**Leanne Compton:** Hi, my name is Leanne Compton. I'm the Curriculum Manager for Design and Technologies at Victorian Curriculum and Assessment Authority. Thank you for watching this video which is related to the School-assessed Task for 2021 and focusing on using the SAT criteria to rank students. The VCAA has developed a series of on-demand videos for teachers of Product Design and Technology and this is one in the series for 2021.

I'd like to introduce you to Simon Van Dillen. Simon is the state reviewer for Product Design and Technology and will take you through the rest of the presentation. Thanks, Simon.

**Simon Van Dillen:** Thanks, Leanne and welcome everybody and thank you for taking the time to watch this video. I know, certainly your students will be much appreciative for the time to go through this and hopefully if there's any questions you've had in the past around the ranking of your students and applying the SAT criteria, we can answer those over the next few minutes or so. We have our IP notification there. So some of the information I'm about to go through you'll be quite aware of but I just want to let you know just be quite explicit and especially for our new teachers as well, so they have a good understanding. Each year we have a number of new teachers to the study, which is fantastic.

So our School-assessed Task or SAT, contributes to 50% of the study score and is commenced in Unit 3 and is completed in Unit 4. Teachers will be provide to the VCAA scores against each criteria that represent the assessment of the student's level of performance. So for Unit 3 Outcome 3 and Unit 4 Outcomes 2 and 3. The record of these scores must be on the teacher's assessment of student's performance according to the criteria on pages 9–17 of the Product Design and Technology: Administration Information and School-based Assessment in 2021. You should have received that document possibly from your VCE coordinator or via the bulletin. It's also available on the website as of now as well.

An assessment of this study, the assessment of the subject is also receives VCAA statistical moderation process later in the year after the exam is done. So the SAT will be moderated later on. For people who are not familiar with these statistical moderation, there's information and I think there's videos on the VCAA website regarding this, so for further information about that.

Okay, so the purpose of school-based assessment. The purpose of school-based assessment is to rank your student cohort. And it's looking at your student cohort alone, not against the state but just against each other. So how do your 10, 15, 20, 25 students all rank? Who's the top student? Who's the lowest student? And everyone in between, who falls in between? The ranking of your student cohort for the SAT may be different to the ranking of the student cohort for the SAC. So it could get different rankings as in your top student for your SAT, may not be the top student in all your SACs as well. So the three different SACs that you have undertaken. It also may not be the top student for the external examination as well, which as the school you have to be aware of which one is the top student, but that external examination, then also helps rank our student cohort. Each of these are given a separate grade. So the SATs, the SACs and the exam are all given a separate grade which is the GA you'll see on the paperwork. And it just gives a clear way of being able to rank those students in your class in different environments and at different situations.

Recording of assessment. So this is a visual here of the record sheet, that it is provided in the, goes on page 22 on the assessment documentation, which like I said, you're going to be fine, hopefully you've received that by now. And this is where we record our SAT scores on. You may be required to make this available to VCAA, at any point in time through usually at the end of the year, when the statistical moderation and stuff like that is going on. So teachers need to make sure these are filled out accurately and are up-to-date.

So ranking students. The SAT and the SAC assessments, are used to rank each student within their cohort. This is a ranking, plus statistical moderation conducted afterwards with the exam, determines their study score. So I guess case the main point is you need to be, it's important to be fair, when you are ranking your students, and you're ranking them fairly. Again so, that you do have clearly your top student and your students in between, and the one at the bottom. And it doesn't sort of matter as well as how much work or they're a great student or how good you think they are or how poorly, or how poorly they behave, or any of that sort of thing that comes into it. This is purely based on what evidence have they provided you and where does that rank them in accordance to the other students in the classroom. So, their assessment tasks of their evidence, what have they, what work they've put in there, what have they shown you and how that's determined.

So, when we're using the SAT assessment criteria, there's a lot of, there's a number of key words which are put in here to draw people's attention. Today like I said, we're looking at the actual, how do you apply the assessment criteria. We're not going to be talking about what goes into it. There's previous videos, there's another two videos earlier that talk about the SAT. Ones will talk about criteria one through to four, and the other video is five through to nine. They speak more about what's involved and what's required. This is just talking purely about ranking, okay? And just highlighting the areas to help teachers in that ranking.

