**Leanne Compton:** Hello, my name is Leanne Compton. I'm the Curriculum Manager for Design and Technologies at Victorian Curriculum and Assessment Authority. The VCAA in 2021 has developed a series of on demand videos to assist teachers in delivering assessment for product design and technologies.

Today, we have Simon Van Dillen who's the state reviewer, who will be taking you through this video which will be based on School-assessed Coursework. So I'm going to hand over to you, Simon to keep the presentation, thank you.

**Simon Van Dillen:** Thanks, Leanne and thank you everyone for taking the time to watch this video, as I said in the others that your students will certainly appreciate the time that you're taking to watch this. And hopefully I can answer a few of your questions as we go through. The IP disclaimer there.

Okay, so the VCAA VCE assessment principles. And once again, there'll be definitely be content in this video that you already know and you already know well, and already during the very well, and so that I want to make sure I go over each of these points again, especially for our new teachers, that, understanding of when we are writing assessment what do need to we're looking at in this case is very much, yeah principles. So assessment should be valid and reasonable. Our assessment should be equitable. Assessment should be balanced. Assessment should be efficient. Okay, there are four assessment principles that the VCAA expect when we are writing assessment for our students, or undertake an assessment of our students. And we'll go into those a little bit more detail shortly.

So what is the School-assessed Coursework or a SAC? A SAC is an assessment task used to rank the achievements of students in an individual school cohort. So really, making it clear, and I mentioned that in the SAT video as well, the ranking video there, that we are just we're ranking our students within our school cohort. They're not being ranked against anybody else in the state at this stage. When you're doing a SAC you're looking at who's the top student in this cohort, this class of students who's the bottom and everyone else in between that fills it up. It determines a student's achievement level in relation to the key knowledge and key skills in the subject's study design. So that's very important that that's what we are assessing and that's what we're looking at and that's what we're ranking them against, our students, their level, their achievement level in relation those key skills and knowledge.

So one of the, okay so first main point is explicitly teaching the content before you assess. So using the study design is really, really critical. And I guess, we've got teachers in our industry who are in a study who this is their first time, and at the moment the studies the study designs probably like a bible to them. We've got other teachers in our study who have been teaching for a number of years now and have great experience and wealth of knowledge who the study design may be something that they're not so often referring back to. But it's very important that every time that we create assessment, and we should be creating new assessment every year, for authentication, that we're going to authenticate that the assessment that we're doing is authentic and is real. We need to be going back to that study design and checking to make sure that our assessment is to that. So it's very important that you know, to teach content first before assessing students levels, just an example here need to teach the students how to develop creative ideas to meet requirements of the design brief.

Consider what teaching strategies you use to teach the students to develop this skill. So it's not like lesson one, and then we'll assess and show that and then okay, excellent, you've remembered you get the marks. Now, we need to make sure that we've actually taught this content well beforehand, and under different environments, and in different contexts as well, for each of the key skills and knowledge.

Okay, so when to use a SAC. So for Unit 3, we use a SAC for Outcome 1 and Outcome 2 and combined, these two SACs contributes to 12% of the study score. Outcome 1, when the assessment task we use for that. So for Outcome 1, we're investigating and defining a design problem and discussing how the design process leads to the production SAT or product design development, to product leads to product design development was allocated 25 marks for this one. The assessment tasks here, now, this is separate to the SAT. So we're assessing the students separately to the SAT. What they've produced in this SAT cannot be used to give them a SAC score. Just wanted to be clear with that.

Now, assessment tasks as a teacher you're going to know, your cohort best. But at the end of the day, you need to be able to, they need to be able to show their skills and knowledge in using a structured annotated, so. There's a structured annotated design brief, evaluation criteria, and the explanation of how the designer will research and develop design ideas from the design brief with reference to the product design factors.

Okay, so how you want to go about assessing your students when it comes to that, and then getting them to be able to demonstrate the key skills and knowledge there is totally up to you and your cohort. There's no provisos there on that, and how that should be done. That remembering, it can't be what the students with the design brief that the student is using for the SAT. So that's their own individual one, it can't be that it has to be because we have to be evaluating the students fairly. So it needs to be the same, the design brief that each student is being assessed against, So just going to make that one very, very clear there.

