

VICTORIAN CERTIFICATE OF APPLIED LEARNING



VCAL  The hands-on option for Years 11 & 12 students



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VCAL Assessment VALA Conference March 2009





What is assessment

'Assessment refers to all those activities undertaken by teachers - and by their students in assessing themselves - that provide information to be used as feedback to modify teaching and learning activities'

Inside the Black Box Raising Standards Through Classroom Assessment P Black and D Wiliam





Purpose of assessment

Assessment has two purposes:

Formative assessment

- assessment for diagnosis and improving learning
- assessment to determine competence in learning outcomes

Summative assessment

- Assessment for reporting to parents and the wider community



VCAL Assessment

A VCAL unit contains accredited learning outcomes that are generic and enable content to be developed to suit the individual needs of students, e.g.

PDS Unit 1 Foundation: Plan and organize a simple activity

VCAL learning outcomes are written as statements of competence.



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VCAL Assessment

Assessing learning outcomes is a process of collecting **evidence** about the performance of learners and making a **judgement** about whether they have met the standards (learning outcomes).





What is evidence?

Something that supports the assessor's claim that a student has achieved a competency standard, a learning outcome or assessment criteria/element.

Evidence can be:

- Direct
- Indirect
- Supplementary





What type of evidence?

Direct

- Observation of performance
- Video of performance
- Product

Indirect

- Simulation
- Role play
- Case study analysis

Supplementary

- Written or oral questions
- Feedback from a third party





VCAL Assessment - competence

To demonstrate competence the student should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts to make sure the assessment is consistent, fair, valid and reliable.





Portfolio of Evidence

A portfolio of evidence contains evidence of the student's own work that demonstrates successful completion of the learning outcomes. It can include:

teacher observation	logbooks
student self assessment	video/radio broadcast
reflective journals	action plans/timetables
oral presentations	photographs of project
power point presentation	written material
newspaper article of student's achievement	



Assessment Criteria/Elements

Each learning outcome has assessment criteria/elements. The elements further describe the learning outcome. They provide guidance in determining if the learning outcome has been met.

When developing task/s to meet a learning outcome teachers must ensure that the tasks incorporates all the elements for that learning outcome.





VCAL Assessment

To be awarded an 'S', students must demonstrate successful completion of all learning outcomes in most units (There are exceptions in the Literacy and Numeracy Skills strand).

Successful completion of all learning outcomes for a VCAL unit may be demonstrated in one integrated assessment activity or spread over a number of different activities.



What makes a good assessment

- Clear purpose
- Set in a relevant context
- Resources appropriate to the task
- Caters for different learning styles
- Allows for students to perform at different levels
- Allows adequate evidence to be collected
- Covers more than one learning outcome
- Valid, reliable, flexible and fair





AQTF standards

Valid	The evidence relates to the learning outcomes/elements.
Reliable	The assessment tool/s and process will produce consistent outcomes when applied by a range of assessors
Fair	The assessment will not disadvantage any person and will take into account the characteristics of the person being assessed
Flexible	The assessment tool/s and process allows for assessment in a range of assessment contexts



Features of Evidence

Sufficient	Is there sufficient evidence to enable a decision to be made? e.g. Individual vs. group evidence. Balance of direct and indirect evidence.
Authentic	How do we know this is the work of the student?
Current	How do we know this is current work?
Consistent	Has the evidence been collected over time to ensure there is a consistent demonstration of competencies in the learning outcomes



Assessment activity

Plan and organise a complex activity

- Plan, organise and carry out a project or activity involving a number of steps and processes and three or more people
- Identify and use support systems related to an activity or project goal
- Identify values which influence individual behaviour and motivation in group situations
- Carry out the activity or project to completion





Assessment activity cont....

