School Based Assessment (SAC) Tasks in Unit 3 VCE HHD

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Acknowledgment of Country

I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region.

I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.
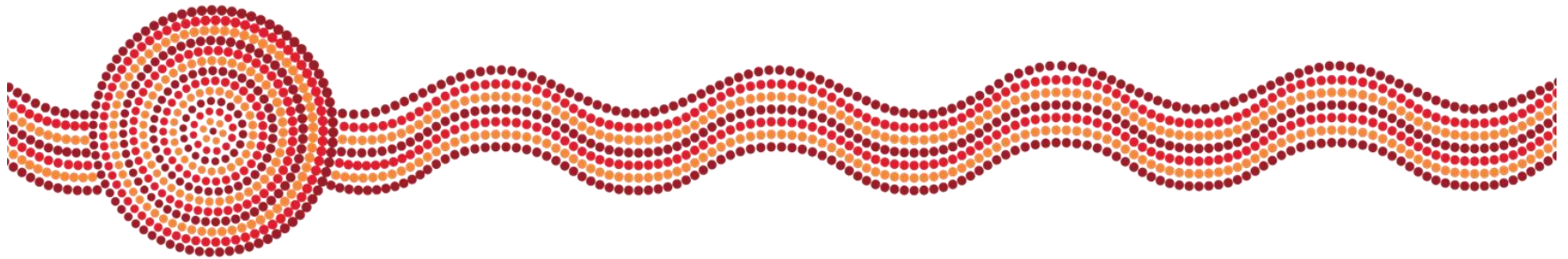
Reminder

Purpose of the session

a) Provide an overview of VCE assessment principles –

The basis for school based assessment (SAC) design.

c)

b) Provide actual Unit 3 assessment examples that display the application of the VCE assessment principles.

c) Assist all teachers – New; Support in developing quality & compliant assessment, Existing; fresh perspectives/new ideas, All; School Based Audit &/or assessment development

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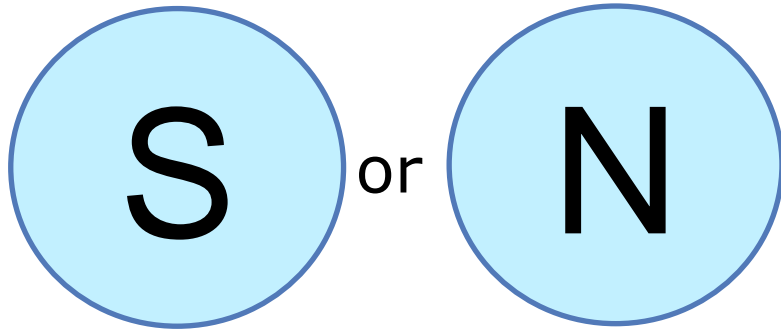
Session outline

- Assessment
  - What it is – School-based vs external
  - How it works
- The foundations: VCE assessment principles
- Developing a task – general considerations
- Unit 3 school-based assessment task type examples.
- Questions

VCE assessment

Assessment at the senior secondary level:

- describes student achievement
- identifies opportunities for further learning
- articulates and maintains standards
- provides the basis for the award of a certificate.

