including VELS and V.C.E. study designs for further assistance in understanding the principles which form part of and which underlay this policy.

Assessment for all students should:

- Be based on clearly identified Criteria (i.e. criteria referenced)
- Be based on tasks which extend their limits yet are on the whole within their capabilities, given a conscientious effort by the student
- Accept the notion that all students who desire to learn are capable of further learning
- Not be used to emphasize comparisons between students
- Encourage students to achieve to the best of their ability
- Provide relevant information about students using a variety of assessment techniques
- Accumulate information throughout the period of study
- Allow teachers to diagnose student strengths/weaknesses
- Allow students to identify their own strengths/weaknesses and provide help in overcoming weaknesses



Assessment Tasks

These are the tasks students will be assessed upon and represent the work students must do and represent the performance expectations for a unit or work. They should:

- Be a major consideration in the planning for a unit of work
- The terminology in Course Outlines and Work Requirements should be readily understood
- Relate to how students are to go about their work and the end outcome to be achieved
- Be written or stated so that students are absolutely clear about what is expected of them – it is required that the assessment tasks be given to students before the work is commenced
- Be state so that it is clear to both the student and teacher whether or not the task has been achieved
- Include criteria relating to the expected quality of the work
- Be progressively achievable; that is to reflect past learning experiences, from that unit of work
- Be modifiable in future if they have been found to be too easy or difficult
- Need not the same for each student
- Reflect a commitment to “worthwhile” work – so that via discussion with students the relevance is made clear
- Students should not be consistently given tasks that are beyond them.

VCCA Assessment Rules

The VCAA set down 8 rules, which a student must observe when preparing work for assessment. Students are taken through these with their regulations on the first day of the school year, and sign an enrolment declaration that they will follow them.

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his or her own
2. A student must acknowledge all resources used, including:
 - a. Text, websites and source material
 - b. The name(s) and status of any person(s) who provided assistance and the type of assistance provided
3. A student must not receive undue assistance from another person in the preparation and submission of work
4. A student must not submit the same piece of work for assessment in more than one study
5. A student who knowingly assists other students in a breach of rules may be penalised
6. A student must sign the declaration of authenticity for the work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own
7. A student must sign a general declaration that he or she will obey the rules and instructions for VCE, and accept its disciplinary provisions
8. A student undertaking School-assessed Coursework or School-assessed Tasks must comply with examination rules.

All teachers at Portland Secondary College (Must Street & Victoria Parade campuses) must ensure compliance with these rules.



All mobile phones are to be left at the teacher's desk for the duration of an outcome, either turned off or on silent. Students must use a room clock or wear a watch if they wish to keep track of time. Any phones discovered on a student during an outcome, including in their pencil case, will be confiscated for a week, deposited in the office safe and the incident reported to the Level Leader

Assessment of Units and SACs

Most assessment of unit outcomes and SACs will be completed in class. This does not preclude normal teacher expectation for a student to complete research and learning activities that contribute to the student gaining the key skills and knowledge outside class time. The setting and marking of work with a formative focus will provide students with the opportunity to develop knowledge and skills and for you to give diagnostic feedback.

Year 11 assessment tasks are to be aligned more closely with Year 12 tasks. That is, that most tasks are undertaken as in class activities where possible.

Year 11 & 12 assessments must **only give a numerical grade** (due to the moderation process possibly changing the letter grade in most subject areas); no letter grades, S/N or High/Medium/Low etc.

- To obtain an 'S' on an outcome a score of 40% of the total score must be obtained for both Year 11 and Year 12 students.

Failing a task

If a student fails a task:

- At year 12, the original score that the student received is sent to VCAA and they then resit the task to get up to the required standard
- At Year 11, the original score is put onto the report and they then resit to get up to the required standard, e.g. 1/6R
 - If a student does not resit at all or does not pass the Resits, then the report would be e.g. 1/6 and a comment written to reflect that fail.

Assessment (unit 3 & 4 weighting)

Please check the weighting of each SAC for the unit and ensure that they are appropriate. This information is found in your most recent Study Design and Assessment Handbook. <http://www.vcaa.vic.edu.au/vce/studies/index.html>

Assessment (VCAL)

A student will receive an 'S' (satisfactory achievement) for a VCAL unit when they have demonstrated competence in all learning outcomes for the unit



Competency

Students should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts to make sure that the assessment is as consistent, fair and equitable as possible.

