**Geoffrey O’Neill:** Thank you everyone for watching today's video, exploring and sharing with you support in assessing the School-Assessed Task in 2020, the VCE Product Design and Technology. 2020 has been an unprecedented year and I'm sure you've heard that a number of times, with all the challenges that we're facing brought about by the coronavirus COVID-19. And I do want to thank each and every one of you for your commitment to the continuity of learning and the continuity of assessment for your studies in particular for Product Design and Technology.

My name is Geoffrey O'Neill and I'm the acting manager of the VCE Curriculum unit at the VCAA, I'm joined in today's video by Leanne Compton who is the curriculum manager responsible for Product Design and Technology, and Simon van Dillen, who is our State Reviewer and a practising teacher for Product Design and Technology.

So we'll be covering a number of things throughout today's afternoon and each of us will present a different section on this. We'll start with an overview and introduction and an update to our COVID-19 directions, an overview of the statistical moderation and educational disadvantages, the processes that we have in place to support students here at the VCAA. Then looking at decisions around school-based assessments and meeting the unit four outcomes. Then we'll dive deeper into the School-assessed Task assessment criteria, go through examples on how you can approach that in your unique circumstances at your school in assessing and ranking your students for the School-assessed Task. And finally we'll conclude with the VCE assessment principles and a conclusion of today's video.

So the VCAA is continuing to take a flexible and agile approach to meet the issues around the coronavirus COVID-19, and we are relying on schools to be similarly agile and flexible in ensuring the continuity of learning and the delivery of school-based assessment during these times. Like I said right from the start, I do want to thank each and every one of you for your commitment to your students and being so flexible and agile in supporting your students in the continuity of learning and the delivery of the school-based assessments. No school has faced the same circumstances, each and every one of you have had different circumstances based maybe on your location or the impact of coronavirus, and your community around you. So I do want to thank each and every one of you for being agile and flexible and meeting the needs of your individual schools.

It is a school-based decision and always has been a school-based decision with regards to the conditions and arrangements for school-based assessments, and these need to be undertaken to ensure that they meet the VCE assessment principles, the study design requirements, and the requirements with the VCE and VCAL Administrative Handbook 2020. There may and will be variation between schools and sectors given your cohort of students, your resources and your unique circumstances. Given our current situation, flexibility around the delivery of school-based assessment is expected.

The VCAA has provided an updated directive around the response to COVID-19 and how to support schools in delivering their assessment and teaching and learning for schools. This is in response to the stage four restrictions in Melbourne, and the stage three restrictions for the remainder of Victoria. This information is dynamic and does change regularly so we do encourage you to ensure that you are always reading the most up to date information on our COVID-19 webpage located on the VCAA's website's homepage, click through the links from there the most up to date COVID-19 advice is there for you. This video is recorded on the 25th of August and this advice is current as at the time of recording. If there are any changes after today's video, that will be updated on our website and communicated to schools through the notices to schools, and also our principal letters as well.

The information that was provided to schools around essential assessment is that schools are able to conduct essential assessment onsite. However, schools and non-school providers can delay the essential assessments when it is not possible to access the school site during school closure. This is entirely a school-based decision on whether you all will come back to your essential assessments onsite. The definition of essential assessments is on our website and includes all school based assessments for all VCE studies. Assessments can also be conducted remotely where the assurance of validity is required. So please make sure you do follow the advice and the information that is on our website regarding the remote delivery of learning programs, and also the information that we provided you around the delivery for onsite assessment, and the DHHS requirements that are around that.

If you are conducting essential assessment onsite for units three and four, all providers must follow the COVID-19 related health directions and the Department of Education and Training guidelines, as well as the specific controls for essential assessments for VCE and VCAL, approved by the Department of Health and Human Services. It's really important that schools follow this and have a COVID safe plan in place to ensure that you are following all these required guidelines to protect the safety of your students and your staff in these times.

