**Robyn -** Hello, I'm Robyn, and I'll be explaining how to develop School-assessed Coursework for the new Product Design and Technologies Study Design. Assessment in VCE needs to be valid and reasonable, equitable, balanced, and efficient. This enables all students the opportunity to be successful and for consistency across the study. School-assessed Coursework consists of a set of assessment tasks that assesses each student's level of achievement as specified in the study design.

The study design clearly lays out the types of tasks that can be given to assess each outcome as well as the mark allocation. SACs are used to rank the achievement levels of the students within an individual student cohort. Ranking is important for the purposes of statistical moderation. Students should be provided with opportunities to demonstrate the S in the teaching and learning programme. While the SACs may provide evidence that contribute to the determination of achievement of outcomes and the completion of a unit, they are not the only pieces of evidence that can be used for determining satisfactory achievement of the outcomes. The decision about the completion of a unit is distinct from the assessment of levels of achievement. Forms of evidence for outcome achievement should come from students' contribution to a range of classroom learning activities through what they say, do, make, write and draw.

Most work for assessment of unit outcomes and SACs will be completed in class. This allows you to authenticate that the work completed by each student is their own work, as well as assisting with not adding unduly to student workload. For work not completed in class, students should sign an acknowledgement that the work that they have submitted is their own, and you should have checking processes in place throughout the duration of the task. There is an authentication form for School-assessed Coursework that can be downloaded from VASS. There is one assessment task in Unit 3. You would use a School-assessed Coursework task to rank your student cohort after you have taught the content and Outcome 1 to the students.

The task has 50 marks allocated and can be given as a case study analysis, oral presentation using multimedia, face-to-face or recorded as a video or a podcast and/or a research inquiry or a combination of these formats. There is one assessment task in Unit 4. You would use the School-assessed Coursework task to rank your student cohort after you have taught the content in Outcome 2 to the students. Like the second Unit 3, the marks allocated are 50, and the task can take the format of a data analysis, oral presentation using multimedia, a product analysis or a research inquiry, or a combination of these formats.

When developing a School-assessed Coursework task, consider a range of factors. Does it meet the requirements of my cohort of students? Does the task address content in the outcome being assessed? Do the questions relate to the key knowledge and the key skills from only this outcome? Consider the purpose of the task is to rank your student cohort. Ask yourself if you have developed questions to differentiate your student cohort. Are the questions or activities representative of the key knowledge and key skills in the outcome being assessed?

Also, consider the task type and ensure it matches to what is stated in the study design for the particular outcome being assessed. Consider the timing of the task. Ensure that the majority of students in your cohort can complete the task and ensure that the assessment task is generally done within class time. Consider the conditions of the task. Ensure the conditions are similar for all your student cohort.

For example, can they bring notes that have been authenticated as their own work into the assessment, or can they bring a textbook into the assessment? The purpose of School-assessed Coursework is to rank your student cohort. Ensure the assessment is designed for your student cohort. Do you have multiple entry points to enable students to respond to questions or activities? Consider the command terms and ensure you use lower order and higher order terms according to what is stated in the study design. Are you using command terms from the key skills to provide opportunities for students to perform at the highest level?

You want to have differentiated item difficulty to extend the top-end students and also engage the lower-end students. Do you have 25 % easy-entry questions for your student cohort? Do you have 50 % middle-entry for your student cohort? And do you have 25 % harder questions for your student cohort? This will assist with ranking your student cohort. Checking that the task is valid. Ask yourself if the content being assessed is what is stated in the study design according to the outcome being assessed. Are you only assessing the content as stated in the key knowledge and key skills? Are the conditions fair for students? Can the majority of the class complete the task in the time provided? Are you using only command terms from the key skills and not using command terms more rigorous than what is stated in the study design for particular skills? Are the conditions the same for all students? And have you provided instructions so the students know how to complete the task?

Checking that the task is equitable. Is the task accessible to all students in your cohort? Are all students able to complete the task and it does not privilege certain students such as those with low literacy or low socioeconomic background? If a choice of task is offered, are the tasks comparable in scope and demand? Checking that the task is balanced. Ensure a variety of task types are used across the assessment of Units 3 and 4. For example, you may consider an oral presentation in Unit 3 and a written task in Unit 4. It is not balanced if the same task type is used for both Units 3 and 4.

