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

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The purpose of this session is to build capacity to develop compliant, rigorous and engaging VCE Assessment tasks in line with the VCE Assessment principles and to provide a brief overview of School-based Assessment and the VCE Assessment principles. Over the next few slides we'll have a look at School-based Assessment.

The purpose of School-based Assessment is to determine a student's level of achievement. This can be through a score for each criterion out of 10 in the SAT for Unit 3 Outcome 2 or a score out of 100 in the SAC in Unit 3 Outcome 1. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement and this can be by an 'S' or an 'N'.

In Unit 3 Data Analytics there are two types of School-based Assessment. The School-assessed Task or SAT or the School-assessed Coursework, SAC. The SAT assesses practical skills and has mandated criteria for assessment. There are five criteria for Unit 3 Outcome 2, each with a score out of 10. The SAC assesses a student's level of achievement out of a score of 100.

When talking about School-based Assessment we also need to discuss the VCE Assessment principles. There are four VCE Assessment principles. Valid and reasonable, equitable, balanced and efficient. We will go through each of these in the next few slides.

VCE Assessment should be valid and reasonable. It should not assess learning that is outside the scope of a study design. It should give students clear instructions and it should be administered under conditions that are substantially the same for all students undertaking that assessment and ensure that assessment results are fair and comparable across the student cohort for that study. Authentication and school moderation should be used.

VCE Assessment should be equitable. It should neither privilege nor disadvantage certain groups of students or exclude others and it should be designed so that, under the same or similar conditions, they provide consistent information about student performance.

VCE Assessment should be balanced. It should provide a range of opportunities for a student to demonstrate in different contexts and modes, the knowledge, skills, understanding and capacities set out in the curriculum. It should provide the opportunity for students to demonstrate different levels of achievement. And judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study.

VCE Assessment should be efficient. The study design will set out the minimum number of assessments for teachers and assessors to make a robust judgment about each student's progress and learning. It must balance the demands of precision with those of efficiency and it should not generate workload and/or stress that unduly diminishes the performance of students under fair and reasonable circumstances.

This is the end of the session on School-based Assessment.

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Thank you for following this presentation.

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