The statistical moderation is used each year by the VCAA, and the statistical moderation is used to ensure that the unique and different school-based assessments that are undertaken under varied conditions by each schools are comparable throughout Victoria. The statistical moderation process ensures that there is fairness and equity for all, and is applied by the VCAA to the scores awarded by teachers for school-based assessments. The purpose of this process is that it aligns the schools' assessments to the same standard while maintaining the students' rank order given by the school. It's very important to point out that your rank order given by your school will not change through the statistical moderation process.

The VCAA has introduced a new measure to reflect the impact of the coronavirus pandemic on the VCE students, including our international and offshore students. This process is known as the consideration of educational disadvantage, and it's been introduced to calculate our VCE scores, taking into consideration the disruptions to learning this year due to school closures. The VCAA will consider a range of data provided by schools together with each student's exam results. And more information will be forthcoming around the information required and the process for submitting that information for the consideration of educational disadvantage.

**Leanne Compton:** Okay, I'm going to talk to you about school-based assessments and just for schools to be aware that they are responsible for the ranking of their students. So when schools do their assessment, they are making an assessment of the levels of achievement of their students through that ranking. It's really important to realise that the completion of a unit is quite distinct from the assessment of levels of achievement. And by that we mean that the completion of a unit be S and N, satisfactory or not satisfactory, is different to the ranking that is given in school-based assessments. The School-assessed Task is one form of evidence so the teacher may use to make a decision about the satisfactory completion of a unit, but it's not the only form of evidence. There are a range of strategies a teacher can use to determine if a student satisfactorily completes a unit. These are detailed in the VCE and VCAL administrative handbook, but evidence could include classwork that the student has done, discussions that the teacher has had with the students, or additional tasks that are set by the teacher.

So it's really, I guess, important to realise that the S and N judgement is different to the levels of achievement that are given when students undertake school-based assessments such as the School-assessed Task. As I have mentioned the awarding of a satisfactory completion for a unit is based on whether the student has demonstrated a set of outcomes specified for the unit, and the teachers should be using a variety of teaching and learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and the key skills in the outcome.

**Simon van Dillen:** So looking at the school-based assessment for outcome two, if we look at the study design underneath the outcome, it says on completion of this unit students should be able to apply a range of production skills and processes safely to make the product designed in unit three, and manage time and resources effectively and efficiently. So two points we have there is, how many is possible to do with most students, cause it says a range in previous years that may have been quite a number, under the current circumstances, your range might become very, very small and very, very limited for you for this year to be able to say that student has passed that outcome.

When we designed the product design in unit three, this might not be possible anymore. And the recording of modifications to the product because of COVID-19 is okay, it's okay to do that. And then you may be using a different product or a different activity, you might do some small mini prac times, maybe, hopefully next term when we are able to get back into the schools and restrictions lifted, we could then maybe have to run a couple of activities to actually be able to show that the student can demonstrate the efficiency and effectiveness. You might also look at stuff that you've done in unit three and maybe some trialling and testing some other activities that the student may have done previously and use that as your evidence to support a student getting a satisfactory for outcome two of unit four.

So here I've just listed the key skills and knowledge, and I've just looked at the key skills, the knowledge we can still teach remotely, but the key skills is where teachers may be concerned about, well, how am I going to be able to do this? And so underneath it we got some possible scenarios, so you may have students demonstrate the key skills during production of their product, which is the same as the original design so the same product that student designed in outcome three, they're doing that as well. Students might demonstrate skills in production of the product as a modified design.

So due to COVID, the design now has been modified to whatever level that might be, and you make that decision as the professional in that space. And students demonstrate the skills in production of a product set by their own school teacher, so this is another possible scenario that they don't even get an opportunity to make the original design product because of the circumstances of your school, and as a teacher, you then set a separate task to what was led to before. These are possible scenarios, remembering you may have other ideas and ways of going about it, but these are just possible scenarios and how you might go about it.

So unit four outcome three, on completion of this unit students should be able to evaluate the finished product through testing and feedback against the criteria, create end-user instruction or care labels and recommended any improvements on future products.