Also ensure a variety of conditions are used. You may consider test conditions for one task and open book with another task. Ensure suitable criteria, descriptors, rubrics, or marking schemes are used to assess content as stated in the study design and to rank the student cohort. Ensure that the key knowledge and skills that are assessed are representative of the outcome statement and the purpose of the task is to differentiate your school cohort, so ensures the task allows students to demonstrate different levels of achievement.

Tasks need to be efficient. A minimum number of assessments have been set. Don't over assess and don't put undue pressure on students as they need to balance their completion of SACs across every unit that they are studying. The task is part of a regular teaching and learning programme and completed in class or mainly completed in class and within a limited timeframe. Students are not being under assessed or over assessed on each outcome, and the assessment does not generate undue workload or stress on the students.

Prior to a SAC, students should be provided with the type of assessment task as listed in the study design and approximate date for completion of the task. The time that is allocated for the task, the allocation of marks and the nature of any materials that they can utilise when completing the task such as specific stationery or a one-sided A4 cheat sheet. 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 programme, allowing you to make adjustments for the next year or to inform the implementation of future assessment tasks.

The assessment task might indicate that a topic needs to be revised prior to the end of the unit to ensure students fully understand the key knowledge and skills required in preparation for the examination. Students need to be provided with feedback that shows the aspects of the key knowledge and skills that they have shown evidence of and the key knowledge and skills that they still need to consolidate. When you have developed your SAC, check over it to make sure that it is appropriate and understandable for your cohort. You know your cohort and what they're capable of achieving. The SAC needs to allow all students to access it. The wording and language is clear and appropriate for VCE students. Use the command words from VCAA to help you.

The assessment tasks need to reflect the terminology given in the study design, the key knowledge, key skills and outcome statements are assessed in inappropriate depth. SACs should not be developed by using one question per knowledge dot point. Look for common concepts and use the key skills to create suitable questions that allow students to apply their knowledge. You also need to ensure that the content and context of the task provides for the highest level of performance so that the students can be extended.

Marks are clearly allocated and correspond to the difficulty of a question. For example, having an 'identify' or 'list' question worth more than one mark would not be appropriate, but 'justify' would be for a four to five mark question. The task needs to be significantly different from previous year's tasks. Students are able to access SACs from past students or by online sites. SACs need to be validated with another teacher. This means that someone else is editing it and checking for errors and clarity in the task. To develop assessment tasks, utilise the support material found in the assessment section on the PDT study design page. It steps through an example approach for Units 3 and 4 by ensuring you identify key knowledge and skills being assessed, using the key knowledge and key skills to develop the assessment task; using the command terms from the key skills and ensuring the task enables you to rank your cohort and provides opportunities to perform at the highest level.

For the new study design, there are two SACs across a year. One in Unit 3 and one in Unit 4. Remember that the SACs must be different each year and should allow for students to show differentiation. For example, having some questions where six to eight marks and utilise higher order thinking and application of knowledge and skills. The purpose of SACs is to have students show their understanding within the cohort so that they can be ranked. SACs need to be developed for your specific school cohort. Selecting the type of task appropriate from within the range given in the study design is important. If your student cohort is not strong on writing a case study analysis in Unit 3, then it may be more appropriate to select an oral presentation.

Select a balance of tasks types that best suit your cohort of students. Use assessment criteria and make sure the key knowledge and key skills are used across the assessment criteria and are only assessed once to show efficiency. The VCAA performance descriptors for Units 3 and 4 can be found in the assessment section of the support material accessed by the study design page on the VCAA website. The descriptors should be modified to suit each individual school's assessment tasks. School-assessed coursework must be unique to each school and student cohort. This means that you shouldn't share SACs with other schools and if you are using commercially produced tasks, they need to be in line with the current study design as well as significantly modified so that a student who may have seen the commercially produced task via a friend at another school prior to the SAC does not gain advantage over a student who has not seen it.

If you need further clarification or have questions, please contact the Design and Technologies Curriculum Manager, Leanne Compton. Good luck with designing your SACs.

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