So key words. Here's a, if it depicts. So if the criteria uses the word depicts, it's usually a vague naming of information. So if it depicts, it's something very very minor, very vague, like I said very vague. If they identify, it's usually naming of information, possibly in dot points. If they're outlining something, it gives a summary of the information. Describe, they're recounting the information. So it's a little bit different to the outline where it's just a summary, this one, they are recounting it, so they've really just given the same information across. Explains, they provide details and relevant facts about the information. If they are assessing, it is to determine or make judgement about the information. So we're having students that are a little bit more when explaining this than when they're assessing it, they're actually making say clear judgments, when they are determining about the information, determination so. Justify, to show or to or consider reasoning the information. So, show that good consideration and that reasoning going into it about the information that they're providing in their SAT. Independently, and these are probably the two which is quite difficult sometimes to decide where you're going to rank a student on. You know, independently is unaided, but it's important at the same time, that a student needs to be taught first.

And I guess a good example of this and I'll go to it now is probably when a student is doing a particular process, they're not expected at the start to know the process and be able to do it without having been taught first. So there's expected that the student, the other teacher, or teacher support will have been taught this particular process, may have been taught a couple of times. When they actually go to apply the process to their final product, it's just done unaided. And with support, using that same example it says aided after the student has been taught first. So after students have been taught the process or what the other, whatever other informational stuff it may be, they are still requiring support from a teacher, from another student, from a tech support within your department, or could be external support whatever that might be, that is helping them. So if there's any support going on there, even though they've been taught it, that's what that classification there goes. This may seem like I said, quite, yeah, that all makes sense, but I just wanted to really go through those words. And so as we're going through, you can refer back to this is what we're meaning by this.

So criteria one. And like I said, we've gone through what's required in criteria one so we're not going to spend time doing that, those that are in those other videos, but we're looking at the words, how do we rank our students? So in this case, we are looking for, with students getting a very high, they're explaining for each of those indicators, they need to explain. So if we look back to our language before our explain, is provides details and relevant facts about the information. Okay so, we want a student who, the information they've I guess they've looked at, they've got it, presented the information but they've also then explained how the information I guess, is relevant to the design process that they're undertaking, might be relevant to the product design factors, might be relevant to the assessment, the evaluation criteria or their constraints considerations. They're explaining how that is relevant. A student who gets a high here, all the way through they've described it. So they've gone through, and they've given information but they've just re-told what has already been given there. So it doesn't have a lot of detail. It would be more going into retelling a story I guess, so to speak. And when they've done that especially for their end user profile, all the information that they've gathered they've just represented all that with no other commentary around it.

If we're looking at a high for the design brief, the same thing, they've just presented a series of information and haven't broken down the, gone into more detail about it they haven't actually given that extra clarification around why that information is there, they've just gone, yep, the end user has said this and this, this is the design problem. This is expected quality, but they haven't actually gone into that extra bit of detail to explain, what was the expected quality at this particular level? They've just described what the expected quality would be. Students outlining, when you're reading this you're getting a feeling that this is a summary. They've only really summarised what the end user for look at the end user profile. They really only summarise what the end user is looking for or gone through their profile about them. In the same with the design brief you have that feeling of this feels like I'm just reading a summary or a rundown of what the information is really about and I don't really have that whole story, so to speak.

The same, if we then look down at the low, they've identified. So you're getting a page with a series of dot points. And so you're just getting, okay I've got a page where there's, if I look at the end use of profile, I've got a series of dot points running down the page about that end user. When it comes to the design brief yeah, I've got constraints and considerations there in dot points. I've got no link to, well it says it link into the product design factors but they've just, once again, there's no explanation, there's no story around it. It's just some really basic facts going into there.

