**Phil Feain -** -Hello and welcome to the VCE Data Analytics Unit 3 School-based Assessment on-demand video for 2024. The purpose of Video 1 is to support teachers with understanding School-based Assessment 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 provide a brief overview of School-based Assessment and the VCE assessment principles, and to help build teacher capacity to develop compliant, rigorous and engaging VCE assessment tasks in line with the VCE assessment principles. Over the next few slides, we'll look at School-based Assessment.

The purpose of School-based Assessment is to determine a student's level of achievement. This could 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. Satisfactory achievement involves an S or an N.

In Unit 3 Data Analytics there are two types of School-based Assessment. The School-assessed Coursework or SAC for Unit 3 Outcome 1 and the School-assessed Task or SAT for Unit 3 Outcome 2. The School-assessed Coursework task assesses a student's level of achievement. In Unit 3 Outcome 1 this is a score out of 100. The School-assessed Task assesses practical skills and has mandated criteria for assessment. In Unit 3 Outcome 2 there are five criteria each with a score out of 10.

The SAC is a part of School-based Assessment. The nature and scope of the task is set by the school. Schools design and deliver the teaching and learning programme for the School-assessed Coursework. The School-assessed Coursework is related to only one outcome. Schools design a task and the assessment criteria using the key knowledge, key skills and VCAA performance descriptors. The score for the School-assessed Coursework task follows the mark allocation in the study design. The scores for each outcome are entered into VASS.

The SAT is a part of School-based Assessment. The nature and scope of the task is set by the VCAA. Schools design the teaching and learning programme for the SAT based on the Administrative information published by the VCAA. The SAT generally spans over several outcomes. The VCAA mandates the assessment criteria for the SAT. Each SAT criterion is out of 10 marks with the levels of performance spanning from very low to very high. The scores for each criterion are entered into VASS.

When talking about School-based Assessment we also need to discuss the VCE assessment principles. You need to follow the VCE assessment principles when developing and assessing the School-assessed Coursework tasks and planning for the School-assessed Task. Assessment is an integral part of the teaching and learning at the senior secondary level. Assessment identifies opportunities for further learning, describes student achievement, articulates and maintains standards and provides the basis for the award of a certificate. As part of VCE studies, assessment activities enable the demonstration of the achievement of an outcome or set of outcomes and the judgement and reporting of a level of achievement on a task or collection of tasks for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks or examinations.

The key principles underpinning all VCE assessment practise ensure that the assessment instruments enable judgments to be made about demonstration of the outcomes and levels of achievement fairly, in a balanced way and without adverse effects on the curriculum or for the education system. Assessments should be acceptable to stakeholders, including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent. 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, should give students clear instructions, 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, using authentication and school moderation.

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

VCE assessment should be balanced, provide a range of opportunities for a student to demonstrate in different contexts and modes, the knowledge, skills, understanding, and capacity set out in the curriculum, should provide the opportunity for students to demonstrate different levels of achievement. A judgement 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 judgement about each student's progress and learning, must balance the demands of precision with those of efficiency, it should not generate workload and or stress that unduly diminishes the performance of students under fair and reasonable circumstances.

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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