**Leanne Compton:** Hello, my name is Leanne Compton, and I'm the Curriculum Manager for Design and Technologies at Victorian Curriculum Assessment Authority. This video is one in a series of videos that the VCAA is producing to assist teachers with the delivery of the curriculum and assessment for VCE Systems Engineering in 2021. This particular video focuses in on VCE assessment principles.

Colin Chapman, who is the state reviewer for Systems Engineering is going to take you through this video. Thanks, Colin.

**Colin Chapman:** Thank you, and thank you for the opportunity to work together with our teachers across the state. Here is the intellectual property statement from VCAA.

It is important that we make sure that our school-based assessments are associated strongly with effective learning and teaching activities. These learning and teaching activities are opportunities for teachers to develop skills, as well as content knowledge with students. The school-based assessment must happen after we go through effective learning and teaching activities. The VCE assessment principles themselves support the identification of opportunities for further learning. So they are formative. They allow description of student achievement as a summative activity, and they allow us to articulate and maintain standards across our studies. They provide opportunities for the demonstration of the achievement of your outcomes. And this is important because this has to do with satisfactory completion. And when we go through school-based assessments, determination of satisfactory completion is the number one task. This is separate from determining level of achievement. And the assessment principles allow us to reach reasonable judgments and allow us to report a level of achievement for the school-based assessment. So again, there are two separate tasks here.

One is satisfactory completion, which is asking the question is the student somewhere on our rubric with respect to engagement with the school-based assessment. And then there's the developing level of achievement, which is then looking at the descriptors on a rubric to place the students so that we may determine a rank order for the students that we're working with. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent. It means that all individuals must be able to respond through school-based assessment to the stimulus material that's being provided, and ways that they may represent their engagement. It must be effective with respect to getting out from individuals, good evidence of achievement. It must be equitable, so that all may be able to perform. It must be reasonable and not give undue work, and it must be transparent. It must be clear in the instruments that you use for assessment about those things that you are trying to assess and how you're trying to assess them.

So VCE assessment should be valid and reasonable. The curriculum content to be assessed is explicit in each study design and related VCAA documents as well as the skills. And the assessment instruments should not assess learning that is outside the scope of a study design. Examples here would be rubrics that include concerns with respect to grammar and punctuation and presentation style for a school-based assessment in Systems Engineering. Those concerns are outside the scope of the study design and you need to develop a design for your assessment where those things are not going to impact the performance of the individuals with whom you are working. You need to make sure that what you're assessing is adequately able to be reflected in the responses that the students might offer.

VCE assessment should be equitable. So the assessment should neither privilege nor disadvantaged students or exclude them based on gender, culture, physical disability, socioeconomic status, or geographical location. This is why for our school-based assessments, we can design them to be able to play to the circumstances and strengths of the individuals with whom we work. School-based assessment is purely school based. It's not concerned with your school against another school. It is about your students and your ability to rank them in an activity that you have designed to play to the strengths of your individual students, as they respond to the outcomes as outlined in the study design, and elucidated in advice to teachers. So the key here is to develop an assessment tool such that all students can perform.

VCE assessment should be balanced. Assessment should provide a range of opportunities to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. It needs to enable the demonstration of different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes. Now, this means that we need to make sure that we're not staying with one mode of response when students are engaged in school-based assessment. We need to make sure that there are a range of opportunities so that students have more than one mode with which to demonstrate achievement. It is important that these opportunities are designed. There are a range of responses that are listed in the study design for systems engineering and it is useful to review those and to challenge yourself to develop assessments which allow more than one mode of response. Remember, we're looking for responses that are substantially the same.

VCE assessment should the efficient. The study design will set out the minimum assessments for teachers to make a robust judgement about each student's progress and learning. This means that where there is a range of opportunities for assessment, we should pick the opportunities that are most efficient for the particular students that we are working with in any particular year in the circumstances in which we are working. This will be different across different schools and you need to make a judgement to advantage your students in this regard. We need to remember that demands for precision must be balanced with those for efficiency. So it may seem reasonable to have a very detailed and long assessment to make sure we get the very nth degree understanding of student achievement. However, if that takes significant time that takes away from learning and teaching opportunities. So we need to make a balance between getting a precise position for each individual student regarding efficiency. Given that this is a ranking activity, you would argue that we don't need to assess to the nth degree we just need to get sufficient evidence that we can efficiently place the students in rank order in our school-based assessment. Again, we need to reflect this idea that learning and teaching activities inform school-based assessment and how that might happen. And the VCE assessment principles are a way for us to make sure that all students are able to access in an effective way school-based assessment in their response to outcomes in the study design. School-based assessment is an opportunity to design learning and teaching activities for your cohort of students with assessment that is personalised for the Systems Engineering students with whom you work in any particular year.

So these principles don't just apply to the assessments themselves, but also to those things that we do throughout the year in our learning and teaching. And it feeds back into our redesign of learning and teaching activities. In some ways, it is useful to think about our learning and teaching activities in a Systems Engineering approach and to realise that we are going to iterate our approach as we engage with our students in learning and teaching activities. And that will help us design assessments that are truly personalised for our students. Each school is different and there are different contexts that students operate in. There are different circumstances.

Your students will have different strengths, different talents and different resources available to them. The design of learning and teaching activities should reflect this. And that should then support effective assessment of your students. Central to school-based assessment is understanding that you know your students best. And you get to know your students best through the learning and teaching activities that you continue to design, redesign and iterate as you engage with them. You know the best ways to collect evidence in terms of their achievement as a result of your learning and teaching activities. Key to school-based assessment is to allow the VCAA the richness of your experience of working with your students through learning and teaching activities that are relevant to them. So we need to make sure that we personalise the stimulus material and experiences that are important to develop a good response from our cohort to the outcomes developed in the study design.

Satisfactory completion is asking, with the assessments that you're using, whether a student has engaged meaningfully with the outcomes through the learning and teaching activities that have been designed. It is different to level of achievement. Determination of level of achievement is a ranking activity. It is separate to satisfactory completion. The level of achievement takes student responses to learning and teaching activities and assessment and tries to determine where students lie with respect to the indicators in the SAT's mandatory credit criteria and also the SAC's marking scheme which you develop. This is personal to your school and your circumstances and your context and also the strengths, talents of your students. It means that you can personalise your determination of level of achievement for your cohort without consideration of what other schools are doing in this regard.

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