

# VCE Design and Technology: Using School–assessed Task criteria to rank students

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# School-assessed Task

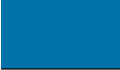
- **The School-assessed Task (SAT) contributes 50 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.**
- **Schools provide a score against each criterion that represents an assessment of the student's level of performance for Unit 3 Outcome 3 and Unit 4 Outcomes 2 and 3 to the Victorian Curriculum and Assessment Authority (VCAA).**

# School-assessed Task

- The scores must be based on the teacher's assessment of the student's performance according to the mandated criteria in the *VCE Product Design and Technology: Administrative information for School-based Assessment*.
- The *VCE Product Design and Technology: Administrative information for School-based Assessment* is updated annually.
- This school-based assessment is subject to the VCAA's statistical moderation process.

# Recording Assessment

- The *VCE Product Design and Technology: Administrative information for School-based Assessment* contains the assessment sheet.
- This assessment sheet must be used by teachers to record the students' SAT scores.
- The completed assessment sheet must be made available on request by the VCAA.

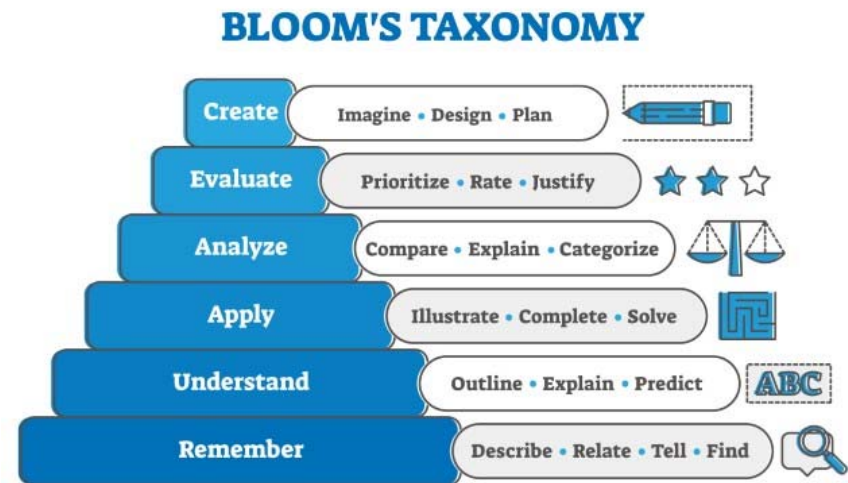
 <b>Victorian Certificate of Education</b> <b>Production Design and Technology Assessment Sheet</b> <b>School-assessed Task</b>						STUDENT NAME	
<small>This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student's performance for each criterion. Teachers will be required to choose one number from 0-10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.</small>						STUDENT NUMBER	
						ASSESSING SCHOOL NUMBER	
Criteria for the award of grades	Not Shown (0)	Very Low (1-2)	Low (3-4)	Med (5-6)	High (7-8)	Very High (9-10)	<b>Performance on Criteria: Teacher's Comments</b> You may wish to comment on aspects of the student's work that led to your assessment.
<b>The extent to which the design folio demonstrates:</b>							
1. skill in developing an end user profile, research, a design brief and evaluation criteria with reference to the product design factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. skill in conducting research and communicating developmental work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. skill in developing creative and innovative design options, and ability to gain end users feedback and justify preferred option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. skill in preparing working drawings and a scheduled production/work plan (including quality measures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. ability to document understanding of end judgments about suitability of materials and production processes, tools, equipment and machines, and identify how the product would be manufactured in industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>The extent to which the design folio and production work demonstrates:</b>							
6. skill in the application of appropriate processes, including risk management and recording progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. skill in project management and justifying modifications in realising the preferred option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>The extent to which the product and user instructions/care labels demonstrate:</b>							
8. skill in developing a quality product that is creative and innovative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. skill in evaluating the finished product; user instructions/care labels which communicate product features, care, use and/or assembly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<small>If a student does not submit the School-assessed Task or all, N/A should be entered in the total score box.</small>	SUBTOTALS						
						TOTAL SCORE	<input type="text"/>

# Ranking students

- **School-based assessment include both School-assessed coursework and School-assessed Tasks.**
- **These school-based assessment scores are used to rank each student within their school cohort.**
- **It is this ranking that is statistical moderated against the external assessment, which determines a student's study score.**
- **Students may be ranked differently according to different school-based assessment.**
- **It is important to rank students fairly.**

# Using the School-assessed Task assessment criteria

- Important to know command terms listed in descriptors
  - depicts
  - identify
  - outline
  - describe
  - explain
  - assess
  - Justify
- Understand relationship to key skills being assessed
- Enables teacher to rank student cohort