Very low, this is where a change is very low and low are pretty much exactly the same except for these words that are highlighted in red. That they've identified the product design factors and/or the constraints, the context and constraints and considerations. So this is where we have a student who has given you information and just really basic constraints and considerations or they've given you some product design factors but they haven't given you both. And it's hard when you get there and go, well, I've got a student and this is for the assessing, I've got a student who's actually when it comes to let's look at the design brief is a really great one for this. They've created a design brief that addresses the product design factors that haven't addressed the product design factors, but they've actually described the context and constraints and considerations and they expected quality really, really well but there's no link to the product design factors.

How do I score this? Because really did I go all the way down to a one or a two? Because they've only really left out the product design factors. Even the works they've done is really a high versus a very low. Do we automatically decide that they're now a very low even though they've done, really most of it's done at a high level? And that's, I guess when you're assessing for yourself in your classroom, when we're assessing fairly as long as you apply your same choice to all your students, that's where you're going to get it being fair or not fair.

So going across down, okay, if a student in my class is, yeah it does that for their product design factors, well then, I'm going to mark them down as a very low. Remembering, too, that we are looking to take away, not necessarily award. So we can, when we're looking at our marketing and stuff like that, we need to make sure that we are been, I want to say, not on the side of the student, but we are looking to be supportive and be fair when it comes to those students. And we're balanced in the way that we go about that. But as long as you're applying, however you apply the criteria is how you apply to your whole entire class.

Okay, let's go down to criteria two. So in criteria two we see those words with support independently going in and we're looking at research here. So a top one says, independently undertakes research, including end user feedback to explain the developmental work. So this is where it's hard. So it was not hard, but this is where you have, you might have two students here. And if you really look at the high, you've got describes, that's where our language is differently. So, in our high, we want them to be explaining it. They've got the information and they're explaining how it's relevant to the developmental process that they're going through. This particular bit of information that they've gathered they may use it in their final product, they may not but they're explaining why it might not be used or there. So at least we can say that they've looked at different areas that they've gone through that they focus at, that learning pit, they've dropped down into that, they're designing, they're trying all different things in their developmental work. And they're looking at every possible aspect. Some that they'll keep in, some that are rule out but they're explaining why that information is there and why they've looked at it, so to speak, even though if they don't use it. A student who describes would be someone that's just on a page is just information that they've got from this different sources. So you might have two students in your class. And one has produced a number of pages of really good research but they've only described it. They've only just retold the information that they found online or they're found through conducting primary research themselves. And then you might have another student, hasn't done as much but they've explained it. They've actually gone through with it.

So in this case, we look at, okay, which students are high and which students are very high? And this is where whether the criteria is written the way that it is, that we are not awarding students for doing lots and lots and lots of work, okay? This student did the most work, so they must get the very high. No, we're looking at the strength of the work that they've done, the strength of the research that they've done in this case. Have they got that explanation in there? Have they talked about how they connected and how it's linked to the developmental work? This is what makes the difference between the two. So don't sometimes be caught out where a student has done lots of research but they actually haven't described it. And sometimes too they can go to independently takes research as it relates to the developmental work. So even that they've done like a more of a summary and I could have done lots and lots of pages of work but there's no depth to it. There's no, it's just a bit of a summary, more so to speak. They still end up at the medium 'cause they haven't given us that key part of that that explaining that, they haven't given us that depth. They haven't linked it to why they've done it. Why they've used it. The next one's got, we've got those using that same language as well. Explains the relationship between the design brief including visualisations, annotations, and the use of technical language.

So those visualisations we see going through the developmental work, we've got that with the explaining why have they drawn that? Why has that information been used? The visualisation might even be an image that they're using, they're annotating it and they're summarising it, but they've got explanation. They've got more detail around that to get that very high. Once again, describing maybe that they've just seen, they are just retelling what's actually there, the drawing that they've got, they've gone, they've done a quick sketch of a particular let's say they've looked at example, when my students years ago where there's a brick wall and they're getting inspiration from this brick wall visually about the product. So I'd be saying that a student who just describes what the brick wall looks like and gives you that, that's where they would fall but a student would fall into the high category. But a student who talks about the brick wall but then explains how the visual aesthetics of the brick wall could be used within the product and the development of their product, that's where they get the very high. So it's only subtle differences but it makes it easier. And this is where we're getting from our, we get our bell curve with our students. Our top end students, ones who are getting a very high, they're higher order thinking, they're getting that little bit further. They're doing that little bit extra. They're taking it further where ones in the middle, we expect to see more than doing outlines and describing that.

