**Leanne Compton** - Hi, my name is Leanne Compton, and I'm the Curriculum Manager of the Design and Technologies at the Victorian Curriculum and Assessment Authority. With me today is Simon Van Dillen. Simon is the State Reviewer for VCE Product Design and Technology. This video is one in a series of videos that we have developed to support teachers in the delivery of VCE Design and Technology. This particular video will focus in on Using School-assessed Task criteria to rank students. Over to you, Simon.

**Simon Van Dillen** - Thank you, Leanne. And thank you everyone, for watching. And hopefully you can get some support out of this video, as we go through, I know your students will be very grateful for you taking the time. And yeah, I would advise, actually applying the assessment criteria a little bit more easier to go through in the ranking of students. So this is the school-assessed task. The school-assessed task contributes to 50% of the students study score and it commences in unit 3 and completed in unit 4. Schools provide a score against each criteria that represents an assessment of the students level of performance for Unit Three Outcome Three and Unit Four Outcomes Two and Three. And you provide these score to the VCAA at different times throughout the year. The scores must be based on teacher's assessment of the student's performance in accordance to the mandated criteria in the VCE Product Design and Technology: Administrative Information for School-based Assessment. And being clear around that too that is based on your cohort of students, and you apply the criteria for your cohort of students fairly and consistently, and using those particular criteria.

The VCE Product Design and Technology: Administrative Information is for School-based Assessment is updated annually, and this is provided in early in the year referenced to it can be found in the February edition of the Bulletin, the VCAA Bulletin. And the other thing that occurs too is School-based assessment is subject to the VCAA statistical moderation process, which is applied later in the year for students that had taken the external examination.

Recording of assessment. So this is, I suppose is the first thing to look at. The reporting, the sheet to report on, the assessment sheet is found in the Administrative Information, of the School-based assessment, contains this sheet. The assessment sheet must be used by the teacher to report the student's SAT scores and the completed assessment sheet must be available on request by the VCAA. Ranking of students. So it's a school-based assessment includes both School-assessed Coursework and School-assessed Tasks, so SACs and SATs. These school-based assessment scores are used to rank each student within their cohort. So your particular school, your individual school's cohort, you're looking to how you are going to students accordingly. This ranking is statistically moderated against external assessment, which is determines the student's study score. Students may be ranked differently according to the different school-based assessments. And it's important to rank students fairly and that's in both cases fair to the students themselves, but also fair to the other students within the cohort.

Using the School-assessed Task's assessment criteria, SAT assessment criteria, it's important to know the common terms listed in the descriptors. So as you go through you will see these particular common terms are used throughout them. So the words like depicts, identifies, outlines, describes, explains, assesses, and justify. And these are very closely linked to Bloom's Taxonomy, as you see there, and I recommend that educators get themselves, have a good understanding of how they could, each of those terms, and how they would then assess their students based on what level a student would be at, if they were describing something or explaining something, what level would a student be at, what will they be demonstrating, what evidence would they provide to the teacher. And this enables the educator to then rank those students based on their ability and what they've actually presented.

Another couple of key words to look at is independently and with support. So have, as you've gone through, has the student been able to independently demonstrate that skill or that knowledge? Or have they demonstrated it with support, teacher support or additional support? Independently, once again, doesn't mean that the student hasn't provided any information or any teaching around that, the students need to be taught how to do a particular skill or need to be taught the particular knowledge, but then, when it comes to actually applying to the assessment task, the students are doing that thing individually. So it's not expected that a student does a particular process that an educator doesn't have to teach them first, they do. And then the student then applies that process, I guess, as an example to the SAT independently. Or the student has been taught a particular process, but still requires support when applying that, then have a look when you're assessing the student based on that particular level.

So, we going to go through each criteria and just pointed at where the differences are between each of the descriptors. And in the previous videos we've gone through criteria one to four and then in other video criteria five to nine. So I'm not going to spend time now unpacking each of these criteria. We're just going to look at what a student needs to get or where the differences are between the ranking of the students. So as you can see here in Criterion one, a student at a low level is identifying at a medium level they're outlining, and at high they're describing, and at very high they're explaining. So once again, going back to Bloom's Taxonomy and looking at that and saying that what my cohort of students, when they are explaining something, this is what it looks like, and this is how I'm going to assess fairly across my group of students, my cohort of students, and how I'm going to rank them, versus a student that has shown a medium because it outlines, the particular information, or skill.

Then Criteria two. This is where we see the uses with support. So the students that are doing developmental work. Through their research, they may undertake some of this with support from the educator. Then for a medium onwards, they need to be doing that independently. You can say that too, that, once again, the similar levels of identifies at the low, outlines, describes, and explains up to a very high. And a point to make here as well, that a student using, has to use appropriate conventions when it comes to the IP, they can only... If I haven't used the appropriate conventions, so let's say that you are just putting a URL address on every single one of the pages, the student can't get assessed above a low because that's not an appropriate convention. So we need to make sure that a student started using the form, some form of convention around that they're referencing intellectual property. And as we go out there, they're doing it with support or they're doing it independently. So a student at a very high would independently be able to reference where they've gained all their information from, as they have gone through. Once again, as the teacher, you might have to teach them how to reference to begin with, but then when they've applied the referencing, they've applied that independently.