So I have highlighted the word here 'finished product' and I want to discuss that a little bit more on the next slide. So finished product, and this is where yeah... I want to give you a clue, there is in the study design no clear description of what constitutes a finished product. It may be implied, but not stated. And a finished product in 2020 would most likely not be what we would expect students to have produced in previous years or in future years, due to time constraints in their time, actually in their space to be able to produce the product, the level in which you would expect the finished product to be, what that product might be, will be totally different. Each individual school needs to decide what they're going to consider the finished product to be.

Possible expectations could be but not limited to, students completing the original design product, so there'll be some schools who will be able to finish the originally designed product and still give a student an S or N based on that. Students completing a modified design of product, I've spoken about that before, students completing a different product to their original design that's been set by the teacher.

So as previously in outcome two, we can use those same three possible scenarios, and you might have had something else that suits your school as well, to be able to consider what our finished product is for this year? And a finished product may be something that was set by the teacher, and doesn't relate to unit three's originally designed product due to the circumstances of this year. Once again the key skills in outcome three, and I've got down the bottom there as well there's some key strategies with dealing with these, they might include but not limited to, using students' finished products, using a combination of students' finished product and teacher set tasks, or only using the teachers set tasks as well. So you may look at, okay, the product is half completed, the students are going to use part of this completed product to do their evaluation, but they may do give feedback on another one that's been set by the teacher or something along those lines. Or the teacher might say, "Right, this is the care label or instructions that you need to produce, but I want it based on this particular product." So that's just two examples of what you could do.

Okay, so that's the finishing of the S or N and how to have our students who are non-scored and scored to be able to get the S or N. Now we're going to look at applying the SAT assessment criteria. And this has been the one which is probably the most difficult in looking at how do we make these fair? So hopefully over this next bit I'll be able to explain how you could possibly use a SAT criteria to suit your cohort of students and be able to rank your cohort of students.

So all criteria need to be used to determine the rank to ensure a statistical moderation process will be fair and equitable. So there will be no change to that, we will be using all nine criteria. Why do we use the assessment criteria? Assessment criteria is used to rank our students, I alluded to it before already, in each individual school. The teachers are best placed to rank their cohort of students as they know them best. And the ranking of your students in your cohort is not against other students in the state. And that's something I just want to be quite clear about is, what the school two suburbs down is doing in the school, three suburbs across is doing may be totally different in the way that they rank their students, but your students will not be ranked against those it's only your own cohort. Teachers applying the assessment criteria, teachers need to use evidence provided by their students to make the judgements, this will differ from school to school and typically occurs across the year.

The teachers need to select which indicators from the criteria that they'll be using to rank their students. All nine criteria will be used, I said that before, however, not all indicators in each criteria may be used. You do not need to use all indicators in there you need to use these criteria, but not all indicators. Therefore teachers can use some or all the indicators listed to form judgement which may not necessarily be the completion of a product, so that we can still use these indicators, we can still use the assessment criteria, even if we don't have a completed product or what we considered a finished product.

Now the indicators provide guidance to both the teachers and the students about what the focus of each criteria and place emphasis on the product design process, there is no one criteria that focuses solely on the finished product. And that's a real bonus for us this year is that each criteria we will be able to use that because of the way the criteria are set up. We will be able to assess and use each of them because not one of them is solely based on the product.

The main thing is that teachers need to ensure that the same indicators are used for assessment for all students in your school, and that the conditions that they undertake the SAT does not privilege or disadvantage any certain group of students within a cohort. And we'll talk around that is if you decide the students are not going to finish their product, then what stage are they not going to finish their product at? And every single student needs to be the same and every single student needs to be assessed at exactly the same level at that point.

So for an example, in resistant materials, you might say that all the students are going to submit a product, but it's not going to have a finish applied to it so it's just going to be raw material. All students need to submit, that's where you're going to mark it out. You may have some students that finishes and stuff like that afterwards, that you can't take that in consideration with marking, you can only take it in consideration at that one particular point.

