Hello, and welcome to the VCE Data Analytics 2021 School-Based Assessment on-demand video on the Unit 3 Outcome 1 SAC for 2021. The purpose of this video is to support teachers with understanding the SAC for Unit 3 Data Analytics in 2021

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The purpose of this session is to build the capacity to develop compliant, rigorous and engaging VCE assessment tasks in line with the VCE assessment principles. And to provide an overview of the Unit 3 Outcome 1 School-assessed Coursework task.

In this session, we will cover: Planning. The Unit 3 Outcome 1 task. Key knowledge and key skills. VCAA Performance descriptors. Software tools and functions document. Designing the assessment task. Developing the marking scheme. Using commercial tasks, and look at the VASS dates for 2021. So then we'll go through the Unit 3 Outcome 1 SAC task and look at how to make it a compliant, engaging and rigorous assessment task.

There's a document you that you should consider before you start. Download the School-based Assessment report from the Data Analytics study page. This report provides advice for the first year of implementation of the study in 2021. Sorry, in 2020, that is based on the findings from the 2020 School-based Assessment audit for Units 3 and 4. Content includes: General observations of the Unit 3 Outcome 1 SAC and the Unit 3 Outcome 2 SAT. And specific information on the Unit 3 Outcome 1 SAC and the Unit 3 Outcome 2 SAT. This is worthwhile reading before you start writing the assessment task and have next to you as you develop the task.

When you sit down to plan to develop the assessment task, the following documents or resources will be useful to you. Applied Computing Study Design. So Unit 3 Outcome 1 Data Analytics on pages 25 to 29. This includes the areas of study statement, outcome statement, key knowledge and key skills. The Software tools and functions document. The *Advice for teachers*. Data Analytics, Unit 3 Area of Study 1. Sample approaches to developing an assessment task. And Data Analytics Unit 3 Outcome 1, Performance descriptors. The School-based Assessment Audit report 2020. And resources such as the 2021 Data Analytics Unit 3 Outcome 1 Assessment task development template – Blank. 2021 Data Analytics Unit 3 Outcome 1 Assessment task development template – Plan. And the 2021 Data Analytics Unit 3 Outcome 1 Developing a marking scheme – Sample.

As the teacher you have several things to consider. You need to decide on the most appropriate task for your cohort, time and conditions for conducting the task and inform the students ahead of the date. Some other considerations include: the outcome being assessed and the task type, the estimated time it will take to teach the key knowledge and key skills for the outcome, the likely length of the time required for students to complete the task, the classroom environment that the assessment task will be completed in, whether the assessment task will be completed under open-book or closed-book conditions, any additional resources required by students, and when tasks are being conducted in other subjects and the workload implications for students.

Let's have a look at the outcome statement. On completion on this unit the students 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 need to ensure the SAC task meets this. There were many issues with the Unit 3 Outcome 1 last year where the task did not even meet with the outcome statement.

Next is the assessment task itself. It responds to teacher-provided solution requirements and designs, create software solutions. And it must be out of 100 marks.

Here's the key knowledge. These can be used to develop the task, or tasks. The scenario for the task should only reference these dot points. For teachers wanting activities to assist with their students' learning, we have developed these examples of learning activities in the *Advice for teachers*. These learning activities meet with the Unit 3 Outcome 1 key knowledge dot points.

Your key skills are how you want to assess your students. You want students to be able to: interpret solution requirements and designs to develop data visualisations, identify, select that extract relevant data from large repositories, use a standard referencing system to acknowledge intellectual property, organise, manipulate and cleanse data using database and spreadsheet software, select, justify and apply functions, formats and conventions to create effective data visualisations, and develop and apply suitable validation and testing techniques to software tools used.

We also have the VCAA Performance descriptors in the *Advice for teachers* for Unit 3 Outcome 1. We've seen teachers using these more and more over the last few years. These could be used to assist you in developing your assessment task and marking scheme assessment criteria. If you would go to use this, don't just add it to the end of your task or commercial task. Often we see this is included but there is no relationship between the task and the performance descriptors. The assessment task should show the task and the marks for the props for what the students are to complete. Consideration should also be given to the weighting of the marks in the task. These descriptors do not need to be evenly weighted. When using the Performance descriptors for the marking scheme or assessment criteria, you should also show the marks and weightings clearly within the document. The Software tools and functions document is available on the Data Analytics study page. It details the software tools and functions to be used when developing software solutions for Unit 3 Outcome 1. Students are to be using database, spreadsheet and data visualisation software tools in this assessment task.