Satisfactory completion

Levels of achievement

S or **N**

19/50   A+
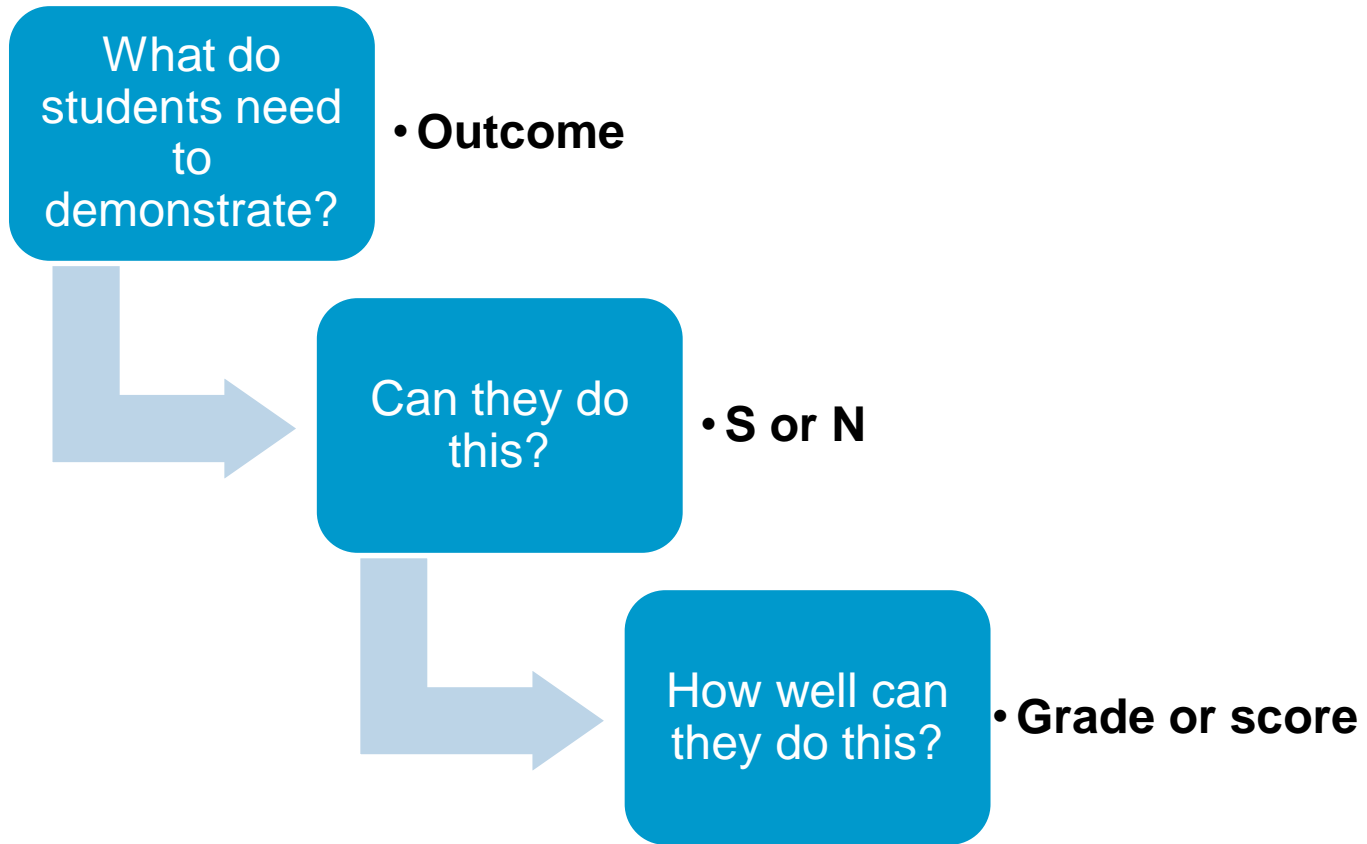
B   35/50

C

49/50

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What do students need to demonstrate?

- **Outcome**

Can they do this?

- **S or N**

How well can they do this?