Criteria Three. That the language here is very similar to the previous two criteria where it's identify for a low, or very low with depicts, from identifies, outlines, describes and explains. Where it changes here from a very low you can see in red that it's and/or the design brief criteria. So just be careful about picking up on that and for gathers end user feedback, you'll notice there that this is for the preferred option where they're justifying the preferred option, that to get a very high they must justify, they can't just explain it and just like, they actually need to justify. And that means it linking back to the product, the design brief and link it back to the evaluation criteria and to the end user feedback and then bringing all that information in to justify why the product, why this particular preferred option has met the design problem, or need, or solution. So all of that- so just be careful there, that does change for these particular criteria there the language.

Criteria Four. Where the students are preparing, working drawings, scheduled production plan. The language once again is very similar where it's at a low it's identify, outline in the medium, describe for a high, and explain for very high. And just that the thing here too is, the difference between describing and explaining could be as simple as one sentence. So student is adding that additional little bit of information and that I'm giving that explaining versus describing. It might not be a huge amount of additional work that the student is doing, but then you can see that clear difference in the student's thinking and we are able to then get higher order students, were able to rank higher because they have done that little bit extra, they have shown that little bit more about understanding, that little bit more skill than the student who is just describing something. It doesn't have to be a huge difference, it can just be outside of the outline, they might be speaking about, a reason they are using a particular tool or piece of equipment. It may only just be an additional sentence that keeps that greater depth and more richness in their response. Also, to know, here with support, as well, when it comes to the scheduled production plan. So the students coming to you, constantly saying, 'well, how long should it take me to do this?' 'How long would it take you to do that?' 'And how long would it take you to do this?' when they're writing their scheduled production plan, oh sorry, a work plan. We would say that's probably with support. A student having undertaken some of these processes and stuff before, and have a bit of an understanding of how long it might take, then that would be independently applying that information. So you still need to provide that student that learning beforehand, but then the student will demonstrate it in the SAT independently. And it just down on that risk assessment as well, there's a and/or they're under the very low, on the low sorry, where their equipment tools and equipment and machines, or they just talked about the tools and equipment.

Criteria Five. The language here is assigned is similar to before, but it's all moved out and we've got to get a very high, for our first indicator, the student needs to assess the suitability of materials, production processes, tools, equipment, and machines. So in the previous video, I spoke about how a student would do that. and what would be expected there versus explains, describes and so forth. So it is one of those ones where it changes there a little bit But we need to see the student assess it and show us ... show us how they're going to be out that. Also too, when it comes to identifiers in industry how the product might be made in industry and you will noticed too, that they identify their product, they talk about how their product would be produced or manufactured in real life industry. So that that's the end of the very high column. The levels of performance below that talk more about about those industry manufacturing processes and students talking about those. I would not necessarily be referencing directly to the product as such.

Criteria Six. Back, similar again, they identify, outline, describe, and explain, to get the very high. And with support and independently comes back in again, and then between our high and our very high, when it comes to an independently applies processes with a level of complexity and precision or technical skill and risk, where a very high in technical skill and risk. So we might have when you're ranking your students, that's where those little differences are there between the top end student and the next tier down, it's what you're looking for there.

So Criteria Seven. Same thing again, identifies, outlines, describes, explains, but in this case at the very high we've got the students actually justifying. So they're really justifying those modifications and the feedback that got back from the end user for why a particular modification may have occurred. So they haven't just explained that this modifications occurred because of X, Y, and Z, they've actually justified it and given evidence really around the need for that modification. And once again, we'll look out for that with support or independently, in there as well.

Criteria seven, sorry. Criteria Eight. Apologies. Subtle, there's some real subtle differences in here, and they are just with the ands/ors, again. So the forms of level, the indicators there it doesn't change the descriptors, it doesn't change too much, it's very similar from a low through to a very high, but there are subtle changes with one or the other, or they're actually promoting both, throughout that, so just be clear on that as we go through and remembering too this is, these criteria so seven, eight, nine is around, six, seven eight, a lot of this is teacher observed as well. So your observations within that space, and how you would rank your students, accordingly then.

And finally, Criterion Nine. The language here then is same sort of similar, but really that criterion nine, that very high, we're looking for them to evaluate the finished product. So they need to have applied their test. They need to have taken that data and evaluated it, and then given a reasoning for their findings. Areas of improvements, they're justifying those areas of improvements. Why is it that that, they would like ... that's how they would improve it moving forward, not just explaining it, but justifying it. So using evidence that they've seen throughout the process and applying that to the justifying of it. And then ones in the care label explain, so you just explain, and you describe, you outline, you identify is the ranking of the students for those ones. So more information around the ranking of students and how to apply the criteria.

If you have any questions, there is going to be a SAT Q&A webinar. It will be held in Term One and to find out the dates and how to register for this, please refer to the February edition of the VCAA Bulletin. And after watching this video or the suite of videos, if you do have any questions or information clarification you'd like, if there's something that has been said that didn't quite make sense, or you just like clarified, please email any of those questions to Leanne. And she'll make sure that we have those answered within those webinars. Thank you for your time.

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