# Using the School-assessed Task assessment criteria

- **Key words listed in descriptors**
  - Independently
  - With support
- **Enables teacher to rank student cohort**

# Criterion 1

Assessment criteria	Indicators	Levels of performance																	
		Not shown	1–2 (very low)		3–4 (low)		5–6 (medium)		7–8 (high)		9–10 (very high)								
<b>1. Skill in developing an end user/s' profile, research, a design brief and evaluation criteria with reference to the product design factors</b>	<ul style="list-style-type: none"> <li>Identifies design problem</li> <li>Conducts primary research</li> <li>Develops end user profile</li> <li>Develops design brief</li> <li>Identifies evaluation criteria with reference to product design factors</li> <li>Writes evaluation criteria that reflect design brief; evaluation criteria to evaluate final product is written in four-parts</li> </ul>	Insufficient evidence	Identifies a design problem and an end user/s profile using primary research	Identifies a design problem and uses primary research to <b>identify</b> end user/s profile and/or their needs and requirements	Identifies a design problem and uses primary research to identify end-user/s profile and <b>outline</b> their needs and requirements	Identifies a design problem and uses primary research to identify end-user/s profile and <b>describe</b> their needs and requirements	Identifies a design problem and uses primary research to identify end-user/s profile and <b>explain</b> their needs and requirements	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	
			Creates a design brief for a product, identifying product design factors and/or the context, constraints and considerations and/or expected quality	Creates a design brief for a product, <b>identifying</b> product design factors and the context, constraints and considerations and expected quality	Creates a design brief for a product that addresses product design factors and <b>outlines</b> the context, constraints and considerations and expected quality	Creates a design brief for a product that addresses product design factors and <b>describes</b> the context, constraints and considerations and expected quality	Creates a design brief for a product that addresses product design factors and <b>explains</b> the context, constraints and considerations and expected quality												
			Writes criteria to evaluate design options or finished product that <b>identifies</b> relevance to design brief	Writes criteria to evaluate design options and finished product that <b>identifies</b> relevance to design brief	Writes criteria to evaluate design options and finished product that <b>outlines</b> relevance to design brief	Writes criteria to evaluate design options and finished product that <b>describes</b> relevance to design brief	Writes criteria to evaluate design options and finished product that <b>explains</b> relevance to design brief												



# Criterion 2

Assessment criteria	Levels of performance						
	Indicators	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>2. Skill in   conducting research and communicating developmental work</b> <ul style="list-style-type: none"> <li>Identifies relevant research areas</li> <li>Conducts primary and secondary research</li> <li>Gathers feedback from end user/s</li> <li>Demonstrates relationship between research and a range of developmental work</li> <li>Generates visualisations, using appropriate annotations</li> <li>Identifies and acknowledges appropriate intellectual property (IP)</li> </ul>	<p style="text-align: center;">Insufficient evidence</p>	With support, uses research that relates to developmental work	With support, uses research, including end-user feedback, that relates to developmental work	Independently undertakes research, including end-user feedback, that relates to developmental work	Independently undertakes research, including end user/s feedback, to describe developmental work	Independently undertakes research, including end user/s feedback, to explain developmental work	
		Identifies relationship of developmental work to design brief by including visualisations with annotations	Identifies relationship of developmental work to design brief by including visualisations with annotations and use of technical language	Outlines relationship of development work to design brief by including visualisations with annotations and use of technical language	Describes relationship of development work to design brief by including visualisations with annotations and use of technical language	Explains relationship of development work to design brief by including visualisations with annotations and use of technical language	
		With support, identifies intellectual property (IP)	With support, identifies and acknowledges intellectual property (IP)	With support, identifies and acknowledges intellectual property (IP) using conventions	With support, identifies and acknowledges intellectual property (IP) using accepted conventions	Independently identifies and acknowledges intellectual property (IP) using accepted conventions	
		0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

