**Leanne Compton** - Hello, my name is Leanne Compton. I'm the Curriculum Manager for Design and Technologies at the Victorian Curriculum and Assessment Authority. With me in this video is Simon Van Dillen. Simon is the State Reviewer for VCE Product Design and Technology. This video is one in a series that we have developed to support teachers of VCE Product Design and Technology. This particular video focuses in on School-assessed Coursework Development for VCE Product Design and Technology. I'm going to hand over to Simon to take you through this video. Thanks Simon.

**Simon Van Dillen** - Thank you, Leanne, and thank you everyone for watching this video and taking the time out of your day to dedicate to your group of students; I know that they will be greatly appreciated, the time that you're putting forward. Today we're going to look at assessment coursework and SAC, and we're going to be looking at how they link in with the VCAA Assessment principles.

So the VCAA have four assessment principles; these include that the assessment tasks should be valid and reasonable, that the assessment tasks should be equitable, the assessment tasks should be balanced and that assessment tasks should be efficient.

What is a School-assessed Coursework? So School-assessed Coursework consists of a set of assessment tasks to assess each student's level of achievement as specified in the study design. And then also used to rank the student's level of achievement within your individual cohort. So a SAC is used to make sure that we can rank those students and to give each one an individual score. SACs may provide evidence that can contribute to the achievement of outcomes and completion of the unit, but they're not there to decide if the student gets an S or an N for that outcome.

The general coursework within the class, the classroom work and other activities, will determined a student's S or N for an outcome, whereas SAC is used to determine the student's ranking within the cohort towards the, the study score. So, making sure that your decisions on if a student has achieved an S or N in the subject are made different, are made separate to the SAC. The SAC can support this, but it's not the be-all and end-all. It should not be used that way. Most work for assessment of this unit should be completed in class time, will completed in class time; this helps with authentication as well.

For when to use a SAC; in unit three, we used a SAC for outcome one and outcome two. Outcome one is allocated 25 marks, and outcome two 35 marks. And you'll see there too, there's, taking into account study design, there is a series of assessment tasks that the VCAA recommend would be appropriate for that particular outcome, for each of those outcomes when you're trying to assess those students. The SAC is also used in unit four, for outcome one, and you see 40 marks allocated here. And once again, there's a list of assessment, appropriate assessment tasks that an educator can use for their particular cohort of students.

So when developing a SAC, and especially for educators that are coming into teaching or teaching this year for the first time, it can seem a little bit daunting when you're trying to create a SAC. But we just, if we break that down to make it a little bit simpler, it's actually not as a daunting task as it may seem. So the first thing you need to do is really look at your cohort of students. How do they best learn? How do they best show their level of skills and knowledge? And then you would then base a SAC around that. So then you'd look at the type of tasks that you might use. And again, all of this'll be the most appropriate for my cohort of students. You need to have a look at the outcomes that are being assessed. Again, which type of assessment would be best for that? For my particular cohort of students.

You need to take in the timing of the SAC; how much time are you going to provide to the students? Making sure that they've got enough time to demonstrate the skills and knowledge that you need, for the ranking, but at the same time, too, we're not over-assessing and we're not over-burdening them with extra workloads. The conditions in which the task is going to occur under, and the purpose of the task; what are we trying to achieve here? And making sure that we don't add additional information or skills and knowledge that we think the students might need, that we only use what's in the study, current study design. The task levels of achievement.

So we need to make sure students will get these multiple entry points for all students. So we need to be able to differentiate between our top-end students and our lower-end students, and we need to make sure that our lower-end students can engage in the assessment task and that our top-end students have got the opportunity to demonstrate their greater understanding and their knowledge. We know when students come in into the assessment task they're going to go, 'Oh, I've got no idea. I can't, I don't know any of these questions or activities or tasks, I can't do that.' But at the same time too, we don't want all students to find the activity easy. So we want to make sure too that our ... we'll use a rule of thumb, 25 lower-end questions; ones that are easy engage, quick, simple. And then we go 50% of that, sort of that middle range, type of cognitive requirements, and then 25% of the task is looking to pitch towards the top-end students that'll help us with that ranking.

The structure of the assessment task that we talked about, going back to our VCAA principles, assessment principles, being valid and reasonable. So it needs to be fair, the assessment task needs to be fair. It needs to be specific to the study design. Now we don't add additional information to this, or task requirements, but we also too don't take some out. So we make sure we're covering all the key skills and knowledge. That it's conducted under fair conditions and be conducted under substantially the same conditions for all students in the cohort. So some schools are going to have multiple classes, and that all students completing the assessment task are completing it under the same conditions, over very, very closely to. That instructions are included; students know, before they enter the assessment task, that they know what's required of them.

