

# VCE Systems Engineering: School-assessed Task (SAT)

VCE assessment principles

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## VCE assessment principles

Supports the

- identification of opportunities for further learning
- description of student achievement
- articulation and maintenance of standards.

## VCE assessment principles

Supports assessment that provides opportunities for

- the demonstration of the achievement of outcomes
- reasonable judgment and reporting of a level of achievement for school-based assessment.

## VCE assessment principles

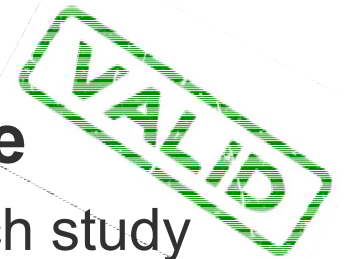
The system for assessing the progress and achievement of students must be

- accessible
- effective
- equitable
- reasonable
- transparent.

## VCE assessment principles

### **VCE assessment should be valid and reasonable**

- The curriculum content to be assessed is explicit in each study design and related VCAA documents.
- Assessment instruments should not assess learning that is outside the scope of a study design.



## VCE assessment principles

### VCE assessment should be equitable

Assessment should neither privilege nor disadvantage students or exclude them based on **gender, culture, physical disability, socioeconomic status or geographical location.**



## VCE assessment principles

### VCE assessment should be balanced

- Assessment should provide a range of opportunities to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum.
- The demonstration of different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes must be supported.





## VCE assessment principles



### VCE assessment should be efficient

- The study design will set out the minimum assessments for teachers to make a robust judgment about each student’s progress and learning.
- Demands for precision must be balanced with those for efficiency.

## VCE assessment principles

School-based assessment is an opportunity to design **learning and teaching activities** for your cohort of students

with

**assessment** that is personalised for the Systems Engineering students with whom you work in any particular year.

## VCE assessment principles

- Each school is different and there are different contexts that students operate in.
- There are different circumstances.
- Your students will have different strengths, different talents and different resources available to them.
- The design of **learning and teaching activities** should reflect this, in support of effective assessment of your students.

## VCE assessment principles

Central to school-based assessment is understanding that you know your students best; you know the best ways to collect evidence in terms of their achievement.

## VCE assessment principles

Key to school-based assessment is to allow the VCAA the richness of your experience of working with your students through **learning and teaching activities** that are relevant to them.

## VCE assessment principles

Satisfactory completion is asking, with the assessments that you're using, whether a student has engaged meaningfully with the outcomes through the **learning and teaching activities** that have been designed.

## VCE assessment principles

- The determination of level of achievement is a ranking activity. It is separate to satisfactory completion.
- The level of achievement takes student responses to **learning and teaching activities** and assessment and tries to determine where students lie with respect to the indicators in the SAT's mandatory criteria and also the SAC's marking scheme.

## VCE assessment principles

- This is personal to your school, and your circumstances, and your context, and also the strengths, talents of your students.
- It means that you can personalise your determination of level of achievement for your cohort **without** consideration to what other schools are doing in this regard.



# 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.
- Any questions, information or clarification you would like to be covered during this webinar, please email to Dr Leanne Compton [leanne.compton@education.vic.gov.au](mailto:leanne.compton@education.vic.gov.au)