- **Grade or score**

Figure 1 - VCAA - Process for Calculating a VCE Study Score

Legend: School Submitted Results
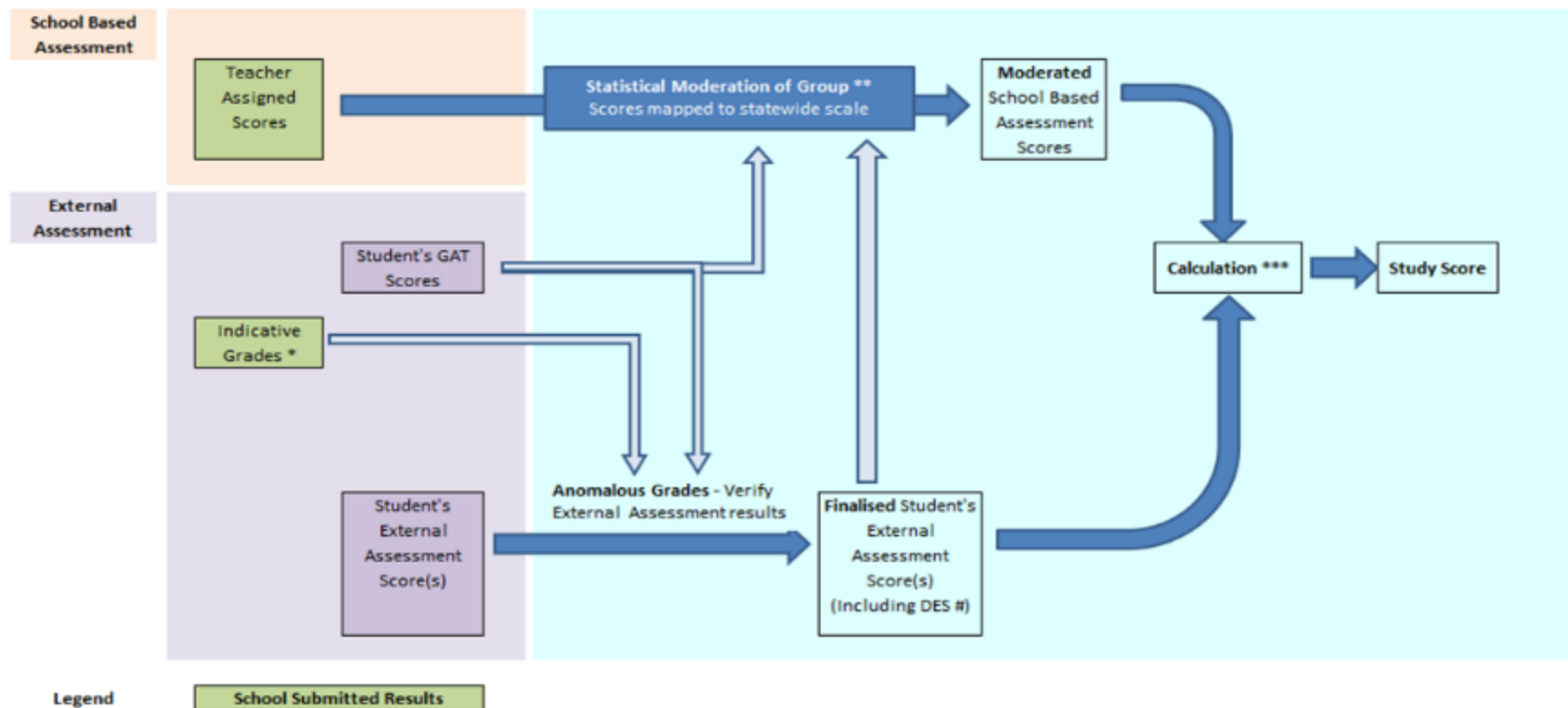
Study score

- A rank of a student's performance compared to all other students in Victoria in a study.

- Between 0 and 50.

- Most VCE studies (except small studies) have an average study score of 30 and standard deviation 7.

50% of students
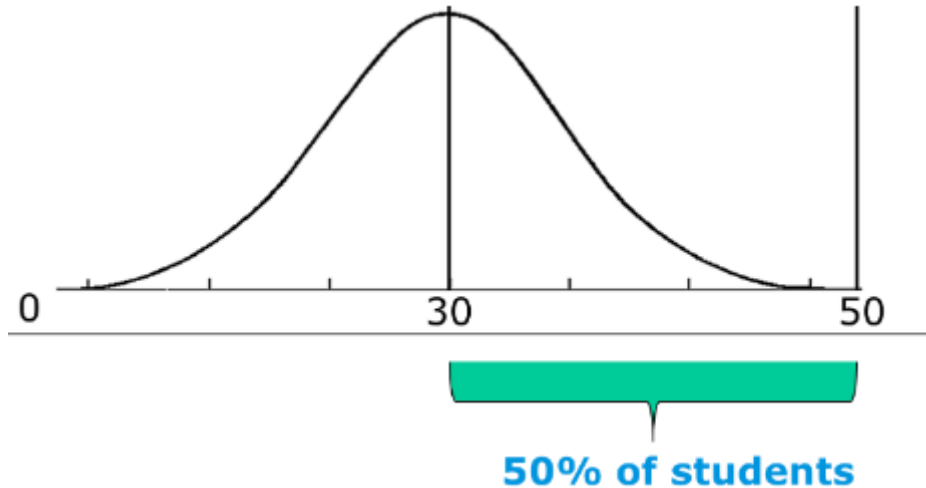
What is a study score?

