

VCE Systems Engineering: 2021 School-assessed Task (SAT)

VCE assessment principles

The copyright in this presentation is owned by the Victorian Curriculum and Assessment Authority or in the case of some materials, by third parties. No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968 or with permission from the Copyright Officer at the Victorian Curriculum and Assessment Authority.

VCE assessment principles

Supports the

- identification of opportunities for further learning
- description of student achievement
- articulation and maintenance of standards.

VCE assessment principles

Supports assessment that provides opportunities for

- the demonstration of the achievement of outcomes
- reasonable judgment and reporting of a level of achievement for School-based Assessment.

VCE assessment principles

The system for assessing the progress and achievement of students must be

- accessible
- effective
- equitable
- reasonable
- transparent.

VCE assessment principles

VCE assessment should be valid and reasonable

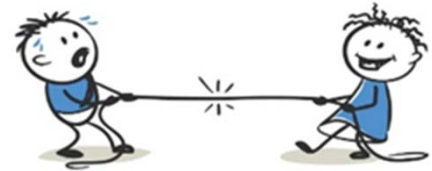


VALID

- The curriculum content to be assessed is explicit in each study design and related VCAA documents.
- Assessment instruments should not assess learning that is outside the scope of a study design.

VCE assessment principles

VCE assessment should be equitable

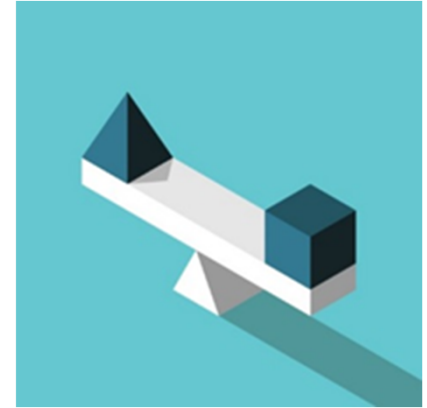


Assessment should neither privilege nor disadvantage students or exclude them based on **gender, culture, physical disability, socioeconomic status or geographical location.**

VCE assessment principles

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.
- The demonstration of different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes must be supported.



VCE assessment principles

VCE assessment should be efficient



- The study design will set out the minimum assessments for teachers to make a robust judgment about each student’s progress and learning.
- Demands for precision must be balanced with those for efficiency.

VCE assessment principles

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.

VCE assessment principles

- 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, in support of effective assessment of your students.

VCE assessment principles

Central to School-based Assessment is understanding that you know your students best; you know the best ways to collect evidence in terms of their achievement.

VCE assessment principles

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.

VCE assessment principles

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.

VCE assessment principles

- The determination of level of achievement is a ranking activity. It's 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 criteria and also the SAC's marking scheme.

VCE assessment principles

- 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 to what other schools are doing in this regard.

For further information

Dr Leanne Compton, Curriculum Manager – Design and Technologies

leanne.compton@education.vic.gov.au

t: 03 9059 5145