Then the last one there we talked about the acknowledgement of IP. Once again, I've highlighted a word there under medium, I've circled it, where it says using conventions, okay? So really for low, very low as long as they've acknowledged intellectual property and possibly got some support from the educators or the teachers around that, that's where they'd fall for those. It's not until we get to the high and very high where they need to be, sorry, medium high and very high they need to be using an acceptable convention, okay? So, and I've talked about that in the previous videos around that, once again independently, those words independent with support.

So they've independently done it. So you've taught them how to reference correctly. Or they've been taught how to reference correctly. That's the learning that's happened beforehand but when it comes to actually do the project, they're doing it themselves. They're not getting support with that. And that's support too, and that could be using library staff or yeah, other teachers or English teachers or things like that to help them with that any support. Doesn't mean you as the educator, it could be somebody else.

Okay, criteria three. We're looking here at the visualisations to start off with and those key words are coming through. So I'll go through things a little bit quicker now, because you're hopefully starting to see the pattern when it comes to the words, but like that word depicts, okay, so we've got some drawings on a page that look somewhat like the final product, the final design option that they created, the design of something they create has come from. Identify, once again, you've got a handful of them there. You can clearly say that it's come from, it relates to the design option. Outlines, and then we'll get describes for high and explain some very high. So very high, once again, there, we're looking at explaining how this annotation is, sorry how this visualisation is relevant to the process or possibly not relevant, how it's ruled certain things out. But by the time we get to these this group of visualisations, we should be looking at how a lot of them be very, we'll see them within those design options and design ideas. And being clear here too that the visualisations used to generate the design options, so you should see the link between the visualisation and the design option. If you can't see the link, then we can't be giving, you can't be scoring those visualisations. The go down as not shown because they actually haven't. And this is for where, I guess sometimes students will start off going down one side and then they'll come up with this great idea when it comes to design options and they'll just draw it and they won't want to go back and show any of that developmental work. Or they haven't recorded the developmental work that they've done. If there's no clear link, then we can't, they can't be getting scores in that area, so to speak. And that's your way of being fair to your other students who have shown that.

Your design options, once again, those key words, explains, describes, outlines, identifies, and in very low and/or so that the, when we're looking at the design option, that it is linked to the brief. It is linked to the evaluation criteria. You can see that they've explained how each of the design options are. We got the information there, the materials, production processes, all that is in there. If that isn't in there, then you've got to make a judgement on yourself, oh where do I rank these students? Where do they fall in within the rest of the class? And how is it fair against the other students in the class?

The preferred option, and this is where one of the first times we have our justified, the word justify comes in. So even at a high we're explaining, we expect the students to still explain why that product is just, is, I'm sorry, why that product has been the chosen product, the preferred option, but to get a very high, they need to justify that and really need to give argument, put forward argument to why that one was chosen over another one. And that could be through the use of if they have used the evaluation criteria, they may have done a scoring with evaluation criteria and might've done some sort of scoring, they've decided to use some sort of scoring to go with that. You may have students who are using the end-users feedback and through that they use that as evidence to support, this is why it has to be this design option. And sometimes it might be the designer, the student the one that they've chosen or prefer might not be what the end-user prefers. And that's a really good way for them then to talk about that. And it gives that justification of why we're going with this one, why we haven't gone with the other three or four.

Okay, criteria four. And where it's come back in again. So when we're generating design, sorry, technical drawings, we're explaining, describing, outlining, identifying. And I think I need to go too much into that now. Once again, and this one here is with support or independently. So having students, they need that support to produce each of those. So we still need to teach the student what's in a production plan and what's required for production planning. And we need to then, if they then apply that independently they can get from a medium up, depending on the context. But if as a teacher or they needing more support you are actually helping them step through. This is what you need to do next. And they need to do that. And they need to do that. Not actually giving them the answers, but just sort of still telling them what they need to do, step by step.