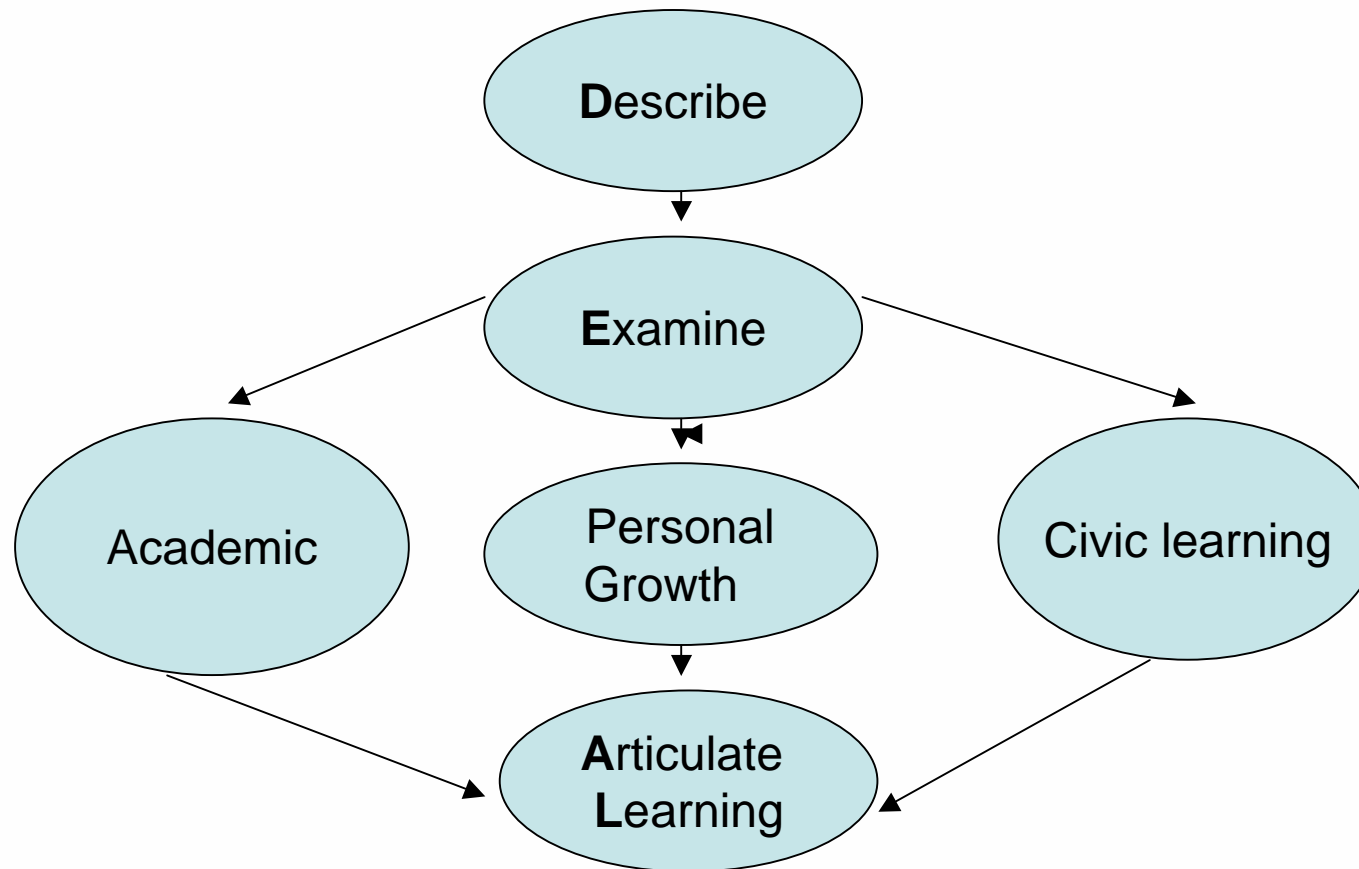
Describe leadership skills and responsibilities

- Describe the characteristics of people in leadership roles
- Distinguish between different leadership styles
- Identify methods for motivating others
- Identify interpersonal skills that are used by people in leadership
- Identify the responsibilities of group leader





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