Then I come to where we explain and analyse the influences of the design development and manufacture of products within the industry. The student's performance can be assessed in any of the following way. So extended responses, short, written report, oral presentation accompanied by notes. So once again, it's up to you to determine what's best for your outcome students or your cohort of students, sorry. You might have a cohort of students who literacy skills very, very high and might decide that, okay, we're going to do extended responses so the written responses, or you might want to do a short written report there as well. And that's what you decide to do there that might be might be handwritten or typed however, you want to go about that as long as you can authenticate the work. Or you might have a group of students who their literacy skills aren't as strong. And once again, you work out, doing extended responses might not be ideal for this group. But we might be able to do a short written report and they, and using technologies to do that. They might also be able to do an oral presentation and be able to provide notes and visual materials to be able to demonstrate the case demonstrate the key skills and knowledge of outcome two. So it's totally up to you and your cohort how you're going to go go about that.

SAC Unit 4, the SAC is using Unit 4 for Outcome 1 only. And it contributes to 8% of the study score. In this case, you know, the Outcome 1 is compare, analyse, evaluate similar commercial products taking into account a range of factors and using appropriate techniques. So, a student, you have to use one of the following assessment methods here. So you could use extended responses, you could use short written report, you could have structured questions, and oral presentation accompanied by notes or an annotated visual report. Using one of those five ways of assessing or a couple of those ways of assessing your students is what's required here and when writing those those SACs.

So how to develop a SAC. So first thing to consider is we need to look at a number of factors, So these are the, you need to consider as well for consider in the middle of this diagram. So we'll start at the top and this is not in any particular order. It's just these are the things that need to be considered, you know, the cohort of students, who are your cohort of students, you know, what levels are literacy, numeracy skills they'll be getting in front of you, the outcome being assessed. So each outcome is going to be a little bit different, how I'm going to go about assessing that. The timing of the task, how much time we're going to give it so we're not over assessing or under assessing. We're not giving undue stress to our students as well might require them to do too much within a short period of time. The conditions of the task. Here you going to go what conditions you're going to have that under. The purpose of the task. And then the type of task you're going to use. And I guess, sometimes to the purpose of the task drives the type of task that you are going to use a little bit. And you are looking at that how, that why versus the how about going about it. So you flick around that when you're brainstorming your SACs and you cover most areas.

Okay, so the other thing throughout the SAC is we need to have the tasks, levels of achievement. So there needs to be the ability to have all students achieve, and some achieve greater than others. So having multiple entry points. So allowing accessibility for all students, so having questions which are easier, having questions which are more difficult, having different types of requirements or activities that the students have to do so they can all students would be in that cohort can access the assessment. Differentiated the item difficulty. So to extend the top-end students, and to engage the low-end students.

And I guess the next one is probably that one of so we know we've got those questions that are really going to push those students at the top-end, and they're going to be able to show that achievement, but then our low-end students can actually still engage in this and feel like they've had success and having that too. And I guess that's that rule of, you know, 25-50-25 where you have, you know, 25% of the marks easier, 50% of them, that mid range, and then you got 25% of them, you shouldn't use the word easy. You have it 25 accessible to everyone 50% accessible to the majority and then 25 accessible to the top-end students. And that allows you to get that bell curve within your group of students. We wouldn't expect a student who is at the bottom to be able to answer our lowest student to be able to answer every single question well. That doesn't allow you to rank your students.

Remember when we're ranking our students is not a 'they're very nice' and they should get this or 'they work really hard', they should get that 'they don't do any work', they don't deserve this. We are ranking our students and we need to give them ability to show us at those different points.

Okay, so we'll go back to assessment principles. And, so the here we've got the structure of the tasks. So we're going to look at, make sure it's valid reasonable. Is it fair and reasonable? Specified in the study design, so we'll use one of those study design tasks that is asked for. Is it conducted under fair conditions? Is it conducted under sustainably designed conditions for the student cohort?

