**Phil Feain -** Hello and welcome to this VCE Data Analytics School-assessed Task on-demand video for the School-assessed Task in 2024. The purpose of Video 1 is to support teachers with understanding the background to the SAT for Data Analytics. My name is Phil Feain and I'm the Curriculum Manager for Digital Technologies with the VCAA.

This presentation will involve the following topics: resources and documents, VASS dates, nature and scope of the task, assessment criteria, authentication, assessment sheet, marking and commercial instructions. The first essential resource is the Applied Computing Study Design. The study design is now accredited from 2020-2024. You need to be familiar with this document for Data Analytics. It details: the terms used in this 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, 2024 Administrative information for School-based Assessment, 2024 General advice on School-based Assessment audits, examination reports, examination specifications, past exams, support material, including: Advice for teachers, professional learning videos and resources for the SACs and SAT. We have also the Advice for teachers, which links 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 programme, 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, performance descriptors and Sample weekly planners.

The Administrative information for School-based Assessment contains information relevant to the SAT, as well as the authentication and assessment of the SAT. This document is updated every year. Content included for both the Unit 3 Outcome 2 and Unit 4 Outcome 1 outcomes are: details regarding the SAT, Nature of the task, Scope of the task, assessment criteria rubrics, authentication of the SAT, Authentication record form and the Assessment sheet. Keep in mind that you should only be referring to the 2024 Administrative information.

Another document, which 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 10 editions each year. This contains information relating 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 could register for Notices through the school's VASS Administrator.

The VCAA then processes these requests and updates, the distribution list used to send notices to schools. Two other important resources are the 2024 Assessment Schedule, which provides dates for when scores need to be submitted to VASS for SACs and SATs, and the VCE Administrative Handbook 2024, which outlines the rules, regulations, and policies governing the delivery of the VCE. The VASS dates for SAT scores to be entered are Unit 3 School-assessed Task - July - Data Analytics. Unit 3 Outcome 2 Criteria 1-5. Unit 4 School-assessed Task - November - Data Analytics. Unit 4 Outcome 1 Criteria 6-10.

Teachers should be aware of the dates for submission of scores into VASS in July and November. These dates are published in the 2024 Important Administrative Dates and Assessment Schedule, published annually on the VCAA website.

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, 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 in monitoring project progress in one of the following: a written report or an annotated visual plan.

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 of preparation of data and the design folio. The tasks 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.

There are 10 assessment criteria in total for the Data Analytics SAT. For Unit 3 Outcome 2 there are 5 criteria labelled 1-5. For Unit 4 Outcome 1 there are 5 criteria labelled 6-10. 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 and Levels of Performance going horizontally across the rubric. And notice the Levels of Performance range from 0-10 marks. Teachers are to use these assessment criteria only for marking the SATs.

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 Administrative Handbook 2024. This is important to ensure that undue assistance is not provided to students while undertaking assessment tasks. Make sure you have a copy of the VCE Administrative Handbook 2024 with you when planning for authentication. Teachers must be aware of the requirements for 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 would be provided at the top of the form. In the table, a space 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 are 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 during 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. This is the Assessment sheet for scores to be added and submitted through VASS. Notice the scores for each level of performance for each criterion needs to be provided as well as a total score.

A couple of marking issues that need to be discussed. Use the rubrics from the 2024 Administrative information for School-based Assessment - Data Analytics. Mark the rubrics holistically. Consider how you mark and the effect on statistical moderation on those marks. The awarding of a 0 instead of an NA can affect the 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. You can award a mark if observed and not submitted. And 0 is to be awarded when the work is submitted, but does not meet the descriptors. However, students still need to be able to achieve an S.

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. They can include content outside the scope of the outcome. Detailed instructions that could constitute undue assistance. Instructions shouldn't tell students what to do. And incorrect rubrics being used or modified versions of VCAA rubrics being used.

The VCAA recommends that schools check all instructions against the outcome statement, key knowledge and key skills and use only VCAA criteria from the Administrative information for the current year.

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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