Hello and welcome to the VCE Software Development - Unit 4 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 and the VCE assessment principles for Software Development. My name is Phil Feain and I'm the Curriculum Manager for Digital Technologies with the VCAA.

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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 in Unit 4. Over the next few slides we will 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 4 Outcome 1 or a score out of 100 for the SAC in Unit 4 Outcome 2. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. This could be an 'S' or an 'N'. In Unit 4 Software Development there are two types of School-based Assessment. The School-assessed Task or SAT and the School-assessed Coursework. The SAT assesses practical skills and has mandated criteria for assessment. There are five criteria for Unit 4 Outcome 1 with each criterion having a score out of 10. The SAC in Unit 4 Outcome 2 assesses a student's level of achievement out of a score of 100.

The SAT as 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.

The SAC as 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 the 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.

When talking about delivering School-based Assessment we also need to discuss meeting the VCE assessment principles. 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 of 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 affects on the curriculum or for the education system. Assessment 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 over 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. It should be administered under conditions that are substantially the same for all students undertaking that assessment and it should 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. 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 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. 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.

Thank you for watching this presentation. If you have any questions regarding Software Development you can contact Phil Feain Digital Technologies Curriculum Manager at the details below.

Phil Feain, Curriculum Manager – Digital Technologies, tel: 03 9059 5146, email: [Philip.Feain@education.vic.gov.au](mailto:Philip.Feain@education.vic.gov.au)

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