These, sorry, are there clear instructions included? And that's very important there how those instructions are also given to the students will have students where, of course, you know, in your cohort that written is, text is, easy for them to be able to comprehend. You know have other students where written text isn't as easy for them to comprehend. So making sure that how you're giving out your instructions is clear to all of students and they've all got the opportunity to understand those.

Equitable, the accessibility of all students, that doesn't privilege one type of student versus another. It's comparable in the scope and demand of the choice of tasks that is offered within and the tasks is unique to the school and the cohort of students. And I guess it's really probably equitable is really important that bottom one where you don't you're not rehashing the same SAC that you've used for previous years, where a student for example, a student's sibling may have been in the same class two years earlier and they've passed on their previous assessment tasks. You know, we're not being equitable. There were students coming in already having an upper hand and all the other students within that cohort because they've seen a previous exam paper that doesn't make the task equitable. So it needs to be unique to the school and unique to that group of cohort each year.

Balanced, so making sure that the variety of tasks that you're using the conditions that you're using it under, suitable criteria descriptors, rubrics, marking system has been used. So it's fair we're not loading the SAC up to really assess one area stronger than another area. So we're not looking at two or three key knowledge or key skills and we're not looking at the other ones we've given them the same sort of importance. This has broadly being assessed and that the tasks allow students to demonstrate different levels of achievement. So making sure that your task isn't just all one mark answers or that the students have got the ability to show one, two, three marking answers how do you go about doing that you can see that this student has achieved higher than that student and there's a clear difference there between them.

Efficient, a minimum number of assessments to be set. So making sure that we we don't put undue stress on the students. So, the task is part of the regular teaching and learning program. It's not something that we're adding on top of and requiring students to do additional time at school to actually undertake these particular tasks. They are set within the normal learning and teaching program. It's completed mainly in class with limited timeframe that also helps with our authentication of the work as well.

Students are not been under assessed or over assessed for this outcome. So making sure that yeah, you put in the rigor that VCAA has into writing the assessment tasks and your expectation of the students, but at the same time to not going above and beyond and require them to do too much or assessing things two, three, four times, which is not required. And I've said, it should generate undue workload or stress on students, that was efficient. So what do we need to provide to the students before the SAC? The type of assessment tasks as listed in the study design, and the approximate date of completion.

So when we need to get the students as early as early as can, the timeframe of when you're going to do and what type of conditions they're going to be undertaken in. Time allowed for the task, the allocation of marks, and the nature of the materials that can be used for the task. The students need to know this before they enter the SAC. You can't just walk up one day and said it's right, you're having your SAC today. This is where we're just going to get down because we've got excursions next week but that the week after we're not going to get it done, we need to do it now. That puts undue stress on the students and wouldn't be fair so we want to make sure that the students have all this information prior to the SAC.

Information about the relationship between the SAC and learning activities. So can be provided as appropriate. So going through when you are going through the learning activities with the students, you know, I guess the thing is, we should be really just only teaching our students what they need to know and teaching those key skills and knowledge. So students should be expecting then that everything that they're learning in class is potentially on the SAC because that's the learning that they are doing. So making sure it's appropriate information that we're giving them in advance. Not to be considered, like as undue assistance or practice. So you know, because that notion of you know, they do it this practice and then the SAC grade tomorrow and that's very similar. it doesn't help with the ranking. So because remember, this is we're looking at trying to rank our students at this stage.

Remember that the purpose of the SAC here is to rank the students. So if you've got all your students doing very well and they're all getting high marks in the SAC, how can you rank? You can't rank it and in the end when the exam comes about and statistical moderation is applied, it actually becomes unfair to those students if it's not fairly, the students aren't fairly ranked to begin with. Provide feedback to the students following the assessment tasks.

Now, each school will have their own policies and procedures around giving feedback to students. And guess this is some points that I thought were quite important. That, it is important to give feedback to the students. SACs can provide, you know, both the teacher and the students with aspects of key skills and knowledge that might need more work needs to be done on. Teachers can use performance of their students to evaluate teaching and learning programs. So looking forward down, what do we do differently this time, what worked well, what didn't? A topic might might need to be carefully revised, prior to the examination and look at something, the students miss this. We wanted to spend some more time and re and go back and reteach this differently? Or do we teach this enough? Do we do explicit teaching enough to begin with?