It needs to be equitable; so there needs to be access to all students, like we spoke about earlier. And it doesn't privilege a certain type of student, so if we've got students looking at it going, 'I can't access this.' Then we're privileging those students who can and the assessment task isn't equitable for all. It's comparable in scope and demand of the choice of tasks, being offered within. And the task if unique to the school and that, and your cohort of students. So once again making sure, like I said earlier on, that you really look at your cohort of students and what would be the best assessment task for them.

That the task is balanced; so a variety of task types are being used. So there not just all short question and answers, that you might put in extended responses, you might have students are good at case studies. And referring back to the study design where it says the type of assessment, appropriate assessment tasks that you could use. Where there's a variety, and a variety across all the SACs so they're not all exactly the same. Then the conditions, a variety of conditions as well; that there's suitable criteria, descriptors and rubrics are being used or a marking scheme.

So you can look back to the assessment task and see that there is a balance, balanced skills and knowledge. So balanced skills and knowledge across, all the key skills and knowledge that you've got to balance across those. The key skills and knowledge are broadly assessed. And the tasks allows students to demonstrate different levels of achievement. So if you've got the whole cohort obtaining high marks, then maybe the assessment task really hasn't been able to stretch those students and give you a clear understanding of being able to rank, how you can rank those students. Same thing if the students that are all struggling with the assessment task, maybe it wasn't balanced and doesn't allow to show, you know, those students that are at a higher-end to our lower-end students.

Efficiency; this is an area of importance, very much so, that's the minimum amount of tasks are being set. We don't want to over-assess the students, we do not need to over-assess, this is for ranking purposes at the moment. The students will have undertaken a number of tasks to provide for the S or N, but for the SAC it is just for the ranking purposes, like I spoke about earlier. That the task is part of the regular teaching programme. Completed mainly in class, we will limit the timeframe, so this helps with authentication. I mentioned before, students not being over-assessed or under-assessed, and it doesn't create an undue workload and students aren't being stressed over it. So what you need to provide students before the, the assessment task, and then timely as well. Not, ideally, not the morning beforehand that they've got this information beforehand.

So the type of assessment task that's going to be used, using one of those listed in the study design, and the approximate date that this is going to occur. It's really good at the beginning of the year, for educators to set the date that they might be actually having it on, but then things happen within a school environment that does need to be adjusted. But as long as students know that they've got an appropriate time, approximate time, and appropriate leeway. Time allowed for the task, the allocation of marks, the nature of materials that are going to be utilised when completing the task and information about the relationship between the task and the learning activities that have happened within the classroom, so the students can see that connection there. Following the delivery of the task; teachers will use the, use the performance of their students to evaluate the teaching and learning programmes.

So you have a look at, has the teaching and learning programme that we've used allowed us to, allowed the students to be able to demonstrate those key skills and knowledge, and then be able to rank them? The topic may need to be carefully revised prior to the end of the unit to ensure that students fully understand the key skills and knowledge explanation. So if you find this one area in the SAC that students have all done poorly on? As our own teaching practises we'd be looking at that going, 'Okay, I may need to do additional learning tasks with our students to help prepare them and make sure that they actually do have that key skill, that key knowledge.' And feedback; we're going to make sure we give the students feedback. It's important aspect and it needs to be timely as well.

A bit of a SAC checklist. Assessment is appropriate and understandable for your cohort of students. The wording and language is clear and appropriate for VCE students. Tasks reflects terminology within the study design. And that the key skills and key knowledge and outcome statements are assessed in inappropriate depth. The content and context of the task provides opportunity for the highest level of performance. Marks are clearly allocated and correspond to the questions difficulty. And that the task is significantly different to previous year's tasks. And this is extremely important, because it also helps you with your authentication and that a student has not access the SAC from a previous year, which then gives them an advantage, which makes it more privileged for them; so then that takes away from that. You're not giving that student, making sure it's valid, you're not giving that student an advantage.

So the SAC has to be, if you are going to use SACs from previous years, you have made substantial changes to that particular SAC. And really each year's cohort changes, so SACs should really be appropriately written for that particular cohort as well. And validate your assessment task with another teacher. So I know within a lot of schools, Product Design is only the one teacher, but there'll be someone else within your domain, another educator that can look at it and say, and look at the, using the VCAA principles and be able to apply that to the SAC. They might not know the content, but they can actually say, 'Well I didn't think it was enough high-range questions' or, 'You haven't got enough lower-end questions.'

Commercially-produced SACs. So if an educator is going to use a commercially-produced assessment task, it must be unique to your school; so you have to make significant modifications and that is why it is highlighted there. Students can access these assessment tasks just the same as what the educators can. So there may be an incidence where a student has access to the assessment task before they sit it, and the educator may well possibly would not be aware of this. So that gives then an unfair advantage. And then also doesn't make the ranking of your students accurate. So you need to make sure that there's significant modifications made that the student would not come into it possibly having a good understanding of that.

So thank you for taking the time. And if you do have any, any questions around SACs or want some more information, please contact Dr. Leanne Compton, our curriculum manager. And Leanne's email address is on the screen there. Thank you.

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