Then we've got the students are sort of falling into that low, very low and that's where you can sort of make your first divide between your students when ranking them. Did they require support? Did they not? Okay, they didn't, they're now independent, okay. Where have they gone then? Have they only outlined? Have they described it? Have they explained information? Say with risk management, we expect then is a, they've talked about, they explain their risk management. And I guess that's, you find a lot of students who actually assess, they do a risk assessment really, really well but they won't actually then identify the risk management or talk about the controls that they're going to use or how that's actually going to be implemented or how are they going to make sure that what they do is safe and how they're going to review that. And that's why that way that describing and explaining comes into explaining the importance around the checking of that particular control. And we're not talking heaps of paragraphs and paragraphs of writing. It could just be a simple sentence that goes on, after this or this. It could just be one or two sentences that makes a difference between a student describing something and a student explaining something like, we're not talking slabs of texts. We're just talking, this is that little subtle differences between describe and explains, especially in this case as well. The risk assessment there and then down the bottom we have, to even get a very low here they still need to have assessed the risk and identified management of the risk. So we still expect a risk assessment at this point.

Once again, it's one of these opportunities where you'll have a student who may put in their folio a number of SOPs, so Safe Operating Procedures and a number of MSDS. And it looks like they've done this great assessment of risk but when you actually go back and look at it, they really only identified risk management, they haven't really gone in and described it or explained it. They haven't actually put, they've shown that they actually had that understanding of it. They've just, I guess, put information in and they haven't actually explained how that's going. So that gives you another way of being able to split your students and go, okay, this is where I'm going to rank this one versus that one.

Criteria five, we'll move through these a bit quicker now too with those words. Okay, if we look at the very high. Assessed the suitability of materials and production processes, tools, and equipment. So now we're looking at, okay, these are the tools and equipment and processes we're going to use. They've assessed the suitability. They've been able to show that. So this is where our production, sorry, process testing, our material testing. This is where the data they collect from that is what they use to assess the suitability of it. Explaining it, you might have a student may have used, might still present the data that they've got from those tests, but they haven't given that additional information on why that tool is or that process is more important than another. Describing could possibly be just using secondary information.

So to get a very high, a student really needs to have undertaken this and then had a look at this and then able to assess it in a different way. You know, sometimes the student might not be able to do a particular process. It might be around safety and they're actually outsourcing that process. So how does a student assess that? Well, you would still have secondary information come in and you would then see the student have annotated that information, talked about that, compared that information to another particular process or one process against another to be able to make that assessment to say, okay, now this is the most important process I need to use. It still shows that a student has assessed it. So they don't need to have actually gone and done every single one of them, done a process test for every single one, because at times that they won't be able to, they will be outsourcing processes perhaps.

And the next one too is it identifies, we're looking here, if we look at the indicator, identifies how the product would be manufactured, how the product would be manufactured in the industry. And our key words come in to there. And I guess the important one is to get a very high, they identify how the product will be manufactured in industry. So we are going from, we expect them to have done, explain.

So we expect the student here to explain industry manufacturing processes. So they might've talked about the process. And then they've explained how, then they've gone above and beyond and identified then how their product would be manufactured in the industry compared to that. So a student that might just give you, page of different manufacturing processes, industry manufacturing processes, and has talked a little bit about those.

To really get that very high, they need to have related that back to their product and showing how their product. And also what would be the most preferred way of going about this? And they may even talk a little bit more about, I don't know for non-resistant materials that comes up occasionally where the product, well they are making it a one-off piece because of, it wouldn't go into mass production. It wouldn't go into low volume production. It would just be a one-off piece. They would be using the same tools and materials and equipment that they have. Well, if that is the case, and that is correct then the student needs to have identified that. But they may look at things, okay, well, what tools and equipment would a professional dressmaker or professional designer be using versus what they'll be using at school? What other technologies and stuff they might be using where they might not be at school. And it could just be small subtle things that then break up the differences between them. And I hope that so, once again, you as the educator can decide on how you're going to actually do that ranking and what you're going to think can be fair across all your students.