- [How do you calculate a study score?](#)

- [Study Score examples](#)

Internal vs. external assessment

School-based assessment

- Level of achievement
- Rank order

External assessment

- Examination score (or DES)
- GAT

Statistical moderation

What is school-based assessment?

School-based Assessment

- **In Units 3 and 4, specified tasks and task types are set out in the study design**

- **Teachers and schools are encouraged to develop their own assessment tasks based on the VCE assessment principles**

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.	50	The student's performance on each outcome is assessed using one or more of the following: • a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis • oral presentation, such as a debate or a podcast • a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation • structured questions, including data analysis.
Outcome 2 Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.	50	
Total marks	100	

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VCE assessment principles

VCE assessment should be

- valid and reasonable

- equitable

- balanced

- efficient.

https://www.vcaa.vic.edu.au/assessment/vce-assessment/School-basedAssessment/Pages/School-based-Assessment-Teacher-videos.aspx

VCE Assessment principles

Valid

- fair and reasonable
- designated task type
- conducted under fair conditions for all students
- clear instructions included

Equitable

- accessible to all students
- doesn't privilege or disadvantage certain groups of students
- tasks are comparable in scope and demand

VCE Assessment principles

Balanced

- variety of task types used
- variety of conditions used
- allow students to demonstrate different levels of achievement
- suitable criteria, descriptors, rubrics or marking schemes used
- outcomes, key knowledge and key skills are assessed

Efficient

- minimum number of assessments set
- precision vs efficiency
- Minimise undue workload/stress on students
- part of the regular teaching and learning program
- avoid under or over assessment of the outcome
- completed mainly in class and within a limited timeframe
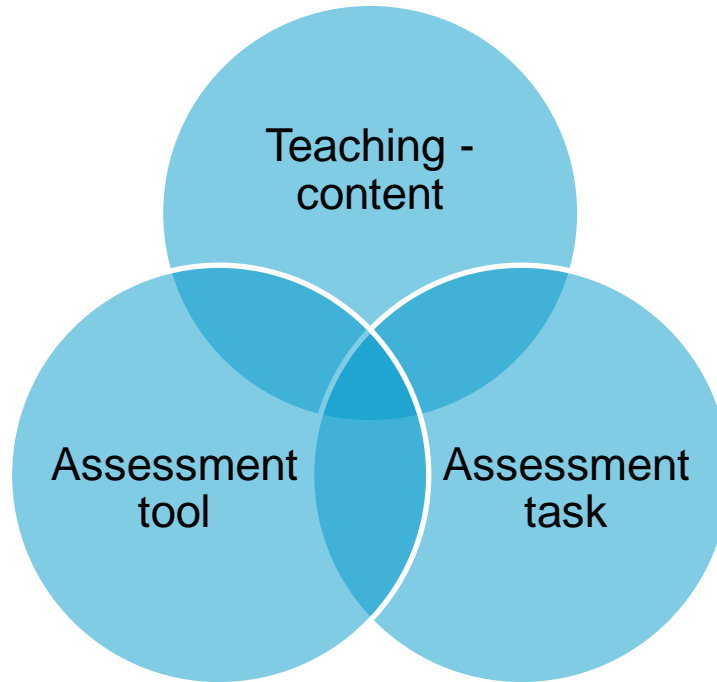
What is the relationship between the teaching, the tool used to assess and the task?