The other thing too, is the SAC is not to replicate the exam. It's a different type of assessment. And I know that we do the SACs similar to the exam, then they get practise for the exam. Well, that's actually not being fair to your cohort of students because your cohort of students needs to be able to demonstrate their ability to show those levels of achievement. And that particular task is a task which is similar to an examination might not be the best task for that cohort of students. So you're actually disadvantage your students. So you got to really look at what's the best my students, how can I best show me their level of achievement?

So a few checklists, quick SAC checklist. So assessment is appropriate and understandable for the student cohort. The wording, the language is clear and appropriate. The task reflects terminology in the study design, the key skills and knowledge and outcome statements are assessed in appropriate depth. Continuing on here. The content and context of the tasks provides the opportunity for the highest level of performance. So using the study design to develop your teaching and learning programs to determine the needs that need to be assessed. Use demand sorry, use common terms in the key skills in your assessment of them. So in the structure of your SACs and I guess that's something, and using that through the auditing process that the auditing panel sees at times is where the use of the study design may not be used as strongly as it could be. Some of the terminology may be coming from previous study designs and that the assessment task isn't to-date up-to-date with what's there.

Marks, if you keep going on, marks are clearly allocated and corresponding questions with the difficulty and the complexity of the terms. So, you know, harder questions, more marks; easier questions less so to speak, something similar to that.

Task is significantly different to previous year's tasks. I've mentioned that and commercially produced tasks including all VCE examination questions. So obvious a really clear point here is, you know, grabbing questions off previous exams and putting them on there or using commercially produced tasks and using the questions, word for word off that, you know, doesn't give that significant difference. It makes it hard for a teacher to be able to say, "Oh yes, I can authenticate that this is a student's work and I didn't have advantage coming in that they may have seen these questions before, or seen similar questions before, and had already had an understanding of that".

Validate your assessment with another teacher. So using another teacher within your school or within your community. I know a lot of the time, product design teachers are the only ones in the school. They're the only ones there's usually only one Product Design teacher in most cases. And maybe nobody else that teaches a study or has ever taught study. But when you're writing assessment tasks, good educators don't need to know the content to be able to determine, or know the study, to be able to look at 'is this a good assessment task or not?' It should be that they'll be able to look at it. So look at your senior educators in your school, those that do produce really good assessment tasks and ask them to have a look over it as well. And I do think I'm ticking all the boxes here.

Just a short comment on commercially produced tasks. One thing about School-assessed Coursework that must be unique to every student and cohort. So if you are going to use a professionally produced task, and you need to make sure that the task is in line with the current study design. Don't just assume that it is. And that okay, well, I've paid for this, that should be right. And you need to make sure that the task is in line with the current study design. So, that's similar to if you're using for support from user in a previous year's exam that's been written by, I'm sorry exam, SAC has been written by another teacher in previous years, you know, ever assuming that it is in line with the study design but definitely with their commercially produced ones. Ensure that there's significant modifications have been made to the task so it's unique to the group of students that you have. And it doesn't disadvantage other students. So some students might have a copy of this, of particular assessment tasks, to give themselves extra support and in their learning. So you don't want to have students coming into your SAC or coming into the SAC with, you know with a step up over the other students that they've already seen the questions and have already thought about how they would answer that question. Ensure that the modification of the task is in line with your teaching and learning program suitable for your student cohort. So just because this is one way of making an assessment task doesn't mean it's the right way and doesn't mean that it's going to be right for your cohort of students. That's one thing with the auditing panel sees each year is the variety in how teachers go about assessing their students and what they produce in ways of assessing their students and it's really encouraging to see that.

So once again around the SAC, if there's any further information that you require, then you just speak to Curriculum Manager which is Dr. Leanne Compton, and the details are there below.

Thank you for your time and good luck.

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