Teachers should be mindful they are setting work that will allow students to meet each outcome listed in their handbooks. Using the 'Quality Assurance Templates' can be useful when planning units and their assessment tasks

Audits (units 3 & 4 only)

We are notified in May about which classes will be audited. Keep supporting documentation – they require a copy of all SACs, supplementary material provided to the students to complete the SAC and the assessment sheets used.

Audits VCAL Quality Assurance

Every year two VCAL classes are audited by the VCAA. This audit is conducted differently to other VCE classes. Details of the Quality Assurance program along with sample assessment task templates and processes can be found on the VCAA website.

- <http://www.vcaa.vic.edu.au/vcal/providers/quality/index.html>.

This process involves meeting with other teachers of your subject from the Warrnambool area. The VCAL manager will assist with the details of this program that can also be used as professional development.

Authentication

This is relevant to the authentication of coursework completed over an extended period of time and to School Assessed Tasks.

Most coursework will be completed in class time.

For SATs and Coursework assessment done out of class you should:

- I. Monitor and record each student's development of work, from planning and drafting through to completion. This required regular sightings of the work
- II. SATs – you are required to use the Authentication Record to record the development of each student's work. (3 recorded sightings). You and the student must sign each recorded observation.

Authentication records are published yearly by VCAA.

Any computer or research work that contributes to a SAC should have some authentication procedures inherent in the task.



Authentication form for SACs:

- http://www.vcaa.vic.edu.au/schooladmin/forms/vce/authen_record_sac.pdf

Authentication form for SATs:

- http://www.vcaa.vic.edu.au/schooladmin/forms/vce/authen_record.pdf

Coursework

All coursework that is set (whether it is homework, holiday work, activities in class) is compulsory and contributes to the overall unit S/N. This is relevant for all units 1, 2, 3 & 4 classes.

It is recommended to have a Coursework 'S' or 'N' on unit 1 & 2 reports.

Exams (External, VCAA)

Year 12 exam results are available to students first, then staff may view their results through the year 12 manager.

No photocopies are available until the following day. Staff are not permitted to approach students about their exam results, they must wait for a student to do this. Exam and study score results are protected by very stringent privacy policies.

Exams (PSC Must Street & Victoria Parade campuses)

Year 11:

- All classes to set exams for mid and end-of-year
- All students must pass this exam to pass the unit
- Please make sure that your exams use the cover sheet and is suitable for the 100 minute length (10mins reading, 90mins writing)
- Please use the PSC cover sheet on all exams
- Exams must be the same for all multiple classes in this year level.

Students who fail to successfully pass an exam must complete a re-sit task to pass the unit. The exam is to be counted as part of an outcome or a stand-alone outcome.

Students who have failed the unit are still required to sit the exam but will not do any re-sits for that subject, as determined by the Level Manager.

Exams (PSC: VCAL)

- Foundation
 - English
 - Maths
 - Students elective subject



- Intermediate
 - English
 - Maths
 - VCE subject
- Senior
 - No exams are held

The Portland Secondary College cover sheet is to be used on all exams.

Failed Work

Work assessed as N, or which may be, for other reasons, the subject of dispute at a later date should be retained at the school. Such work could be retained in the original or photocopied form.

All assessments need to pass the minimum 40% requirement

Students who miss in class assessment tasks are given 2 opportunities to do re-sits which are scheduled on different week nights.

Where tasks are graded as UG students are given opportunities to do two re-sits to get their grade up to a pass standard.

Late Work: Course Work

Students who hand coursework in late must do so within 2 weeks of the due date and should be graded as 40% mark for the purposes of the school report.

If students have missed a submission deadline, please send out a copy of the late work letter to alert parents of the situation.

A copy of this letter should be given to the Level Manager.

When tasks are to be completed as long-term assignments, students are given two weeks 'grace' for late work. However, if it is late, it can only result in 'Pass but late' grade, and only if it meets the criteria for a pass. Parents should be alerted early in the two week grace period that work is owing.

Late Work: SACs

If a SAC has a due date (and is therefore not completed solely within a class timeframe) then the same two-week late rule applies from above. However, the student receives a '0' score.

If they miss the two-week submission deadline, then they fail the SAC (and therefore the unit).



This situation is to be brought to the Level Manager attention immediately.