Developing the task
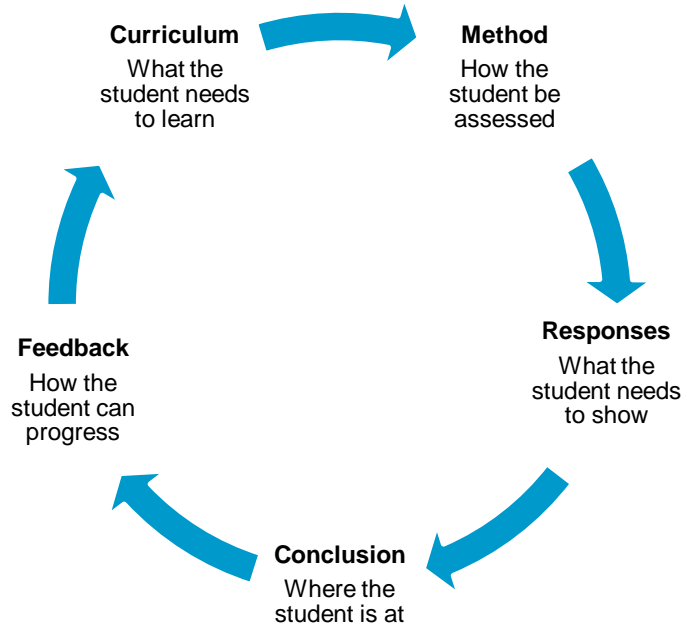
- Compliant (with VCE assessment principles)
- Engaging
- Rigorous
- Accessible

Developing the task – Enacting the assessment principles.

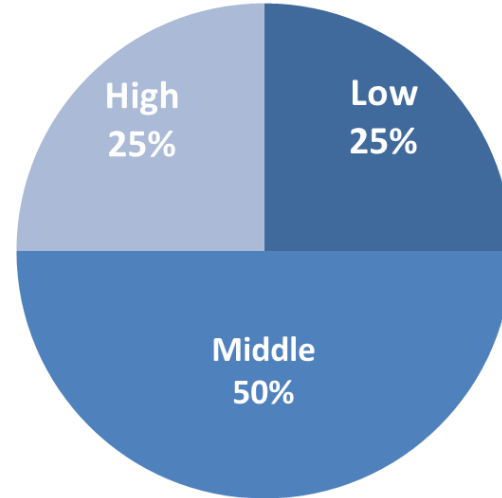- assessment **of key knowledge, key skills, outcome statements** and **unit introduction**
- task must provide **opportunity for achievement of highest level of performance**
- assessment is **appropriate** for the student cohort
- **wording/language** is clear and appropriate for VCE students
- reflects **terminology** of study design

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Developing the task – Enacting the assessment principles
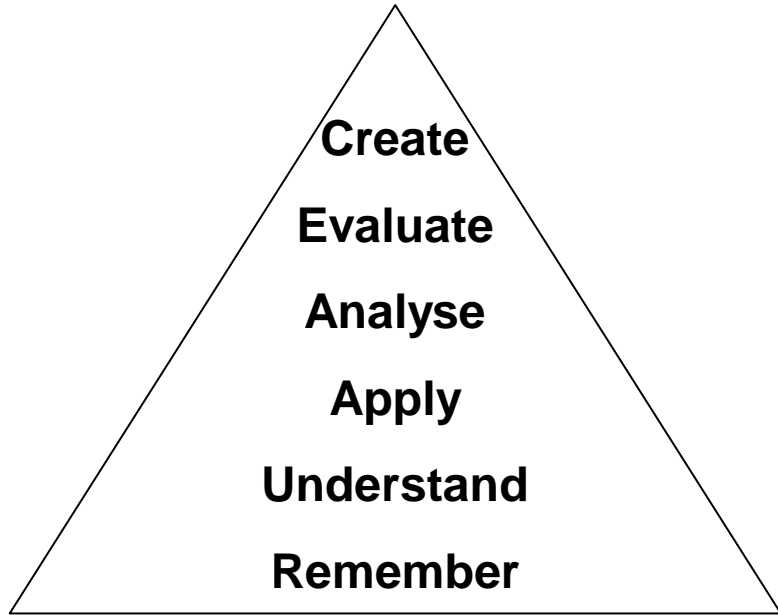
- minimise reading
- place stimulus material and other information close to the item
- stimulus, if included, must be used in the response
- place easier items earlier in the task where possible
- use a range of assessment types (use a taxonomy, SOLO, Blooms etc. to ensure a spread of responses)
- make sure the typical student can finish the SAC in the time available

