**Phil Feain** - Hello and welcome to this VCE Software Development School-assessed Task on-demand video for the School-assessed Task in 2022. The purpose of Video 5 is to support teachers with the administration of the SAT for Software Development. This is to address some of the issues we've seen in the audit process over the last two years. My name is Phil Feain and I'm the Curriculum Manager for Digital Technologies with the VCAA.

In this presentation we'll look at: Planning for the SAT, Strategies for delivering and assessing the SAT, Following VCE procedures, The SAT criteria for 2022, What to provide students, Student completion of the SAT and Marking. Information relating to the School-assessed Task can be found in the Administrative information for School-based Assessment. This includes the SAT criteria and authentication information, including record forms and the assessment sheet.

The SAT involves both Unit 3 Outcome 2 and Unit 4 Outcome 1. Some considerations when planning to deliver the SAT. Determine what you need to teach your students in order to prepare them for the SAT. Refer to Unit 3 Outcome 2 and Unit 4 Outcome 1 in the study design. Determine when you will deliver and assess each of these outcomes. Most schools follow the outcomes sequentially. Here's an example: Unit 3 Outcome 1 SAC - Commence at the start of the year at the beginning of Term 1. Assess before the end of Term 1. Unit 3 Outcome 2 SAT - Commence in late Term 1. Assess during Term 2 before the end of Semester 1. Unit 4 Outcome 1 SAT - Commence in late Term 2 . Assess during late Term 2 and into Term 3. Unit 4 Outcome 2 SAC - Commence in mid-late Term 3. Assess in the last week or two of Term 3.

Determine how much time teachers will need to spend on administering the SAT. Teachers will need time to deliver the teaching and learning programme, time for observation of criteria for authentication, time for assessment, cross marking, moderation, and submission of SAT criteria scores to VASS. Determine how regularly observations will be completed by you. Weekly or fortnightly. Determine when SAT scores are due to VASS. July 2022 and November 2022. Determine how much time you will need to assess student work and when you will do it. Consider whether you will assess each criterion separately and provide feedback to students for each one or have them submit it altogether at the end. What would benefit your students? Determine how you will develop the capacity of your students in the use of the selected programming language. Refer to the Programming requirements document. Refer to the relevant VCAA documentation of the Software Development study page to guide you through administering the SAT.

In terms of delivering and assessing the SAT criteria there are two strategies that teachers could follow. Strategy 1 is the milestone strategy and Strategy 2 is the submit all strategy. Strategy 1. Students complete and submit one criterion at a time for assessment. Teachers assess and provide feedback. Advantages. Quick feedback for students and very effective for motivating students. Particularly, if they start off slow - better authentication. Disadvantages. You need to be responsive and disciplined over the course of the year.

Strategy 2. Students complete and submit Criteria 1 to 5 as one submission in Unit 3 and then teachers assess Criteria 1 to 5 and provide feedback. Same with Criteria 6 to 10. Advantages. Less marking throughout the SAT. Disadvantages. Some students will struggle due to less feedback Possible issues with authentication, more observations, more concentrated marking at a busy time of Term 2 and Term 3.

It is important to follow VCE procedures when conducting the SAT. Refer to the VCE and VCAL Administrative Handbook 2022 and the VCE Applied Computing: Software Development: Administrative information for School-based Assessment in 2022 documents. Also speak regularly with your VCE coordinator.

On this slide we have a list of things for teachers to consider regarding procedures. The distribution of school policies and procedures to students. Policies around SAT work being lost, damaged or stolen and how to determine a result. Providing a unit timeline to students. Cross-marking procedures. Moderation procedures. Authentication procedures. Providing feedback to students and the redemption policies for when a student receives an N. There are no changes to the Administrative information for School-based Assessment for Software Development for 2022. There are no changes to Criteria 1-10.

Remember to only refer to the 2022 Administrative information for School-based Assessment on the Software Development study page. Unfortunately, we see old criteria being referred to each year. It is really important to provide all the necessary information to students for them to be able to complete the SAT. One of the things that students should receive is a course outline or a unit timeline. This details what they are doing from week to week throughout Unit 3 and Unit 4. It includes what they are learning and when an assessment is being conducted.

This is a sample course outline which can be found in the Advice for teachers under Sample Weekly Planners. This will need to be modified to use in your school setting. Students should also receive: Instructions for the SAT. Task conditions such as dates, timelines, submissions, authentication, etc. Criteria for the SAT and Feedback regarding results.

On this slide we have a list of items that teachers need to consider regarding student completion of the SAT. Students should be encouraged to complete their work at school. Depending on the school timetable they should have several classes a week to work on their SAT. Students could also work on their SAT outside of school times. As such, authentication procedures must be followed for all student work in relation to the SAT. Students are not to submit draughts of their criteria. Observation is used for authentication. SATs require an extended period of time for completion often involving multiple weeks and a SAT should not be treated as a SAC.

In terms of marking and the submission of VASS scores: Students need to complete and submit their SAT criteria and so you as the teacher have ample time for: Marking, Checking, Cross-marking, Moderating, VASS entry, and Final checking. Identify the date when your school wants the VASS scores for entry and plan backwards. I've worked in schools where they wanted the VASS scores a week before the final due date.

Some things to be aware of when marking the SAT: The VCAA SAT criteria and performance descriptors are mandated and must be used when assessing student work. Each assessment criterion is to be marked holistically. The teacher uses their professional judgement to determine a score out of 10 for each criterion. You need to consider how you mark and the effect of your marking on the statistical moderation of the marks. Be aware that the awarding of a 0 instead of an NA can affect statistical moderation of your class results.

In this presentation we looked at: Planning for the SAT, Discussed strategies for delivering and assessing the SAT, Looked at following VCE procedures, Discussed the SAT criteria for 2022, Discussed what to provide students, Discussed student completion of the SAT and Discussed marking. 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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