# Criterion 3

Assessment criteria	Levels of performance						
	Indicators	Not shown	1-2 (very low)	3-4 (low)	5-6 (medium)	7-8 (high)	9-10 (very high)
<b>3. Skill in developing creative and innovative design options, and ability to gain end user/s feedback and justify preferred option</b> <ul style="list-style-type: none"> <li>• Uses developmental work including visualisations to generate innovative and creative design options with annotations</li> <li>• Identifies possible functions/features/materials and production processes evident in design options</li> <li>• Gathers end user/s feedback on design options</li> <li>• Selects and justifies preferred option in relation to evaluation criteria and end user/s feedback</li> </ul>	Insufficient evidence	Developmental work including visualisations is used to generate design options with annotations that <b>depict</b> innovative and/or creative design ideas	Developmental work including visualisations is used to generate design options with annotations that <b>identify</b> innovative and creative design ideas	Developmental work including visualisations is used to generate design options with annotations that <b>outline</b> innovative and creative design ideas	Developmental work including visualisations is used to generate design options with annotations that <b>describe</b> innovative and creative design ideas	Developmental work including visualisations is used to generate design options with annotations that <b>explain</b> innovative and creative design ideas	
		Generates design options to identify possible functions, features, materials and/or production processes that relate to the design brief and/or evaluation criteria	Generates design options to <b>identify</b> possible functions, features, materials and/or production processes that relate to the design brief and evaluation criteria	Generates design options to <b>outline</b> possible functions, features, materials and production processes that relate to the design brief and evaluation criteria	Generates design options to <b>describe</b> possible functions, features, materials and production processes that relate to the design brief and evaluation criteria	Generates design options to <b>explain</b> possible functions, features, materials and production processes that relate to the design brief and evaluation criteria	
		Gathers end user/s feedback and <b>identifies</b> preferred option	Gathers end user/s feedback in relation to evaluation criteria and <b>outlines</b> preferred option	Gathers end user/s feedback in relation to evaluation criteria and <b>describes</b> preferred option	Gathers end user/s feedback in relation to evaluation criteria and <b>explains</b> preferred option	Gathers end user/s feedback in relation to evaluation criteria and <b>justifies</b> preferred option	
		0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

# Criterion 4

Assessment criteria	Levels of performance						
	Indicators	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>4. Skill in preparing working drawings and a scheduled production/work plan (including quality measures)</b> <ul style="list-style-type: none"> <li>Prepares working drawings</li> <li>Develops scheduled production plan</li> <li>Demonstrates risk assessment and risk management</li> </ul>	Insufficient evidence	Generates working drawings using conventions, use of symbols and/or measurements to identify product functions and requirements, materials and construction methods	Generates working drawings using technical language and conventions, use of symbols and measurements to identify product functions and requirements, materials and construction methods	Generates working drawings using technical language and conventions, use of symbols and measurements to outline product functions and requirements, materials and construction methods	Generates working drawings using technical language and conventions, use of symbols and measurements to describe product functions and requirements, materials and construction methods	Generates working drawings using technical language and conventions, use of symbols and measurements to explain product functions and requirements, materials and construction methods	
		With support, develops a scheduled production/work plan for the creation of the preferred option	With support, develops a scheduled production/work plan by identifying components for the creation of the preferred option including quality measures	Independently develops a scheduled production/work plan by outlining components for the creation of the preferred option including quality measures	Independently develops a scheduled production/work plan by describing components for the creation of the preferred option including quality measures	Independently develops a scheduled production/work plan by explaining components for the creation of the preferred option including quality measures	
		Assesses risk and identifies management of risk	Assesses risk of materials, tools, equipment and/or machines and identifies management of risk	Assesses risk of materials, tools, equipment and machines and identifies management of risk	Assesses risk of materials, tools, equipment and machines and describes risk management	Assesses risk of materials, tools, equipment and machines and explains risk management	
		0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

# Criterion 5

Assessment criteria	Levels of performance											
	Indicators	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)					
5. Ability to document understanding of and judgments about suitability of materials and production processes, tools, equipment and machines, and identify how the product would be manufactured in industry	<ul style="list-style-type: none"> <li>Documents suitability of materials and production processes, tools, equipment and machines</li> <li>Identifies how product would be manufactured in industry</li> </ul>	Insufficient evidence	Identifies suitability of materials and production processes, tools, equipment and machines	Outlines suitability of materials and production processes, tools, equipment and machines	Describes suitability of materials and production processes, tools, equipment and machines	Explains suitability of materials and production processes, tools, equipment and machines	Assesses suitability of materials and production processes, tools, equipment and machines					
			Identifies industrial manufacturing processes	Outlines industrial manufacturing processes	Describes industrial manufacturing processes	Explains industrial manufacturing processes	Identifies how the product would be manufactured in industry					
		0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