In non-resistant materials, you might decide that students are not going to be able to have enough time to do embellishments, so we are going to assess all students with the product finished as if it was with that embellishments compared to the original design. Hopefully that makes a little bit of sense there. So we've got some examples, so how we could use these criteria in order.

Example one, I haven't put an example in here on if you have finished products, because you can just use the indicators as you normally would. But this is for an incomplete product, so this is deciding, okay, my students got to week three of this term, they've all done roughly the same amount of work, that's where I'm going to assess them based on that. Or they got three weeks in, or they got two weeks in and I know they're going to get another two weeks, at the end of that two weeks that's where we're going to assess them on, and that's where I'm going to draw the line. As the teacher at my school, what am I going to consider as an incomplete product?

So if we're following the indicators, if I look at so this is a criteria six skills in the application of appropriate processes including risk management and recording progress. So each indicator, or I've got to put a little comment there on how I would or could use this.

Once again, this is only an example, this is one way that you might be able to use it, your school could be different school. Follows the scheduled production plan. Okay, we'll look at how well the students did before production had to stop, how well were they following their production plan, demonstrates record of progress, including end user feedback, same as what we've got above there, how were they going with that up to week three or week five, or how many weeks that they've done? Uses appropriate processes with a level of complexity. I'm not going to weight this one as much when giving the score out of 10 this year, because I only been able to complete a couple of processes, there it hasn't been a lot.

So the emphasis on this particular indicator is really not going to be as strong as the emphasis I'll put on the others when trying to rank the students and give them a score. And once again demonstrating risk management, how well did the students did before production had to stop? So those three are probably going to rank quite heavily, and then when it comes to the processes won't put as much weight on those ones to get the score out of 10. Number seven, skills in project management and justifying modifications in realising the preferred option.

So it uses project management skills, how well did the student go once again before production had to stop? And taking that in consideration, might even look at, depending on, I might want to even take any, if they got in, in semester one, we're able to do some testing of processes, how well did they do that and manage that? I might want to use that as helping me form my judgement here. Once again, as long as every student has done that and we've got the same evidence that we're using is fair for every student. Justifies modifications including end-user feedback, students can document and justify why the product was not complete, more weighing to this indicator.

So I'm going to going to look at why did the production have to stop? What caused production to have to stop? And you would expect the students to start talking about COVID and the fact that's interfered with the production process for them and how that's worked and explaining that and putting details into that.

Next one, assessment criteria eight, skills in developing a quality product that is creative and innovative. So with these indicators, produces a quality, innovative and creative product. I'm going to refer back to the preferred option to help assess this, assist the innovation and creativity on this, and what they initially had said the product would have been, would have looked like when it was finished, and how it would have met. I'm going to use that to help assess this one, not use as much weighting towards the quality of it because the quality at that stage may not be really high, and there may not be able to actually get a lot of quality in the middle of production. Links the product to the design brief, not going to use this one at all. The product's not finished how could it be linked back to the design brief if it's in the middle of being produced? If the final product is not there. So I'm not even going to use that indicator at all. Follows this scheduled production plan and modifications, how well would the student do before they stopped? I'll weight this indicator the most. So how would they get following their scheduled and then talk about modifications, what modifications were they already doing or changing where possible?

And criteria nine, skills in evaluating the finished product user instructions care labels which communicate the product features, care, use, and assembly. So for this one here, I'm just going to use all the indicators as I would. A student can evaluate an incomplete product against their evaluation criteria, how does it make that criteria? Okay, well, it doesn't, it didn't because the product's not finished and I can talk about it, I can explain it, I can give justification, which is what they need to do to get the very, very high. Did it meet the budget? Or at this stage yes it didn't make budget cause it isn't complete, we haven't spent enough on materials and stuff. And they can talk about that, they can give you, they can do an evaluation using an incomplete product and have enough information in there for you to be able to rank them, is what you need to be able to do. Did this student justify their evaluation of their unfinished product better than the next student? Or did this student justify and this student just explained it?