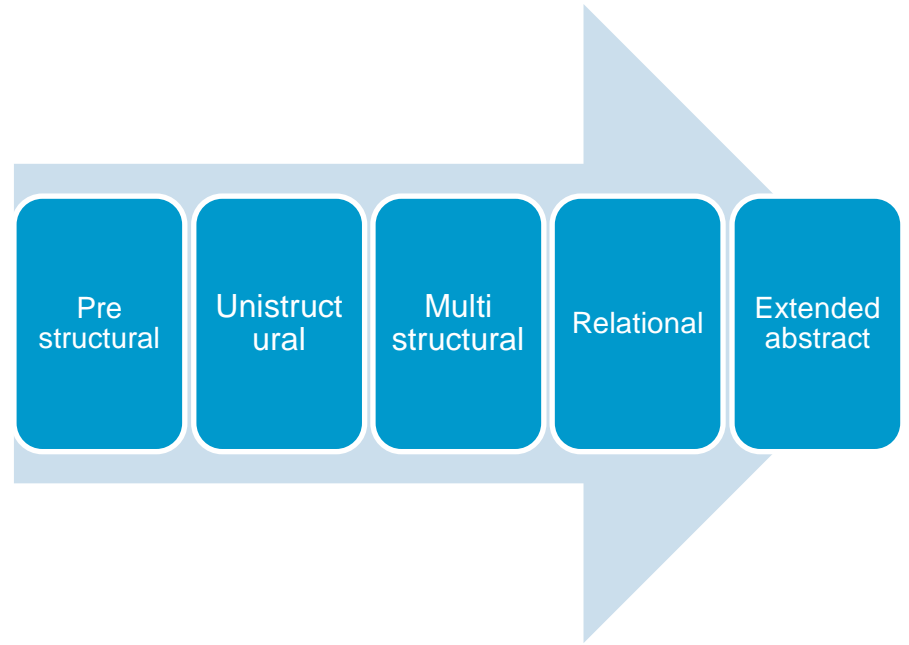# Developing the task – Enacting the assessment principles

- 👍 **25-50-25** rule of thumb

- **multiple entry points**
  - accessibility

- **differentiate**
  - extend the top end

Cognitive grid & command words

Blooms Taxonomy

Create

Evaluate

Analyse

Apply

Understand

Remember

Solo Taxonomy

Pre structural · Unistructural · Multi structural · Relational · Extended abstract

School-based Assessment Audit process

- …supports schools
- …basis for professional conversations
- …feedback can confirm understanding
- …find opportunity to gain external feedback useful & empowering
- …stimulate discussions on most effective way to deliver authentication & assessment

Commercial tasks

- **Can they be used?**

- **How can they most effectively be used?**

- **How to ensure that compliance with VCAA Assessment Principles is maintained?**

Assessment Task types – VCE HHD units

Task types

- Short written report (inc. media analysis, research inquiry, a blog or a case study analysis)
- Structured questions (inc. data analysis)
- Visual presentation (concept/mind map, digital presentation, an annotated poster, a graphic organiser)
- Oral presentation such as a debate or a podcast

Task types – in summary

- Written reports generally have a prompt (or a few prompts), an inquiry question, or a broad statement for students to respond to.
    - Aspects to consider when developing this task type:
        - Time allowance 2 lessons for research, 1 lesson for the report
        - Structure (sub headings to scaffold or one key statement)
        - Authentication

Example: Written report

Planning document

Population group chosen:

Contributor to Aus. health status & burden of disease selected:

Key characteristics of selected pop. group:

Trends from the data provided:

Biological, sociocultural and environmental factors that contribute to differences in the selected pop. group:

Students are to develop a <u>written report</u> which refers to the provided research and data to discuss:

- *explain the dynamic and subjective nature of the concepts of health and wellbeing and illness*
- *health status of the selected population group and the biological, sociocultural and environmental factors that contribute to variations within the selected group*
- *the contribution to health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks (under-consumption of vegetables, fruit and dairy foods; high intake of fat, salt and sugar; low intake of fibre and iron) on the selected population group*

The written report needs to include:

Introduction
An overview of the dynamic and subjective nature of the concepts of health and wellbeing and illness
Include a prerequisite for health which could support the h&w of the pop. group.