# Criterion 6

Assessment criteria	Levels of performance											
	Indicators	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)					
6. Skill in the application of appropriate processes, including risk management and recording progress	<ul style="list-style-type: none"> <li>Follows scheduled production plan</li> <li>Demonstrates record of progress including end-user feedback</li> <li>Uses appropriate processes with a level of complexity</li> <li>Demonstrates risk management</li> </ul>	Insufficient evidence	Implements scheduled production plan and provides evidence of progress	Implements scheduled production plan and provides evidence of a record of progress identifying decision-making	Implements scheduled production plan and provides evidence of a record of progress, outlining decision-making including end-user/s feedback	Implements scheduled production plan and provides evidence of a record of progress describing decision-making including end-user/s feedback	Implements scheduled production plan and provides evidence of a record of progress, explaining decision-making including end-user/s feedback					
			With support, applies processes with a level of complexity and risk management	With support, applies processes with a level of complexity using technical skill and risk management	Independently applies processes with a level of complexity using technical skill and risk management	Independently applies processes with a level of complexity using precision or technical skill and risk management	Independently applies processes with a level of complexity using precision and technical skill and risk management					
		0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

# Criterion 7

Assessment criteria	Levels of performance									
	Indicators	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)			
7. Skill in project management and justifying modifications in realising the preferred option	<ul style="list-style-type: none"> <li>Uses project management skills</li> <li>Justifies modifications including end-user/s feedback</li> </ul>	Insufficient evidence	With support, manages time and/or demonstrates organisation and identifies modifications including end-user/s feedback to produce the preferred option	With support, manages time and/or demonstrates organisation and outlines modifications including end-user/s feedback to produce the preferred option	With support, manages time and demonstrates organisation and describes modifications including end-user/s feedback to produce the preferred option	Independently manages time and demonstrates organisation and explains modifications including end-user/s feedback to produce the preferred option	Independently manages time and demonstrates organisation and justifies modifications including end-user/s feedback to produce the preferred option			
			0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>

# Criterion 8

VCE Product Design and Technology: School-assessed Task Assessment Sheet 2021							
Assessment criteria	Indicators	Levels of performance					
		Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
8. Skill in developing a quality product that is creative and innovative	<ul style="list-style-type: none"> <li>Produces a quality innovative and creative product</li> <li>Links product to design brief</li> <li>Follows scheduled production plan and modifications</li> </ul>	Insufficient evidence	Produces an innovative and/or creative quality product that is linked to the design brief and as documented in scheduled production plan and/or modifications	Produces an innovative and/or creative quality product that addresses the context, considerations and/or constraints of the design brief and as documented in scheduled production plan and/or modifications	Produces an innovative and creative quality product that addresses the context, considerations and/or constraints of the design brief and as documented in scheduled production plan and/or modifications	Produces an innovative and creative quality product that addresses the context, considerations and constraints of the design brief and as documented in scheduled production plan and/or modifications	Produces an innovative and creative quality product that addresses the context, considerations and constraints of the design brief and as documented in scheduled production plan and modifications
			0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>



# Criterion 9

Assessment criteria	Levels of performance						
	Indicators	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>9. Skill in evaluating the finished product; user instructions/care labels which communicate product features, care, use and/or assembly</b>	<ul style="list-style-type: none"> <li>Evaluates finished product using criteria and end-user/s' feedback</li> <li>Identifies areas for improvement</li> <li>Creates user instructions/care labels to communicate product features, care, use and/or assembly</li> </ul>	Insufficient evidence	Uses criteria and end-user/s' feedback to <b>identify</b> the finished product	Uses criteria and end-user/s' feedback to <b>outline</b> the finished product	Uses criteria and end-user/s' feedback to <b>describe</b> the finished product	Uses criteria and end-user/s' feedback to <b>explain</b> the finished product	Uses criteria and end-user/s' feedback to <b>evaluate</b> the finished product
			<b>Identifies</b> areas for improvement  Creates user instructions/care labels to communicate information	<b>Outlines</b> areas for improvement  Creates user instructions/care labels to <b>identify</b> product features, care, use and/or assembly to end user	<b>Describes</b> areas for improvement  Creates user instructions/care labels to <b>outline</b> product features, care, use and/or assembly to end user	<b>Explains</b> areas for improvement  Creates user instructions/care labels to <b>describe</b> product features, care, use and/or assembly to end user	<b>Justifies</b> areas for improvement  Creates user instructions/care labels to <b>explain</b> product features, care, use and/or assembly to end user
		0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>



# SAT Q&A webinar

- A Q&A webinar related to the SAT will be held in Term 1. Refer to the VCAA February Bulletin for details of the date and how to register. LC1  
GO1
- Any questions, information or clarification you would like to be covered during this webinar, please email to Leanne Compton [leanne.compton@education.vic.gov.au](mailto:leanne.compton@education.vic.gov.au)

## Slide 17

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**LC1**

Geoff are you fine with this description?

Leanne Compton, 30/11/2021

**GO1**

yes

Geoffrey O'Neill, 1/12/2021