When designing the assessment task, students should be advised of the timeline and conditions under which the task is to be completed. The assessment task must directly assess the student's understanding of the key knowledge and key skills as well as their ability to apply these to their assessment task. Due dates and duration of assessment is a school-based decision. Students should be given instructions regarding the requirements of the task, including time allocation, format of student responses and the marking scheme or assessment criteria. The marking scheme or assessment criteria used to assess the student's level of performance should reflect the VCAA performance descriptors and the key skills.

When designing a task you need to consider how the outcome statement, key knowledge, key skills and the VCAA performance descriptors connect together. By reading the key knowledge, key skills and performance descriptors alongside each other, tasks can be developed for assessment that covers the performance descriptors. Teachers will need to write a task and provide solution requirements and designs for students to create software solutions. Students are required to use database software, spreadsheet software and data visualisation software tools.

This slide shows a resource that I've put together of a template showing how the key knowledge, key skills had performance descriptors link together. This can be downloaded from the Data Analytics study page. You could use these to help you to plan and develop your assessment task.

This slide shows a resource that I've put together of a template showing how to develop a case study or scenario around the key knowledge, key skills and performance descriptors for the assessment task. This can be downloaded from the Data Analytics study page. You could use this to help you to develop your assessment task.

Considerations for developing a marking scheme. At this stage, you've developed your task and determined how you want the students to respond to it. Now you need to consider developing the marking scheme. List the VCAA performance descriptors and key skills. For each performance descriptor or key skill, list the activities required to demonstrate competency. Consider how many marks out of 100 that you would use for this particular area. Determine weightings. There are two factors to consider: Think of the time expended by students for each part of the task, and allocate marks according to likely student effort areas. Think of the difficulty of specific tasks. Ensure that there is a chance for your struggling students to demonstrate levels of competency in the task. And develop your marking scheme/assessment criteria.

This slide shows another resource that I put together of a template showing an example of determining the weighting of the marks out of 100. The weighting of the marks does not have to be the same for each descriptor or key skill. In this example, the weightings reflect what is expected in the response in terms of the amount of content, time and detail required. This also helps you to spread your students' marks out. This can be downloaded from the Data Analytics study page.

Commercial tasks could be an issue and often teachers will follow these. This slide looks at some potential concerns. Teachers often use a commercial task without checking it against the study design to see that it meets the outcome statement, key knowledge and key skills An unmodified commercial task will more than likely not meet requirements. Teachers often use a commercial task as is without modifying it to suit their cohort. The task may be too easy or difficult for your cohort. Commercial tasks from previous years are often used without any alterations and often unchecked. Solutions are in the public domain and cannot guarantee authentication. Often content for assessment is outside the scope of the outcome – sometimes up to 20%. Poor use of marking schemes or rubrics being used. And a lack of understating of the connection to the task and the marking scheme and issues with the weighting of the descriptors.

Some recommendations to assist you in meeting the VCE Assessment principles. If you decide to start off using a commercial task for ideas then you need to check it and modify it. Check the commercial task against the current study design. This includes the outcome statement, key knowledge and key skills. Be very watchful that the tasks address the current study design. Significantly alter the commercially produced tasks each year in terms of content and context, even for this current year. Check that the marking scheme or assessment rubric and ensure it meets key skills and performance descriptors. And do the task yourself to ensure you are satisfied that it meets requirements and is suitable to your cohort.

These are the VASS dates for 2021. So the due date for Unit 3 School-based Assessment. So Unit 3 Outcome 1 SAC is Monday, the 6th of September. The due date for the Unit 4 School-based assessment, Unit 4 Outcome 2 SAC is Wednesday, the 3rd of November.

This is the end of the session on the Unit 3 Outcome 1 SAC.

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Thank you for following this presentation.

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