Parent contact should be made as soon as possible after missing the first deadline: a phone call is recommended as well as a follow up letter.

Plagiarism

If a teacher is unable to accept work as a student's own you must see the relevant Level Manager as soon as possible and the following procedures are to take place:

- Review of the material (submitted work, suspected source material/s)
- Schedule an interview with the class teacher, Level Manager and a PCO
- If a student is unable to verify that the work is their own or if they admit that it was plagiarised from another source, the following options are available to the group:
 - Student loses some or all of the assessment score for the task
 - Student completes some or all of an alternative but equivalent task
 - Any task will be supervised by the Level Manager in a timely manner, but at their convenience.

Parents will be notified by the Level Manager of the arrangements.

Reporting: Year 11

Year 11 reports and assessments are to only give a numerical grade (due to the moderation process possible changing the letter grade in most subject areas);

- No letter grades, S/N or High/Medium/Low etc.

To obtain an 'S' on an outcome a score of 40% of the total score must be obtained.

At year 11 the original score is put onto the report and they then resit to get up to the required standard e.g. 1/6R

At year 11 only:

- Each outcome to receive a numerical score
- The total of the unit's outcome scores to be 100
 - Year 11 Psychology
 - Outcome 1: Research methods /25
 - Outcome 2: Abnormality project /25
 - Outcome 3: Anti-Social behaviour Analysis /25
 - Outcome 4: Exam /20

When an outcome score is a result of a series of tasks, an average is given, e.g. Psychology may complete a number of lab reports that are each graded out of 10 (6/10, 7/10, 8/10). The grade put on the report would then be a 7/10 for the outcome related to research methods.



On the reports, a total out of 100 is then given for the unit.

In year 11 subjects that have traditional scaling (eg. Physics, Maths Methods), changes to internal marking structures can be made to enable 40% to represent a pass. Eg. A Physics test where a pass could be as low as 20% would need to adjust their marking structure to allow a pass to be represented by 40% of the total score.

- Late work to be represented by 40% /mark*
- This represents the pass mark of 40% of that task, eg. 2/5

The report cover pay for year 11 reports would include an explanation of resat work, late work, pass/fail percentage and a statement to explain that all students must pass all outcomes and coursework to pass the unit.

- Feedback to students on Assessments and in Reports:
 - 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
 - You should give students (unit 3 & 4) their numerical score on individual coursework tasks. This is the same number that is reported to VCAA. Students are to be told that their total coursework scores may change during the moderation process.

Reporting: Year 12

To obtain an 'S' on an outcome a score of 40% of the total score must be obtained.

At year 12, the original score is sent to VCAA and students who are then below 40% then resit the task to get up to the required standard.

Year 12 classes receive a full report at the end of semester 1.

The only results that are reported on these are the S/N marks for SACs/SATs and an overall unit result (S/N). No scores are Provided on these documents.

School Assessed Tasks (SATs)

Subjects with SATs:

- Art
- Food Technology
- Studio Art



- Systems Technology
- VCD

Written comments should be made on only one draft of each School-Assessed Task.

Where written comments are made, the draft containing your comments should be initialled and dated by you. This draft should be retained with the final work. This will ensure students sign the Declaration of Authenticity. All schools will be audited in a 4 year cycle.

Teachers of SATs should obtain the current year's VCAA Authentication Record.

Appeals

Students have the right to appeal decisions about:

- Non satisfactory completion
- Special provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules

The process for appeals is as follows:

- The student notifies the co-ordinator of their intention to appeal
- A formal interview will be undertaken with a school based appeals panel
- The composition of the panels will be the Principal, or their nominee, the Co-ordinator and the relevant teachers.
- Students may request a support person to be present eg. Parent/guardian/friend
- All deliberations must be documented and outcomes must be conveyed to the student in writing.

For the purpose of all of the above, staff must ensure they keep accurate student records at all times and that they retain all student outcomes until the end of the results period. An annual analysis of results will occur for the purpose of improvement and we will monitor patterns of student participation and completion rates.

RELATED POLICIES AND RESOURCES

- [Inclusion and Diversity Policy.docx](#)
- [Statement of Values and School Philosophy.docx](#)
- [Student Engagement and Wellbeing Policy.docx](#)



REVIEW CYCLE

DATE	VERSION	RATIFIED BY	NEXT REVIEW
Oct 2018	2	Portland Secondary College School Council	Sept 2020