Identifying areas for improvement. They'll be able to talk about that, and you might say, okay, I'm not going to rank that one as highly cause it hasn't gone for as long, and you might expect them to put one or two, three or four, whatever that might be areas of improvement, they would do differently this time. So that's an example of an incomplete product, and then how you might, like I said, in your school might be different on how you use those indicators.

We will go now to... No product can be produced.

So students have not been able to get into the production, start production, or materials didn't arrive in time for the students to be able to start production, and that may not be their own fault, it could be for whatever reasons. Let's look at how we would assess, use the criteria to help rank our students, okay?

So once again, criteria six, I'm not going to use that it follows the schedule production plan, I'm not going to use the demonstrating progress because we can't do that, but uses appropriate processes with a level of complexity. So there's going to set a task for the students to do when they've returned to school, or have them come in because they're able to come in instead of working on their product and have them come in for two or three sessions over the course of three weeks to do like a mini prac class or something along those lines to be able to demonstrate this, setting a different task for them to be able to help rank them. It'll be the same task that every single student whatever skill you can get them to do. So the teacher here sets the practical tasks assist students to undertake the skill. And then once again, the demonstrating risk management, while watching the students do this and observing them do this be ranking them on how safe they were by doing this particular task.

You might also have seen the students do process testing earlier on in the year, and you've got the evidence from there and you can then use that to be able to help with assessing or ranking the students with these indicators, so you may not need them to come in to do a task you might go right they did production processes, we've got the evidence there, we're going to use that to help rank because they haven't been out to do a project or do a product.

Criteria seven, so here's it uses project management skills. The teacher sets task to assess students, I am going to then with the period of time that they are given, with I guess like a set of instructions on how they've got to do the process, whatever the task might be. I'll give them a list of instructions that they need to follow, how well did the students actually do this during that time with the same set time for each student in the class who was the one that managed their time the best? Who was second? Who was third? And then be able to rank my students that way. Justification of modifications, students can document and justify why their product is not complete. So they can actually go back to their original product and talk about why haven't I started my product, what actually happened here. And they can put that into their folio and their justification for modification and user feedback there, and talk about that incomplete product.

So you don't have to use one or the other, You don't have to go 'we're going to evaluate everything based on the teacher set task', I'm going to use that for some of the indicators, but I'm also going to use the original product that they designed in unit three, outcome three, to rank the students based on this indicator and how they're going to answer that. So being flexible in the way that you and you're being creative in the way that you able to get that ranking for your students and be as fair and as balanced.

Go to criteria eight. So once again, here produces quality innovative and creative product, teachers set practical tasks to assess the students' quality in relation to quality, so you could then really look at the quality of what they've actually produced in those mini sessions. I'm not going to do any assessment for creativity or innovation here, or might link back to the preferred option and what that looked like and put a little bit of weight towards that to help the ranking. If I needed that to help the ranking if all the students came out with the just as good quality, okay let's look back at their original product, and what was you trying to most innovative creative? That's going to help determine the difference between my top two, three, four students whoever that might be. Links to the product design brief, not going to use that at all, follows a scheduled production plan and modifications. So the teacher set practical tasks to assess students' skills in following production schedule, so once again, how well did they do it over that period of time?

Now evaluation. So we're going to look here, evaluates the finished product using the criteria and end-users' feedback, so teachers set practical tasks, skills and evaluating. So students would sit a mini SAC I guess, where you have a set of evaluation questions that you will then get the students to do potentially for that set practical task, they don't have to do that on site, that's something they could do at home potentially depending on how you wanted to set that up in your space, and yet have no assessing they're based on end-user feedback and that don't use that part of the indicator. Identifies areas of improvement, not going to use that indicator at all. But then the last one where it creates user instructions and care labels, going to assess this indicator as normal, I'm going to expect that students using their preferred option, what would be the care instructions or assembly instructions or care label that the student would have produced or could have produced for that particular preferred option? And I can then rank the students based on that and what they put into that. So the way they get a lot of students to do this very well and they can cause they could be doing it at home and they got time to do that, you can then use the evaluation above to break up the difference in ranking the students differently there. Very good.

