**[Leanne Compton]:** Hello, my name is Leanne Compton and I'm the Curriculum Danager for Design and Technologies at the Victorian Curriculum and Assessment Authority. With me, I have Colin Chapman, who is the state reviewer for VCE Systems Engineering and Simon van Dillen, who's the state reviewer for VCE Product Design and Technology.

Simon and Colin will be presenting this video on improving the design of school-based assessment. This video is one in the series of videos that we are producing to support teachers of Product Design and Technology and Systems Engineering to moderate student work.

Be aware of the copyright of this video is owned by the Victorian Curriculum and Assessment Authority. So I'm going to hand over the presentation now to Simon and Colin, so over to you guys. Thank you.

**[Colin Chapman]:** One of the strengths of the VCE is the school-based assessment program, which allows us to really play to the strengths of our cohort and allow them to be engaged in a meaningful way with the skills that are being developed as content is explored.

School-assessed coursework is one element of school-based assessment. And this provides for the development of key skills through the exploration of key knowledge, as detailed in the areas of study. It's important to note that learning and teaching activities should support this exploration, informing the development of meaningful school-assessed coursework processes and activities. It is important that the school assessed coursework emerges from our learning and teaching activities in a way that continues the discussion with regards to the stimulus materials that we are using in our learning and teaching.

The other element of school-based assessment is the School-assessed Task. This provides for the development of a design brief, intentions, processes, evaluation, and a record of evidence. Effectively a response to the design brief. Learning and teaching activities need to scaffold, support, and critically engage with the evolution of the School-assessed Task as the students respond to the design brief.

Moderation processes allow us to understand the contexts more deeply than our students are living. School-based assessments are an opportunity to engage the strengths of the students with whom we are working. It allows us to identify those particular areas that our students are able to really leverage as they explore the knowledge that our skills and skill development is trying to engage with.

School-based assessments are an opportunity to engage contexts and this is important because this fits in with the VCAA principles of assessment in that we really need to provide a variety of contexts in order for our assessments to be balanced.

School-based assessments are an opportunity for us to engage challenges using stimulus material and stimulus activities in order for us to evoke meaningful application of skills.

And school-based assessments are an opportunity to engage innovation. As state reviewers, we've been privileged to see a remarkable number of exciting, innovative activities that have led to some remarkable school-based assessment ideas. Some of these ideas include field trips to local facilities, as well as other activities. And when we have effective moderation processes, we can, as a group, as a whole school, explore further opportunities for innovation in our school-based assessment.

Moderation allows us to identify opportunities for assessment. So moderation isn't just arriving at a satisfactory completion or a level of achievement, it's about really thinking about what are those things that we can do better in order to provide more opportunities for assessment. It allows us to identify cohort-specific contexts that we might otherwise not have identified. It allows us to identify effective levels of performance, and it allows us to audit our school-based assessment learning and teaching activities, as well as the tools themselves against the VCE assessment principles.

**[Simon Van Dillen]:** So let's have a look at school-based or school-assessed coursework a little bit closer. So the school-assessed coursework is to begin with we looked at the developing of effective and efficacious school-based assessment. So from the beginning, from when we first sit down to look at a particular outcome, we're looking at how do we best assess the students here? How can we be the most effective and efficient in the way we go about this assessment, to be able to get the best out of our students and give them the opportunity to show their own particular excellence.

It's also assessing the strengths of any particular cohort, students in different areas of our state, from different schools, from different backgrounds will have different strengths, and we need to use those strengths, we need to look at what works well with our particular cohort and what our particular students would benefit most from and making sure that our assessment aims towards their strengths and what may be in that particular area, and as Colin said earlier, using our teaching and learning activities with what do we have in our local area, what can we be using, what would make it to be very supportive, to really good learning and teaching activities that then support the students when they've been assessed on the particular coursework.

Assessing any opportunities identified. So also looking at, as we're going through our coursework or looking at some particular areas where we could strengthen, where through moderation, we actually then talk, we talk about, okay, what are some opportunities that we could do better from maybe last year? Or what are we seeing that's happening in our area that is different from last year? Great example, now we've all had to be very adaptive when it came to COVID, how do we get... how do we now best write our coursework to be able to suit whatever is happening at the particular time and being flexible and being fluid when it comes to that.

And correcting any omissions, so through our moderation, we can sit down and go, "hang on, have we made sure we've got everything? Is there a coursework? Are we checking all the boxes? Are we teaching the key strengths and the... sorry, key skills and the key knowledge? Are we making sure that our students have got a good understanding and good foundation when it comes to each of those?

School-assessed Task, I guess, the biggest thing here when it comes to the moderation is looking at how our students respond to the design brief, our School-assessed Task is based on the design brief and the design process that follows that, that each aspect of the journey that they go on, the process that they follow, always links back to the design brief. And if that design brief is not strong to begin with, then students will then find it more challenging throughout the process to be able to link back to that and be able to respond to that design brief.

So through their... when they're doing an effective evaluation or effective research or effective process testing or material testing or whatever they may be undertaking, whichever stage you're going through, if the design brief is not strong then the students will then find the rest of the School-assessed Task more challenging and it's very hard too as a teacher when you have a student come into the space and say, 'I want to make this, or I want to build that.' To then be able to say to them, 'hang on, where's the problem? Where's the need? Where's the challenge?' And not to have the solution to begin with, if they've got a design brief which is written with a solution, it then limits their ability to respond well and respond with it, when we look the key levels of performance through our assessment criteria, you know, how can they respond high and very high, if they've already got a solution? So they find that it'd be very, very difficult.

So we also then need to look at, okay, what are the learning and teaching activities that we are developing for these students to then be able to write a design brief that will allow them to get good, strong responses all the way through the process and all the way through the School-assessed Task.

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