Body
Two examples of health status of the selected population group and the biological, sociocultural and environmental factors that contribute to variations within the selected group.
Discuss how the selected contributor to health status and burden of disease impacts the pop. Group (using data)

Conclusion
Use data to use data to describe and evaluate the health status of the pop. group

Task types – in summary

- Media analysis – all responses must relate to the media stimulus presented.

  - Aspects to consider when developing this task type:
    - Is the stimulus provided prior to the writing time for students to annotate, i.e. the lesson before or part of reading time
    - Does the media stimulus allow for enough depth and breadth of the outcome to be assessed?

Example: Media analysis

Heart Foundation's 'Serial Killer' Campaign Showing Promising Early Signs

AUSTRALIA'S BIGGEST SERIAL KILLER TAKES THE LIVES OF 51 PEOPLE EVERY DAY.

DON'T BE THE NEXT VICTIM.
FIND OUT IF YOU ARE AT RISK OF HEART DISEASE.

Search 'Heart Age Calculator' and take the test today, or ask your GP for a heart health check.
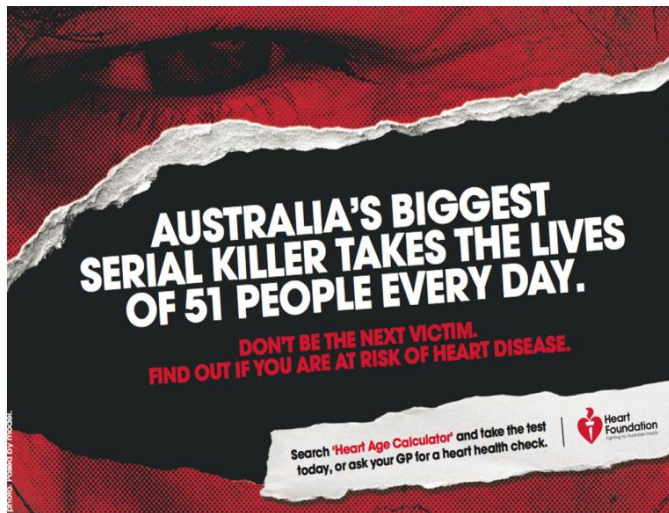
Heart Foundation

The Heart Foundation's new brand campaign 'Serial Killer' has scored significant early wins, just one week after its launch.

'Serial Killer' was launched last week to highlight Australians' dangerous levels of complacency about the nation's leading cause of death, heart disease.

The bold campaign likened heart disease to a dangerous and indiscriminate serial killer taking 51 Australian lives every day.

Heart Foundation chief marketing officer Chris Taylor has said that the campaign has had an immediate and

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Task types – in summary

- Debate–

  Aspects to consider when developing this task type:

  - Time allowance 2 lessons for research/ preparation, 1 lesson for the debate
  - Consider debate format (could be oral persuasive presentation, debating a topic individually).
  - Authentication

Example- Debate

Research Records	
Individual Research Topic A: The MyHealth record will lead to improved delivery of Australia's health system	
Describe key aspects of the MyHealth Record in the affirmative or negative point of view.	
Explain how the MyHealth Record can impact on the dimensions of health and wellbeing supporting the affirmative or negative point of view.	
Identify and explain affirmative or negative factors that can affect a person's ability to access the MyHealth Record and subsequent information and related services.	
Analyse issues such as ethics, equity of access, privacy, invasiveness and freedom of choice related to the MyHealth Record.	

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The assessment tool – How will assessment occur?

- Criteria sheet
- Rubric
- Performance descriptors
- Marking guide

The assessment tool – How will assessment occur?

- Ask yourself:
  - What skills/knowledge do you want students to demonstrate?
  - What evidence do you need?
  - How will you allocate marks?

