Hello and welcome to the VCE Software Development 2021 School-assessed Task on-demand video on the Background to the SAT for 2021. The purpose of this video is to support teachers with understanding the SAT for Software Development.

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This session will involve the following topics: Resources and documents. VASS dates. Nature and scope of the task. Assessment criteria. Authentication. Assessment sheet. Marking and the Audit process.

I've listed the following essential resources for teachers to follow for the SAT in 2021: The Software Development study page. Applied Computing Study Design. 2021 Administrative information for School-based Assessment. Programming requirements. *Advice for teachers*. School-based Assessment report. Examination specifications and past examinations. 2021 General advice on School-based Assessment audits. *VCAA Bulletin* and Notices to Schools, and presentations and resources will be added to the study page throughout the year.

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 Software Development. It details: The terms used in the study. Problem-solving methodology. Areas of study. Outcomes. Key knowledge. Key skills. School-based Assessments, such as the SACs and SAT, and the examination.

Next we have the Software Development study page. This page includes content on: The study design. Programming requirements. 2021 Administrative information for School-based Assessment . 2021 General advice on School-based Assessment audits. Examination reports. Examination specifications. Past examinations, and support material such as: *Advice for teachers*. Adobe connect videos. Presentations and other resources. Be aware that new content will be added during the year, and any changes will also be made through the study page.

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 program. 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. Sample weekly planners, and resources such as PowerPoint presentations.

A very important document is the Administrative information for School-based Assessment. 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 2021 document for 2021. 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 for Criteria 1–10. Authentication of the SAT. Authentication Record Form, and the Assessment Sheet.

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 10 editions each year. This contains information relating to Software Development 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 lists used to send Notices to Schools.

Two other important resources are the 2021 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 2021* which outlines the rules, regulations and policies governing the delivery of the VCE. Looking at the VASS dates for 2021. The VASS dates for SAT scores to be entered are: Unit 3 School-assessed Tasks Friday the 11th of June that's for Unit 3 Outcome 2 . For Unit 4 School-assessed Tasks Wednesday the 3rd of November. And that's for Unit 4 Outcome 1 .

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 times, tasks, 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 evolves: 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 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. This is an example of students identifying a need or opportunity that needs to be observed by the teacher. The task 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. This is an example of students developing a software solution that needs to be observed and assessed by the teacher. The task 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 of 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.

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 2021*. This is important to ensure that undue assistance is not provided to students undertaking the assessment tasks. 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 the 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 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 material 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 life time 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. Look at some marking considerations for the SAT. A couple of marking issues that need to be discussed: Use the rubrics from the 2021 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 statistical moderation of your class results. Late submission – this is a school-based decision with some flexibility. NA used 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. 0 is to be awarded when the work is submitted but that's not the descriptors – students still need to be able to achieve an 'S'.

The next few slides will introduce you to the School-based Assessment Audit. The purpose is to check that the standards and requirements set out in the study designs are being followed and that assessment is being carried out in line with the VCE assessment principles. Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program. All schools are audited annually for at least one VCE study and all VCE studies are subject to the School-based Assessment Audit. An increased number of schools are audited for VCE studies in the first year of implementation of a reaccredited study design.

The audit focuses on the VCE assessment principles. They are: VCE assessments should be valid and reasonable. VCE assessment should be equitable. VCE assessment should be balanced, and VCE assessment should be efficient. There are two stages to the audit.

The first stage consists of a study specific audit questionnaire which is completed online by teachers on behalf of the school. The responses provided by the school to the audit questionnaire enable the VCAA to determine if school-based assessment is following the specifications and requirements set out in the accredited VCE study design and the VCE assessment principles. Depending of the outcome of the audit questionnaire, schools may be required to submit further evidence. This is the second stage.

The further evidence requested may be on any aspect of the assessment including tasks, assessment information provided to students, conditions of assessment, marking schemes or criteria, assessment timeline or monitoring processes. Samples of student work will only be requested if a serious concern is raised. And the submission of further evidence is completed electronically. 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 study design – including content outside the scope of the outcome. Detailed instructions that could constitute undue assistance. 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 .

This is the end of the presentation.

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Thank you for following this presentation.

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