

VCE Product Design and Technology: School-assessed Coursework development

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VCAA Assessment principles

- VCE assessment should be valid and reasonable



- VCE assessment should be equitable



- VCE assessment should be balanced



- VCE assessment should be efficient



What is School-assessed Coursework (SAC)?

- School-assessed Coursework consists of a set of assessment tasks that **assesses** each student's **level of achievement** as specified in the study design.
- Used to **rank** the achievement levels of students within an individual school cohort.

What is School-assessed Coursework (SAC)?

- SACs **may provide evidence** that contributes to the determination of achievement of outcomes and completion of a unit.
- The decision about completion of a unit is distinct from the assessment of levels of achievement.

- Most work for the assessment of unit outcomes and SACs will be **completed in class.**

When to use a SAC

Unit 3

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 12 per cent to the study score.

| Outcomes | Marks allocated | Assessment tasks |
|---|-----------------|--|
| Outcome 1 Investigate and define a design problem, and discuss how the design process leads to product design development. | 25 | A structured, annotated design brief, evaluation criteria and an explanation of how the designer will research and develop design ideas from the design brief, with reference to product design factors. |
| Outcome 2 Explain and analyse influences on the design, development and manufacture of products within industrial settings. | 35 | The student's performance on the outcome is assessed using one or more of the following: <ul style="list-style-type: none">• extended response• a short written report• an oral presentation accompanied by notes and/or visual materials. |
| Total marks | 60 | |

When to use a SAC

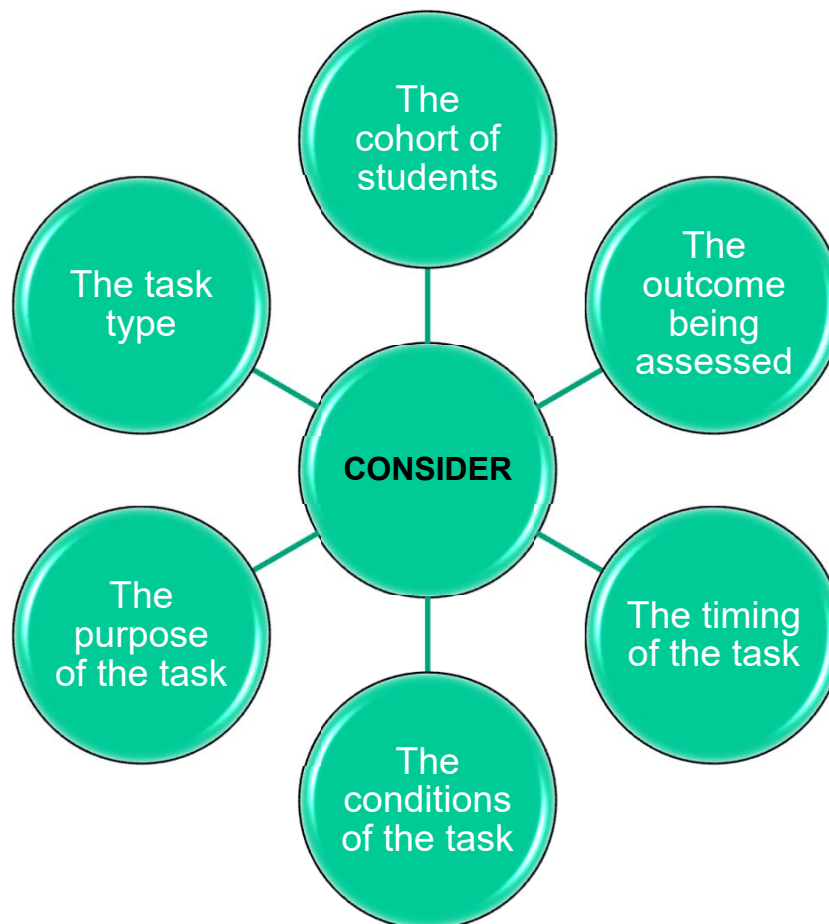
Unit 4

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 8 per cent to the study score.

| Outcome | Marks allocated | Assessment tasks |
|---|-----------------|---|
| Outcome 1 Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques. | 40 | The student's performance on the outcome is assessed using one or more of the following: <ul style="list-style-type: none">• an extended response• a short written report• structured questions• an oral presentation accompanied by notes• an annotated visual report. |
| Total marks | 40 | |

How to develop a SAC



Task levels of achievement

- **Multiple entry points** to allow accessibility for all students
- **Differentiated item difficulty** to extend the top end and engage the low end
- **'25-50-25 rule of thumb'** for overall item cognitive difficulty

Structure of the task

- **Valid and reasonable**

- fair and reasonable
- specified in the study design as one of the designated task types
- conducted under fair conditions
- conducted under substantially the same conditions for all students in the cohort
- instructions included



Structure of the task

- **Equitable**

- accessible to all students
- does not privilege a certain type of student
- comparable in scope and demand if a choice of task is offered within
- the task unique to the school and cohort of students



Structure of the task

- **Balanced**

- a variety of task types used
- a variety of conditions used
- suitable criteria, descriptors, rubrics or marking schemes used
- the key knowledge, key skills and outcomes are being broadly covered / assessed
- the task allows students to demonstrate different levels of achievement



Structure of the task



- **Efficient**

- a minimum number of assessments been set
- the task is part of the regular teaching and learning program
- completed mainly in class and within a limited timeframe
- students are not being under assessed or over assessed on the outcome
- the assessment does not generate undue workload or stress on students

Provide to students prior to the assessment task

- Type of assessment task as listed in the study design and approximate date for completion
- Time allowed for the task
- Allocation of marks
- Nature of any materials they can utilise when completing the task
- Information about the relationship between the task and learning activities should also be provided as appropriate

Following the delivery of the assessment task

- Teachers can use the performance of their students to evaluate the teaching and learning program
- A topic may need to be carefully revised prior to the end of the unit to ensure students fully understand the key knowledge and key skills required in preparation for the examination
- Feedback provided to students with important advice about which aspect/s aspects of the key knowledge they need to learn and in which key skills they need more practice.

SAC checklist

- Assessment is **appropriate and understandable** for the student cohort
- **Wording/language** is clear and appropriate for VCE students
- Tasks reflect **terminology** in the study design
- Key knowledge, key skills and outcome statements are assessed in **appropriate depth**

SAC checklist

- The **content and context** of the task provide opportunity for highest levels of performance
- **Marks** are clearly allocated and correspond to question difficulty
- The task is **significantly different** from previous years' tasks
- **Validate** assessment with another teacher

Commercially produced tasks

- School- assessed course work **MUST be unique** to each school and student cohort.

If using commercially produced tasks:

- ensure the task is in line with the current study design
- ensure the task is **significantly modified** so that a student who may have seen the commercially produced task prior to the SAC is not advantaged over a student who hasn't

Thank you

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