Hello and welcome to the VCE Algorithmics 2021 School-assessed Task on-demand video on the background to the SAT for 2021. The purpose of this video is to support teachers with understanding the SAT for Algorithmics.

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This session will involve the following topics: resources and documents, VASS dates, nature of the tasks, assessment criteria, authentication, assessment sheets, marking and the audit process.

I've listed the following essential resources for teachers to follow for the SAT in 2021. Algorithmics study page, Algorithmics Study Design for 2017 to 2022, 2021 Administrative information for School-based Assessment, the SAT criteria, Alternative methods of computation, Programming language requirements, Examination specifications and past examinations, 2021 General advice on School-based Assessment audits, *VCAA Bulletin* and Notices to Schools and presentations and resources will be added to the study page throughout the year.

The first essential resource is the Algorithmics Study Design. The study design is now accredited from 2017 to 2022. You need to be familiar with this document for Algorithmics. It details Units 3 and 4, areas of study, outcomes, key knowledge, key skills, School-based assessment involving the SATs and the examination.

Next, we have the Algorithmics study page. This page includes content on the: study design, Alternative methods of computation, Programming language requirements, 2021 Administrative information for School-based Assessment , 2021 General advice on school-based assessment audits, examination reports, examination specifications and past examinations. Be aware that new content will be added during the year and any changes will also be made through the study page.

A very important document is the Administrative Information School-based Assessment. This document contains information relevant to the SAT as well as the authentication and assessment of the SAT. This document is updated every year and teachers are to ensure they use the 2021 document for 2021. Content included the both Unit 3 and the Unit 4 SAT includes details regarding the SAT, nature of the task, scope of the task, assessment criteria rubrics for Criteria 1–6 for both Units 3 and 4, authentication of the SAT, Authentication Record Form and the Assessment Sheet.

Another document that is published monthly during the teaching year is the *VCAA Bulletin*. The *VCAA Bulletin* is an official VCAA publication for Early Years, Foundation–10, VCE, VCAL and VET published in ten editions each year. This contains information relating to Algorithmics such as professional learning, etcetera. Teachers need to subscribe to this through the VCAA website.

Notices to Schools is an official communication to Victorian schools or Registered Training Organisations issued by the VCAA. This often goes to school leaders. Teachers can register for Notices through the school's VASS administrator. The VCAA then processes these requests and updates the distribution lists used to send notices to schools.

Two other important resources are the 2021 Assessment Schedule which provides dates for when scores need to be submitted to VASS for SACs and SATs. And the *VCE and VCAL Administrative Handbook 2021* which outlines the rules, regulations and policies governing the delivery of VCE.

Looking at VASS dates for 2021. The VASS dates for SAT scores to be entered are for Unit 3 School-assessed Tasks Friday the 11th of June and that's Criteria 1–6. For Unit 4 School-assessed Tasks Wednesday the 3rd of November that's for Criteria   
1–6.

Let's now look at the nature and scope of the task. The nature of the task is stated in the study design and the Administrative information for School-based Assessment. So for Unit 3 it involves, for Outcome 1: folio, a written explanation and the data model. For Outcome 2: a folio, written explanation and a solution to a real-world problem. And for Outcome 3: an evaluation and documentation.

The nature of the task for Unit 4 is stated in the study design and the Administrative information for School-based Assessment. It involves, for Outcome 1: a written explanation and an algorithm design. For Outcome 2: written explanation and an algorithm design. And for Outcome 3: an explanation.

I'll discuss a brief overview of an example of an assessment criterion and how it works. In Algorithmics there are six assessment criteria for both the Unit 3 SAT and the Unit 4 SAT. For Unit 3 there are six criteria labelled 1–6 and for Unit 4 there are six criteria labelled 1–6.

This is an example for Unit 3 Criterion 1. Notice it includes the assessment criteria, descriptors for the evidence of the task and levels of performance. I'd also notice the levels of performance range from 0 to 10 marks. Teachers are to use these assessment criteria only for marking the SATs.

We'll have a brief overview of authentication. Authentication procedures need to be followed for the SAT. Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the *VCE and VCAL Administrative Handbook 2021*. This is important to ensure that undue assistance is not provided to students while undertaking assessment tasks. Teachers must be aware of the requirements for the authentication of VCE Algorithmics School-assessed Task.

These are screenshots of the Unit 3 and Unit 4 Authentication Record Forms for Algorithmics. student details are to be provided at the top of the form. In the table are spaces for the teacher to state the date of the observation and submission of each of the components of the SAT, comment on the observation and the submission of each of the components. And sign their initials for each observation and submission. Students are also required to sign their initials to each observation and submission.

At the completion of the units students should sign and date the declaration that all resource materials and assistance used have been acknowledged and that all unacknowledged work is their own. The Authentication Record Form should be updated for each observation and submission during the lifetime of the SAT. Authentication Record Forms can kept be requested as part of the audit process by the VCAA.

Looking at the Assessment Sheet. These are the Assessment Sheets for scores to be added and submitted through VASS. There's one for Unit 3 and one for Unit 4. And marking. Looking at some marking considerations for the SAT. A couple of marking issues that need to be discussed. This are rubrics from the 2021 Administrative Information for School-based Assessment – Algorithmics . Consider how you mark and the effect on statistical moderation of those marks. The awarding of a zero instead of an NA can affect statistical moderation of your class results. Late submission, this is a school-based decision with some flexibility. NA is to be awarded when a criterion or group of is not observed and not submitted. And you can award a mark if observed and not submitted. A zero is to be awarded when the work is submitted but does not meet the descriptors. Students will still need to be able to achieve an S.

The next few slides will introduce you to the School-based Assessment Audit. Regarding the audit the purpose is to check that the standards and requirements set out in study designs are being followed and that assessment is being carried out in line with the VCE assessment principles. Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program.

All schools are audited annually for at least one VCE study and all VCE studies are subject to the School-based Assessment Audit. An increased number of schools are audited for VCE studies in the first year of implementation of the reaccredited VCE study design. The audit focusses on the VCE Assessment Principles. They are: VCE assessment should be valid and reasonable. VCE assessment should be equitable. VCE assessment should be balanced. And VCE assessment should be efficient.

There are two stages to the audit. The first stage consists of a study specific audit questionnaire which is completed online by teachers on behalf of the school. The response provided by the school to the audit questionnaire enable the VCAA to determine if school-based assessment is following the specifications and requirements set out in the accredited VCE study design and the VCE assessment principles. Depending on the outcome of the audit questionnaire, schools may be required to submit further evidence. This is the second stage. The further evidence requested maybe on any aspect of the assessment, including tasks, assessment information provided to students, conditions of assessment, marking schemes or criteria, assessment timeline or moderation processes. Samples of student work will only be requested if a serious concern is raised. And the submission of further evidence is completed electronically.

This is the end of the presentation.

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Thank you for following this presentation.

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