**Leanne Compton:** Okay, thank you Simon for that the overview it's fantastic and really useful, and it's useful for teachers to realise that these are just some examples of ways to use the indicators from the mandated criteria. And there are lots of other ways that you may be thinking about using them. And just to trust the judgement as a teacher, that you know what you've taught the students and you, I guess, ranking your students, so just use that professional judgement in terms of the ranking. But thank you so much for giving an overview of all those types of strategies that teachers can be using.

Although keep in mind when you are assessing your student work to take the VCE assessment principles in mind and make sure that you do apply, so that your VCE assessment needs to be valid and reasonable, it needs to be equitable, it needs to be balanced, and needs to be efficient. And by valid and reasonable we mean that it needs to be the task type that's listed in the study design. And it's conducted under fair conditions for all students. That's really important to keep in mind that some students may not be able to come back into school, whereas others may, and just to keep in mind that it needs to be valid and reasonable for your cohort of students.

It also needs to be equitable, and this means it shouldn't privilege or disadvantage certain cohorts of students. So keep in mind that some students may have access to tools and equipment and others may not have access to tools and equipment, and that you need to make sure it's equitable in terms of your ranking.

VCE assessment also needs to be balanced. And this refers to having a variety of conditions, but also making sure that suitable criteria are used, so when you're using the mandated criteria to assess the SAT, you need to be selecting suitable indicators to assess your cohort of students. So you can make some decisions about which indicators you're going to use to ensure that your assessment is balanced.

And you also need to make sure assessment is efficient. So using the minimum amount of time to do your ranking through the School-assessed Tasks. So the assessment needs to be part of the regular teaching and learning program at your school, so make sure that content is taught, and this is really applicable for unit four outcome two and outcome three, where you need to be teaching content so that you can assess the students.

So keep in mind to apply the VCE assessment principles when you're thinking about the delivery of your assessments for your cohort of students there.

Okay, just to summarise the key points that myself, Geoff and Simon have been discussing, is to take a flexible and agile approach to the delivery of both the teaching and learning program as well as your assessment program. Keep in mind that schools are able to conduct the essential assessment on site, also keep in mind that the statistical moderation process will be used in terms of the assessment of the students, and that there is a new consideration of educational disadvantage process that will be introduced and further information will be delivered to your schools. Use a variety of teaching and learning activities and assessment tasks that suit your needs and the needs of your students, and this will differ across the state in terms of schools, in terms of resources that you have available.

Also keep in mind that a finished product this year in 2020 will most likely not be what students would have produced in previous years or in future years. This year is a really unusual year, it's a really challenging year for us, and for yourselves as teachers. The delivery of a finished product will be different, and that is perfectly fine to realise that. The assessment criteria is used to rank students, and it's really essential for you to realise that the ranking is a teacher judgement and that you are really good at ranking your students, and how you rank your students is just according to your school cohort, it's not according to the other schools in the state, it's just how you're ranking your students in your student cohort.

Teachers may use some, or all of the indicators listed for each of the nine mandated criteria to form a judgement about student work. And teachers are best placed to rank their cohort of students, as teachers know their students best, and they're really good at ranking their students.

So just keep that in mind and use your professional judgement and trust yourselves in terms of that ranking, and keep in mind you're just ranking your cohort of students, you're not ranking your students with other students across the state.

So in summing up, we really do appreciate the time you've taken to watch this presentation, and your students are appreciating the work that you're doing and we are appreciating the work you're doing in these challenging times.

Keep in mind that information may change so keep up to date on the VCAA website, we have a COVID advice page that we will always keep that up to date, and that's where the latest advice will be provided.

We will also notify schools by a notice to schools, communication emails, and also via letters to principals if required. Contact details are listed on the COVID advice website as well. And I guess just do your best, trust your judgement, and we wish you all the very best for the remainder of the year, thank you.

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