Assessment tool example – marking guide

- Skills/knowledge (Command term)

- Evidence

- Mark allocation

Remember:
- The command terms from the Outcome statement (and key skills) should form the basis of your assessment task.
- Students are expected to be able to show cognitive processing up to and including the term used in the Outcome and key skill.

Identify two advantages and two disadvantages of private health insurance. 4 marks

Explain two challenges that can have an impact on an individual's ability to make dietary changes.

4 marks

Assessment tool example - Criteria

Quality criteria	Insufficient evidence (0)	Low (1-2)	Medium (3-4)	High (5-6)
Use of data/examples	Does not use any data/examples	Outline key features of the data	Describes the data and uses it to discuss two or more…..	Analyse data and uses it to discuss two or more…..
Application of key knowledge	Does not identify any relevant knowledge	Lists….	Outlines the interrelationship which exists between the dimensions of health…	Outlines the interrelationship which exists between the dimensions of health…
Use of HHD language				Technical HHD language was used correctly, clear and accurate statements that are presented…..

Assessment tool example – performance descriptors

VCE Health and Human Development: Performance Descriptors

VCE HEALTH AND HUMAN DEVELOPMENT SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
Unit 4 *Outcome 2* **Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.**	Very limited description of the rationale and objectives of the SDGs.	Some justification of the rationale and objectives of the SDGs.	Clear justification of the rationale and objectives of the SDGs.	Detailed justification of the rationale and objectives of the SDGs.	Comprehensive justification of the rationale and objectives of the SDGs.
	Limited description of the relationships between the SDGs.	Some analysis of the relationships between the SDGs.	Satisfactory analysis of the relationships between the SDGs.	Well-considered analysis of the relationships between the SDGs.	Sophisticated analysis of the relationships between the SDGs.
	Limited explanation of the role of the SDGs in the promotion of health and human development.	Some evaluation of the role of the SDGs in the promotion of health and human development.	Satisfactory evaluation of the role of the SDGs in the promotion of health and human development.	Well-considered evaluation of the role of the SDGs in the promotion of health and human development.	Sophisticated evaluation of the role of the SDGs in the promotion of health and human development.
	Very limited use of examples to describe a global aid program.	Use of examples to give some explanation of the role of a global aid program.	Examples used to draw some conclusions about the effectiveness of a global aid program..	Effective and appropriate use of examples with detailed evaluation of the effectiveness of a global aid program.	Integrated and insightful use of examples with critical evaluation of the effectiveness of a global aid program.

KEY to marking scale based on the Outcome contributing 50 marks

Very low 0–10	Low 11–20	Medium 21–30	High 31–40	Very high 41–50

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Example – performance descriptors

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.	50	The student's performance on each outcome is assessed using one or more of the following: • a short written report such as a media analysis, a research inquiry, a blog or a case study analysis • an oral presentation, such as a debate or a podcast • a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation • structured questions, including data analysis.
Outcome 2 Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.	50	
Total marks	100	

Assessment tool example – rubric

A rubric describes the increasing sophistication of what a student can do, say, make or write.

- Sophistication relates to how well something is done, not how often an action is done correctly.
- Each subsequent cell describes a better way to perform the action, or a higher level of quality.
- Taxonomies like Blooms or SOLO are helpful for writing quality criteria.

Outcome statement	*Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.*				
Quality criteria					
Action	Insufficient evidence	Low	Medium	High	Very High
Reference to specific outdoor experiences	Insufficient evidence	Lists relevant outdoor experiences	Links specific outdoor experiences to response	Analyses data collected in outdoor experiences	Uses outdoor experiences to support the explanations and evaluation of changes in relationships
Explain…	Insufficient evidence	Identifies relationships…	Describes…	Discusses….	Explains how relationships have changed over time
Evaluate…	Insufficient evidence	Identifies differences in relationships…	Outlines…	Compares and contrasts….	Evaluates how relationships with outdoor environments have changed over time

VCE resources

- VCE/VCAL administrative handbooks
- VCE Study Designs
- VCE Support for teachers
- Examination review documents.
- School calendar and assessment policy
- Statistical moderation reports
- School-based assessment audit reports
- Examination reports

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