Hello and welcome to the VCE Data Analytics 2021 School-Assessed Task on-demand video for the Background to the SAT for 2021. The purpose of this video is to support teachers with understanding the SAT for data analytics.

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This session will involve the following topics, resources and documents, VASS dates, nature and scope of the task, assessment criteria, authentication, assessment sheet, marking, and the audit process.

I've listed the following essential resources for teachers to follow for the SAT in 2021. The Data Analytics study page, Applied Computing Study Design 2020 to 2024, 2021 Administrative information for School-based Assessment, Software tools and functions document, *Advice for teachers*, School-based Assessment Report, 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 Applied Computing Study Design. The study design is now accredited from 2020 to 2024. You need to be familiar with this document for Data Analytics. It details the terms used in the study, Problem-solving methodology, areas of study, outcomes, key knowledge, key skills, School-based Assessment including SACs and SAT, and the examination.

Next we have the Data Analytics study page. This page includes content on the study design, Software tools and functions document, 2021 Administrative information for School-based Assessment, the SAT criteria, 2021 General advice on School-based Assessment audits, examination reports, examination specifications, past examinations, and support materials such as *Advice for teachers*, Adobe Connect videos, and presentations and other resources. Be aware that new content will be added during the year and any changes will also be made through the study page.

We also have the *Advice for teachers* which leads off the Data Analytics study page. This was developed to support teachers with content and resources to assist them with the SAT, including Developing a program, Teaching and learning activities relating to the key knowledge, Unit 3 and 4 Data Analytics School-assessed Task, Sample approach to developing an assessment task SACs, Performance descriptors, Sample weekly planners, and resources such as PowerPoint presentations.

A very important document is the Administrative information for 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 for both the Unit 3 and Unit 4 outcomes includes details regarding the SAT, nature of the task, scope of the task, assessment criteria, so the rubrics, so criterion one to 10, 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 to 10, VCE, VCAL, and VET, published in 10 editions each year. This contains information related to Data Analytics such as professional learning, et cetera. 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 the VCE.

So looking at the VASS dates for 2021. You can see the VASS dates for the SAT scores to be entered are Unit 3 School-assessed Tasks, Friday, 11th of June, and that's for criteria 1 to 5, and the Unit 4 School-assessed Tasks, Wednesday, 3rd of November, and that's for criteria 6 to 10.

Let's now look at the nature and scope of the task. The nature of the task for Unit 3 Outcome 2 is stated in the study design and in the Administrative information for School-based Assessment. It involves a project plan, Gantt chart, indicating tasks, times, milestones, dependencies, and critical path, and a collection of complex data sets that has been referenced, and an analysis that defines the requirements, constraints, and scope of infographics or dynamic data visualisations, and a folio of alternative design ideas and detailed design specifications of the preferred design.

The nature of the task for Unit 4 Outcome 1 is stated in the study design and in the Administrative information for School-based Assessment. It involves infographics or dynamic data visualisations that present findings in response to a research question and an evaluation of the efficiency and effectiveness of infographics or dynamic data visualisations, an assessment of the effectiveness of the project plan, a Gantt chart, in monitoring project progress in one of the following, a written report or an annotated visual plan.

The scope of the task for Unit 3 Outcome 2 is stated in the Administrative information for School-based Assessment. It lists each of the tasks for students and references each observation for the Authentication Record Form and for each criterion for assessment. This is an example of students developing a research question that needs to be observed and assessed by the teacher. The task that students will complete for Unit 3 Outcome 2 are development of a research question, preparation of a project plan, documentation of analysis, acquisition and preparation of data, and the design folio.

The scope of the task for Unit 4 Outcome 1 is also stated in the Administrative information for School-based Assessment. It follows on from the Unit 3 Outcome 2 and lists each of the tasks for students and references each observation for the Authentication Record Form and each criterion for assessment. This is an example of students developing a database and or spreadsheet solution that needs to be observed and assessed by the teacher. The task that students will complete for Unit 4 Outcome 1 are development of database and or spreadsheet solution, development of infographics or dynamic data visualisations, evaluation of infographics or dynamic data visualisations, and the assessment of the project plan. I'll discuss a brief overview of an example of an assessment criterion and how it works.

There are 10 assessment criteria in total for the Data Analytics SAT. For Unit 3 Outcome 2, there are five criteria labeled 1 to 5. For Unit 4 Outcome 1, there are five criteria labeled 6 to 10.

This is an example of criterion 1. Notice it includes the assessment criteria, indicators for what is to be completed, descriptors for each of the indicators, the levels of performance going horizontally across the rubric. Notice the levels of performance range from zero 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 Applied Computing Data Analytics School-assessed Task.

This is a screenshot of the Unit 3 Authentication Record Form for Data Analytics. Student details are to be provided at the top of the form, in the table of 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 for each observation and submission. At the completion of the unit, students have to 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 through the lifetime of the SAT. There is a similar form for Unit 4. Authentication Record Forms can be requested as part of the audit process by the VCAA.

Looking at the Assessment Sheet. This is the Assessment Sheet for scores to be added and submitted through VASS. And looking at some marking considerations for the SATs. A couple of marking issues that need to be discussed. Use the rubrics from the 2021 Administrative information for School-based Assessment for Data Analytics. Mark the rubrics holistically. 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 a group of is not observed and not submitted. You can award a mark if observed and not submitted. A zero is to be awarded when work is submitted but does not meet the descriptors, however, students 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 or requirements set out in study designs are being followed and that assessment is being carried out in line with 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 a re-accredited VCE study design. You want to focus this 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 responses 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. Further evidence requested may be 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 serious concerns are raised. And the submission of further evidence is completed electronically.

You need to be aware of the use of commercial instructions for the School-assessed Task. There are several concerns. Teachers using commercial instructions without checking them against the study design, including content outside the scope of the outcome, detailed instructions that could constitute undue assistance, and incorrect rubrics being used or modified versions of the VCAA rubrics being used. The VCAA recommends that schools check all instructions against the outcome statement, key knowledge, and key skills, use only VCAA criteria from the Administrative information for the current year 2021.

We have reached the end of this presentation.

The contact details for the curriculum manager are Phil Feain. My phone number is 9059 5146 or email me at Philip.Feain@education.vic.gov.au.

Thank you for following this presentation.

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