**Phil Feain** - Hello and welcome to the VCE Data Analytics Unit 3 School-based Assessment on-demand video for the Unit 3 Outcome 1 SAC for 2022. The purpose of Video 4 is to support teachers with understanding how to assess the Unit 3 Outcome 1 SAC task for Data Analytics. My name is Phil Feain and I'm the Curriculum Manager for Digital Technologies with the VCAA.

The purpose of this presentation is: to build the capacity of teachers to develop compliant, rigorous and engaging VCE assessment tasks in line with the VCE assessment principles and to provide an overview of how to assess the Unit 3 Outcome 1 School-assessed Coursework task. Over the next few slides we will re-introduce Unit 3 Outcome 1.

Looking at the outcome statement: On completion of this unit the student should be able to respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings. You want to be thinking about how you can assess this within your assessment task. Here's the key knowledge again. The scenario for the assessment task should reference the key knowledge. And here are the key skills. You develop your assessment task to enable students to meet these. Your assessment is based around the key skills.

This slide shows you the assessment task in the study design. In response to teacher-provided solution requirements and designs, create software solutions. The total marks allocated must be out of 100 marks. Over the remaining slides we will look at developing a sample marking scheme.

This slide shows four useful VCAA resources that will help you with assessment. On the left we have the Applied Computing Study Design that includes the Data Analytics Unit 3 Outcome 1 SAC. Then we have the Advice for teachers with Sample approaches to developing an assessment task and the Unit 3 Outcome 1 Performance descriptors.

And finally a resource on the Data Analytics study page which is the Unit 3 Outcome 1 Developing a marking scheme - sample. This is the resource we discussed on the previous slide - Developing a marking scheme - sample. This resource provides some advice on how to break down the 100 marks for the assessment task. It gives an indication of the number of marks for each key skill/performance descriptor or key skills/performance descriptors and the weighting of the marks. Weighting is important as not all the key skills or performance descriptors have the same weighting. More marks should be awarded for more complex and detailed components of the assessment task.

This slide gives some background regarding what you should be considering when developing a marking scheme. Refer to the key skills or the VCAA performance descriptors when developing a marking scheme for the assessment task. Determine the weighting of the marks out of 100 for each key skill or performance descriptor. When determining weightings consider the time that students will take to complete each task as well as the level of difficulty of each task. Marks should be allocated to ensure students can demonstrate a range of levels of performance in the task.

For the key skill, interpret solution requirements and designs to develop data visualisations, you should consider the following: Students are to interpret the solution requirements and designs to develop the database, spreadsheet and data visualisation solutions. The possible number of marks could be 10 marks.

For the key skills, identify, select and extract relevant data from large repositories and use a standard referencing system to acknowledge intellectual property. You should consider the following: Students are to identify, select and extract relevant data from appropriate data repositories and reference them using the APA referencing system. And the possible number of marks could be 10 marks.

For the key skill, organise, manipulate and cleanse data using database and spreadsheet software, you should consider the following: Students are to use appropriate features of the database software tool to store, manipulate and validate data. A higher weighting of marks should be included to meet this key skill or performance descriptor. The possible number of marks could be 20 marks. Also, students are to use appropriate features of the spreadsheet software tool to store, manipulate and validate data. A higher weighting of marks should be included to meet this key skill or performance descriptor. The possible number of marks could be 20 marks.

For the key skill - select, justify and apply functions, formats and conventions to create effective data visualisations, you should consider the following: Students are to use appropriate functions, formats and conventions to create data visualisations. A higher weighting of marks should be included to meet this key skill or performance descriptor. The possible number of marks could be 20 marks. And students are to justify and explain their use of functions, formats and conventions to develop their data visualisations. The possible number of marks could be 10 marks.

For the key skill - develop and apply suitable validation and testing techniques to software tools used, you should consider the following: Students are to test their database, spreadsheet and data visualisation solutions using appropriate testing techniques. The possible number of marks could be 10 marks.

Before I complete the presentation I thought it would be useful to go through some do's. Take the time to develop the assessment task and develop a suitable marking scheme. Refer to the key skills and the performance descriptors. Consider the number of marks to be awarded. Consider weighting of the marks for each component. This enables more marks for more complex and time consuming components of the assessment task and enables you to differentiate more between your stronger students and your weaker students. Ensure you have a range of levels of performance from very low to very high. Having marks in multiples of five helps you to separate the marks out for students. Ensure your marks add up to 100 marks.

And finally some don'ts. Don't just stick a copy of the VCAA Performance descriptors at the back of the assessment task. It does not break down how you are marking each component and how they contribute to 100 marks. Don't have the number of marks out of 10 or 20 or 30 and then say you'll multiply by however much to get a score out of 100. This does not allow your student scores to be separated out and will bunch your scores. Don't just use a commercial marking scheme without checking it against your assessment task. Check to see that it meets the key skills and the performance descriptors and that the marks total to 100 marks. Don't forget to go through the marking scheme with the students before they commence the assessment task. They should know what they are being assessed on and how they are being marked.

The purpose of this presentation was to help teachers: to build their capacity to develop compliant, rigorous and engaging VCE assessment tasks in line with the VCE assessment principles. and to provide an overview of how to assess the Unit 3 Outcome 1 School-assessed Coursework task. Thank you for following this presentation. If you have any questions regarding this presentation you can contact Phil Feain, the Digital Technologies Curriculum Manager at the contact details below. Thank you.

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