**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 1 is to support teachers with understanding the background for the SAT for Software Development. 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. I've listed the following essential resources for teachers to follow for the SAT in 2022. Software Development study page, Applied Computing Study Design, 2022 Administrative information for School-based Assessment, Programming requirements document, Advice for teachers, School-based Assessment Report, Examination specifications and past examinations, 2022 General advice on School-based Assessment audits, VCAA Bulletin and Notices to Schools and on-demand videos and resources are the Software Development study page.

The first essential resource is the Applied Computing Study Design. The Study Design is now accredited from 2020 to 2024. You need to be familiar with this document for Software Development. It details the: Terms used in the 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 Software Development study page. This page includes content on the: Study design, Programming requirements document, 2022 Administrative information , 2022 General advice on school-based assessment audits, Examination reports, Examination specifications, Past examinations, Support material such as: Advice for teachers, Professional learning videos and Resources for the SACs and SAT.

We also have the Advice for teachers which links off the Software Development 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 Software Development School-assessed Task, Sample approach to developing an assessment task, Performance descriptors and Sample weekly planners.

The Administrative information for School-based Assessment is a very important document. This document contains information relevant to the SAT as well as the authentication and assessment of the SAT. This document is updated every year and teachers are to ensure they use the 2022 document for 2022. Content included for both the Unit 3 Outcome 2 and Unit 4 Outcome 1 outcomes include: 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 2022 Administrative information.

Another document that 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 ten additions each year. This contains information related to Software Development such as professional learning, etc. 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 lists used to send Notices to Schools.

Two other important resources are the 2022 Assessment Schedule, which provides dates for when scores need to be submitted to VASS for SACs and SATs and the VCE and VCAL Administrative Handbook 2022 which outlines the rules, regulations and policies governing the delivery of the VCE.

Looking at the VASS dates for 2022. The VASS dates for SAT scores to be entered are: Unit 3 School-assessed Task - Monday the 18th of July. Unit 4 School-assessed Task - Wednesday the 2nd of November.

Let's now look at the nature and scope of the Task. 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 justification of the selected development model as a written report and an analysis that defines the requirements, constraints and scope of a solution in the form of a software requirements specification 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: A software solution that meets the software requirements specification and preparation and conduction of usability tests and an evaluation of the efficiency and effectiveness of the software solution, an evaluation of the effectiveness of the selected development model, 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 scope of the task for Unit 3 Outcome 2 is stated in the Administrative information for School-based Assessment. It lists each of the tasks for students, and references each observation for the Authentication record form and each criterion for assessment. The example on this slide involves students identifying a need or opportunity that needs to be observed by the teacher.

The tasks that students will complete for Unit 3 Outcome 2 are: Identification of need or opportunity, Preparation of a project plan, Development model, Collection of data, Development of software requirements specification and the Design folio.

The scope of the task for Unit 4 Outcome 1 is also stated in the Administrative information for School-based Assessment. It follows on from Unit 3 Outcome 2 and lists each of the tasks for students and references each observation for the Authentication record form and each criterion for assessment.

The example on this slide involves students developing a software solution that needs to be observed and assessed by the teacher. The tasks that students will complete for Unit 4 Outcome 1 are: Development of software solution, Usability testing, Evaluation of software solution and development model and the Assessment of the project plan.

I'll discuss a brief overview of an example of an assessment criterion and how it works. There are 10 assessment criteria in total for the Software Development SAT. For Unit 3 Outcome 2 there are five criteria labelled 1-5. For Unit 4 Outcome 1 there are five criteria labelled 6-10. This is an example for Criterion 1. Notice it includes: the assessment criteria, indicators for what is to be completed, descriptors for each of the indicators and level of performance going horizontally across the rubric and notice the levels of performance range from 0 to 10 marks. Teachers are to use these assessment criteria only for marking the SATs.

We'll have a brief overview of authentication. 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 and VCAL Administrative Handbook 2022. 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 and VCAL Administrative Handbook 2022 with you when planning for authentication. Teachers must be aware of the requirements for the authentication of VCE Applied Computing: Software Development School-assessed Task.

This is a screenshot of the Unit 3 Authentication record form for Software Development. Student details are to be provided at the top of the form. In a table are spaces 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 for all resource materials and assistance used as being 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.

Looking at the Assessment Sheet. 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. Looking at some marking considerations for the SAT. A couple of marking issues that need to be discussed. Use the rubrics from the 2022 Administrative information for School-based Assessment - Software Development. Mark the rubrics holistically. Consider how you mark and the effect on statistical moderation of 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 - can award a mark if observed and not submitted. 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.

In the final part of this presentation, we'll look at commercial instructions. 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. In this presentation we looked at: Resources and documents for the study, the 2022 VASS dates, the Nature and scope of the task, an example of the Assessment criteria, discussed Authentication, looked at the Assessment sheet, the Marking of the SAT and Commercial instructions.

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.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2022