Criteria six. We're talking here about implementing scheduled production plan. It's a little bit, sorry, I'm reading very high. Production plan and recording progress, explaining decision-making and then use them from the, sorry, and user feedback. So we're recording. So how they would like to go about recording their information is totally up to the students and previous video, I've spoken about how that could be done. So, when you're looking at this and when you're assessing that they've recorded the information, are they explaining it? Are they explaining how decisions have been made? Have they given that more detail about it, or have they just described how the decision was made? And what's the difference, the subtle difference between that? Have they just outlined it? Have they just given you a summary of what happened when that decision was made, or when the end user came in and spoke to them, or looked at that, or they spoke with the end user, and what information they got got from them. So, yeah, looking at the different words there. Then they're using every approach, tools and equipment.

So once again, if we look at our high and very high and this is how we can break that subtle difference between the two of them, between two different students sometimes, independently applies processes to a level of complexity with position and technical skill and risk management. To get a high though, it's or. So there could be they might not have the level of precision but they still have the technical skill to be able to do it and the risk management. So that's the subtle difference between those two. Medium, a student has to be able to independently do those processes. So as soon as you're having to support a student or a student's requiring another student to help them with this process, then we're going down to a low. Now we're not saying, unless you use resistant materials here for an example, a student is clamping up pieces of material for a tabletop, okay? They're going to need help to do that. you know a lot of the time to be able to do it with level precision, you're going to need a couple of people there to help with that. So that doesn't mean that they're getting support. It still means that that student is saying to the others, this is what I need you to do, can you do this? This is the next thing we need to do. They're the ones driving what's happening at that time. So with support doesn't mean just as soon as someone gives them a hand that to hold something, to lift something or to join something or whatever it might be in your resistant materials, it might be doing one of the processes, I need an extra pair of hands that doesn't automatically bring them down to a low. It still would be are they the ones directing people on what to do? Yep, so that's still independently does. So we can still go from the medium, okay?

Very good. All right, criteria seven. So once again, here, we're talking about their time management really, and how they've gone about demonstrating, they've gone through making it, the final product and have they, I guess that with support or independently manage their time and demonstrated organisation. That's the first thing you got to look out here and go, or has the teacher had to set timelines for him? Or have the student's been able to do that themselves? Has the student got to the last week and has been out, has had nothing done and then finished it all in the last week? Okay? How well have they managed their time with that? And then we're looking at, when they're describing modifications or when we're talking about modifications, have they described it? Have they just put a very low, have they've just got a list of modifications that they've done? Very low. If they want to do a high, they've explained each modification and given a bit more detail about it. The very high here we'll be using that word, then justifies. They've put an argument across of why that modification had to happen and why it is different.

Criteria nine. Just between all of them, there's just a few little words that keep changing as they go through. So it's that, and, or, and, or, and, or. So we look at a very low they've produced, a innovative and creative quality product that is linked to the design brief and as documented in the scheduled production planning and modifications. So at the end of the day, if they've got a product and you can see that it links back to the original design brief, that's where we get, that's the basic of a very low, then as we go up there and, or, and, or, and or, or it's taken out that they've actually got all of it in there.

The other question that comes into sometimes and I think this is, I just want to talk about that creative and innovative. And it's a little bit late by now where the student comes through and says 'oh my product is not very innovative or creative'. That should be something that they've picked up early on in the place where that product already is. So when you come to assess it, they should have already fallen into that category or know where they're sitting when it comes to that. And people sometimes are, my end user doesn't want a creative or innovative product. Well, if they don't, then that might not have been the right end user to use at the start. 'Cause this is an assessment. Piece. This is ranking. And we can't sort of take that in consideration when ranking, and going, oh, that poor student, their end user didn't really want a creative and innovative product, they just wanted a copy of something they've seen but a different colour. Well, you can't then still give the student high marks here because of that. That's unfair against all the other students as you go through.

