

VCE AT HOME: TEACHING AND ASSESSMENT

VCE teaching and assessment is going to be a little different this year and it's fantastic to see how you have already started adapting your practices! This week's Tip of the Week HPE (TOTW) provides ideas to help you answer some questions around VCE teaching and assessment based on the current situation, with strategies and ideas in the areas of school policies and practices, remote learning tasks, and school-based assessment tasks.

If you require further information on school-based assessment, please [click here](#) to access advice on the VCAA website, which is being updated regularly.

HPE teachers (and teachers in general) tend to be very adaptable, so you are definitely capable of navigating the challenges posed to you over the coming months. We are all working through this new situation together, week by week. It is likely you are going to have questions similar to others, so please ask if you are unsure. Share good ideas if you have come across something which has been helpful. Most importantly, check in on your fellow teachers and ask if they are ok or need support with something!

School Policies and Practices around School-based Assessments

- Students will likely be feeling uncertain about how VCE requirements will change based on information in the media. Keep them in the loop with changes as they occur. We do not yet know how assessment will be impacted, so please stay in the loop with VCE updates on the VCAA website and through the VCAA bulletin.
- Policies around school-based assessment are a school-based decision, including how you will facilitate assessment remotely. Ensure you have information from school leadership and VCE coordinators about how assessments will be run across all VCE subjects at your school. There will be differences between schools in their remote assessment guidelines, which is ok! Avoid comparing yourselves to other schools –put in place policies and practices to ensure your tasks can be authenticated in remote environments, and that they are equitable to all your students.
- Principals are responsible for the administration of VCAA rules and instructions in their school (see VCE and [VCAL Administrative Handbook](#)). Students would have previously been provided with clear written details of both the VCAA rules and the school's rules and procedures around assessment - this should still occur. Information will potentially need to be adjusted and the new / amended rules should be communicated to teachers, students and parents moving forward. One of these rules is that students must ensure all unacknowledged work submitted for assessment is genuinely their own. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of work. If any part or all the work cannot be authenticated, the matter must be dealt with as a breach of rules.
- Some schools may have the ability to submit assessments through plagiarism software, similar to universities. This is something your school may consider moving towards with more assessments being facilitated at home.

Remote Learning Tasks

- Engage with your students a few times per week – you would do this with your students at school so try to keep this going at home. It doesn't need to be an onerous task, but get them to report back to you in some way using a platform which your school is using. This is important from both a course work and a wellbeing perspective. For example, send out a simple question to respond to via email, create a forum question to generate some class discussion or enter a response onto a collaborative document.
- Depending on how your school is scheduling remote learning, try to provide students with one week's worth of tasks to work through so as not to overwhelm them.
- Provide a timeslot in the week for students to contact you via a video call / email to respond to questions. They will likely have questions from work they have completed.
- Even if formal assessment tasks are not being run just yet, provide students with lots of smaller formative assessment tasks to maintain continuity of learning, giving students feedback on where they are at and what they need to work on. You could run tasks which had already been developed, or create smaller modified tasks which are more achievable through remote delivery.
- Provide students with rich learning tasks rather than reading textbook and notes and answering textbook / revision questions. Doing so will provide students with more engaging tasks, some student choice to help with motivation and more opportunities to apply their knowledge and skills to different situations which promotes higher order thinking. For example:
 - **PE:** Participate in 20 minutes of physical activity (e.g.: running, cycling, bodyweight circuit). Record your heart rate at regular intervals throughout the activity, as well as before and at rest, either through a smart phone / watch or manually. Following activity, plot heart rate on a graph and label various aspects (e.g.: aerobic training zone, maximum heart rate, etc.). Write a paragraph discussing energy system interplay based on your data. Try the same activity later in the week with physical activity of a different intensity and compare the graphs and energy system interplay.
 - **HHD:** Share a Google Sheets document with a table for students to complete. Each student researches and provides information on one high-, middle- and low-income country (including but not limited to: GNI per capita, GDP, school enrollment, life expectancy at birth, top causes of morbidity and mortality). Students can then compare the burden of disease between the three groups using examples from the table.
 - **OES:** Select a local reserve or park close to you and describe contemporary relationships specific to this location. Include a perception, interaction and impact for each relationship. Provide an image to show this if you are able to visit this location, or from the internet.

School-based Assessment Tasks

- Information from VCAA around school-based assessment can be found [here](#). The letter to Principals may also provide further advice.
- Assessment schedules can be altered – postpone school-based assessments until you have a clearer idea of what these will look like. You may have more flexibility with when student assessment results need to be submitted into VASS, and you do not need to complete assessment tasks in the order outlined in the Study Design if it is inappropriate to do so.

School-based Assessment Tasks (continued)

- You will still be able to run school-based assessment remotely if your school chooses to. Make sure you are clear on the guidelines your school has set on running assessment remotely.
- Each school is likely to have slightly different processes in place when facilitating school-based assessments remotely, as they would with those run in-school. Make sure what you provide is equitable to all your students and you are able to come up with a ranking for your cohort based on the grades they achieve.
- Monitor and record student progress through to completion, including regular sightings of work and maintaining records in the [Authentication Record](#) (see [VCE and VCAL Administrative Handbook](#) p76 for more information).
- [Continuity of Learning for Senior Secondary Students](#) page on VCAA's website provides some tips for remote school-based assessment under Section B. Some top tips for remote assessment include:
 - Minimise the number of questions or responses which students can readily find answers to on internet or in a textbook etc. Tasks should focus on application in new areas. For example, having students analyse energy interplay and providing suitable recovery strategies for data you have created and provided them is something they would likely not find the answer to.
 - You can alter question order when you send to students, or provide the same questions with different stimulus material (depending on the task).
 - Avoid over assessing students – reflect on the outcome statement you are assessing and look for a few questions or tasks to assess that outcome. You do not need to assess every key knowledge or key skill which fits within that outcome in a SAC.
 - Create a clear set of instructions for how students will receive, complete and submit tasks. This when and how tasks will be provided to students, how long they have to complete the task, how they are to submit and a description of the environment requirements necessary to complete the task.
 - Note that time provided to complete tasks may need to be increased due to remote delivery.
- If you are using commercial resources to create your SACs, please follow the VCAA directive relating to use of commercial tasks. Schools need to modify commercial products for authentication purposes in assessments and to meet the needs of the Study Design. Refer to the [VCE and VCAL Administrative Handbook](#) for more information.

Please email your VCE-specific questions to PL Coordinator Adriana adriana.pinder@achper.vic.edu.au

VCE® Exam Report Webinars

If you missed out on our recent VCE® Webinars, access the recordings [here >>](#)

Our VCE® Webinars with a revised format were a great success! Focusing more on teaching tips and strategies in responding to particular areas of the Study Design and question types, teachers have come away with lots of practical ideas to use with their students.

2020 VCE® Trial Exams available soon!

Make sure you have submitted your pre-order for 2020 Trial Exams [here >>](#)

We are currently formatting the first few exams, with Unit 1 Exams due for release by the end of April. Unit 2 and Units 3 & 4 Exams to be complete and ready by July.

Please share with us :)

As ACHPER Victoria continues to support you in your remote learning, we would love for teachers to share with us their triumphs and their tears.

If you have any remote learning activities to contribute to our [Google Drive Resources](#), please contact our Professional Learning Manager, Bernie Holland via [email](#) or phone 0411 268 902.

Find all TOTWs in the series [here](#) and access ACHPER Victoria's HPE at Home Resources [here >>](#)