Last criteria. So here we are, we're talking about the end. First thing is doing how, evaluating the product when it's finished. And using the words explains, so uses the criteria to explain, uses the criteria to evaluate the finished product under very high. So the difference between high and very high is explain or evaluate. So that evaluate, you would want to be seeing a student has done their testing. They've got their end user feedback and they've applied all that to get a very high. If a student's just explaining how the product meets the evaluation criteria that they wrote in criteria one, then they still haven't met that. They haven't met the very high, so they need to show that evaluation that there's actually been that testing happen or that they had information and use that evidence. So it's showing that evidence that they've got there. Justifies, again to the areas of improvement. Once again, this is justify. Why is that an area of improvement? What needs to happen here? Explains it. So they're using evidence to support their comments that they're making here to get that very high.

And we go all the way to a very low. Identifies, we've got a list of areas that they should have improved. And sometimes too, and this is where you got to be in that ranking those students, you'll have one of your top students that might actually come in and they've done their very high for everything except they get to the end and they just put a list of areas that they would have improved on. And they haven't done it. You have to be fair to the other students in the class and you still have to rank this student at a very low at this point, and then give them that grade for that part of it, for that actual indicator. And creates an end user care label or instruction label that explains the product features. So explains how the product features link back to the constraints and considerations. So you have that clear. You should be able to read about those explanations and then go back to that context and be able to say, oh yeah, this is how that clearly covers all those. Some of the information they use for here would be the same as what they put for their justification of their preferred option. They'd be coming back through to here, and they might be using some of the information for their justification of their preferred option and using it here as part of their care label or features. And then they'll have other bits, which goes through the process of making the product has changed modifications and stuff. They're then talking about those ones separately there too, which is good.

I guess the, looking at this criteria and this is probably a really good one to sort of point it out, ranking of students and how do you get a fair mark? So if a student gets a very low for one of these indicators, does that mean they've got a very low for all of them? So let's say they got a high for use the criteria to explain the finished product. Then they've got a very low for identifies improvements. And then they got a high again for their care label. So does that mean, so you've got, I guess for those indicators, two of the indicators they've got a high, one of the indicators they've got a low, how do I make a decision? And I think that's a question I get asked by teachers, does that mean that they get a very low for the whole lot, or not? At the end of the day, that rule about being fair to that student, Because they've got one indicator wrong is it fair to then that they lose marks or gradings for their other indicators that they did get right? Is that fair? And so what you choose to apply here is up to you. You couldn't say that they could get a high then because one of the indicators is a very low. You couldn't give them a high for the entire criteria, but you may want to choose to find a common ground in between, or you might choose, this is where it's going to go, it's going to be on the side of more of caution and they're going to be at that level.

So as a teacher, you need to look at your cohort, look at what is fair and reasonable for them and then apply it equally across all those students. So whatever you do for one, you do for all. And that's how you can clearly get that ranking, where my students sit in that class.

Okay, so just looking back at the assessment principles as well, and we talked about this in a few previous videos. Each school is different and there's a different contexts that students operate in. So that's why we need to be fair when you, like I've said, I've talked about your groups of students all the time. There are different circumstances. So taking all those in to it. Your students have different strengths, talents, and abilities. Different resources that are available to them. So, we're such a broad study where we'll have some schools that are very highly resourced and other schools that aren't so highly resourced, we need to be fair to the students that may not be as highly resourced that they can still get very highs for the entire set because we're ranking that group of students. And they can do that through where they're explaining information and stuff along those lines using that language. And designing and teaching learning activities that reflect this so, that you're supporting the assessment of your students. So making sure your students got the best chance possible to get ranked higher, and then it's their choice if they choose to take it on board. But making sure that you are giving them all those opportunities. And that doesn't mean you need to have all the resources in the world to be able to do that. Not at all. These as teachers can be looking at, what are the learning activities that I'm doing to help support these students here?

So yeah, I've talked about essentially School-based Assessment. You're the best to know your students. And it gives those students the opportunity to show understanding through practical work. So there's a component of that there. And even the folio to a certain extent, there's a lot of practical work in that side of things. And that gives that students to be able to thrive in those sort of areas.

So, yeah, any further information that you require around the ranking you can email our Curriculum Manager, which is Dr. Leanne Compton. And requiring support around that.

Thank you for taking the time, and yeah, good luck.

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