VCE Software Development: School-assessed Task 2018						
Assessment Criteria	**Levels of Performance**					
	Not shown	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
4. Skills in generating design ideas and designing preferred solutions	0 ❑	Lists a narrow set of criteria for evaluating design ideas and solutions. Omissions reduce the capacity of the preferred design to meet requirements. Generates two design ideas that have minor differences in their appearance or functionality. Selects a preferred design idea for further development based on personal preference with limited acknowledgement of the solution requirements. Expresses the preferred design using limited and incomplete methods. Minimal consideration evident of relevant design factors. Logical errors exist. 1 ❑ 2 ❑	States some criteria that enable a partial evaluation of design ideas and solutions. Generates two or three design ideas that are slight modifications of each in their representation of the solution's appearance and functionality. Selects a preferred design idea for further development based on limited criteria relevant to the solution requirements. Expresses the preferred design using some appropriate methods. Some consideration of design factors is evident with some errors of logic and omissions that impact the capacity of the designs to be developed. 3 ❑ 4 ❑	States a range of criteria for evaluating the capacity of design ideas and solutions to meet functional and non-functional requirements. Generates two or three design ideas that represent some feasible alternatives to the solution's functionality and appearance. Selects a preferred design idea for further development based on some relevant criteria to the solution requirements. Expresses the preferred design using some appropriate methods. Consideration of relevant design factors is evident with minimal errors. 5 ❑ 6 ❑	Specifies a complete set of criteria for evaluating alternative design ideas and solutions to meet functional and non-functional requirements. Generates two or three design ideas that are feasible and clearly differ in their representation of the solution's functionality and appearance. Selects a preferred design idea for further development based on some relevant criteria related to functional and non-functional solution requirements. Expresses preferred design using appropriate methods. Designs demonstrate consideration of most relevant design factors. Minor errors do not reduce the capacity of the designs to be developed. 7 ❑ 8 ❑	Specifies a comprehensive set of criteria for evaluating alternative design ideas and the efficiency and effectiveness of the solution. Generates two or three distinctive design ideas that are feasible and original representations of the solution's functionality and appearance. Selects a preferred design idea for further development based on a complete set of criteria. Expresses accurately and completely preferred design using appropriate methods. Designs are detailed and fully demonstrate consideration of relevant design factors. 9 ❑ 10 ❑

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Assessment Criteria	**Levels of Performance**					
	Not shown	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
5. Skills in using a programming language to develop a software solution that meets specific needs or opportunities	0 ❑	Applies limited processing features of the language to develop a partial solution. Writes limited internal documentation with minimal formatting. Applies limited data validation techniques to check the reasonableness of some input data. Limited evidence of an algorithm in the solution. 1 ❑ 2 ❑	Applies some processing features of the language to develop a solution. Inaccuracies and omissions affect the operation of the solution. Applies inconsistently some coding conventions. Writes some formatted internal documentation. Applies some relevant data validation techniques to check the reasonableness of most input data. Writes a solution with an algorithm with some level of complexity. 3 ❑ 4 ❑	Selects and applies a range of processing features of the language to develop a solution. Some errors of correctness or completeness exist. Coding conforms to some accepted conventions. Writes some formatted internal documentation with relevant program comments, however, inconsistencies exist. Applies efficiently and effectively some relevant data validation techniques to check the reasonableness of input data. Documents a solution with a mostly complex algorithm. 5 ❑ 6 ❑	Correctly selects and applies a wide range of relevant processing features of the language to develop a solution. Minor errors exist. Coding conforms to most accepted conventions. Writes internal documentation that contains relevant program comments and is formatted. Applies efficiently and effectively most relevant data validation techniques to check the reasonableness of input data Documents a solution with a complex algorithm. 7 ❑ 8 ❑	Correctly selects and skillfully applies an extensive range of relevant processing features of the language to develop a correct solution. Coding conforms to all accepted conventions. Writes clearly internal documentation that is comprehensive, contains relevant program comments and is well formatted. Applies efficiently and effectively all relevant data validation techniques to check the reasonableness of input data. Documents the efficient use of a complex algorithm in the solution. 9 ❑ 10 ❑

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Assessment Criteria	**Levels of Performance**					
	Not shown	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
6. Skills in organising and managing data and files.	0 ❑	Identifies limited ways of organising files or data to allow access. Organises and manipulates limited data through the use of few data structures. Applies few procedures or techniques to secure files or enhance access to required files. 1 ❑ 2 ❑	Identifies some ways of organising files or data to allow efficient access. Organises and manipulates some data through the use of some data structures. Inaccuracies exist. Applies some general procedures and techniques to handle and manage some files. Errors expose potential security vulnerabilities and problems accessing required files. 3 ❑ 4 ❑	Identifies a logical plan for organising files or data to allow efficient and secure access. Organises and manipulates some data through the use of some appropriate data structures. Applies some feasible procedures and techniques to handle and manage most files. Some errors expose potential security vulnerabilities or problems accessing some files. 5 ❑ 6 ❑	Identifies a systematic and logical plan for organising files or data to allow efficient and secure access. Organises and manipulates most data through the efficient and effective use of mostly appropriate data structures. Applies a feasible set of procedures and techniques to handle and manage the security and accessibility of all files. Minor efficiency or effectiveness errors exist. 7 ❑ 8 ❑	Identifies a comprehensive, systematic and logical plan for organising files or data to allow efficient and secure access. Organises and manipulates all data through the efficient and effective use of appropriate data structures. Applies a feasible and comprehensive set of procedures and techniques to efficiently and effectively handle and manage the security and accessibility of all files. 9 ❑ 10 ❑

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Assessment Criteria	**Levels of Performance**					
	Not shown	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
7. Skills and strategies for testing a software solution to meet a specific need or opportunity		Documents limited test data and performs limited tests. Many logic errors are undetected.	Documents generally a small range of test data and applies some suitable testing techniques. Some key logic errors are undetected.	Documents formally a range of test data and applies suitable techniques for detecting most logic errors.	Documents formally a wide range of relevant test data and applies suitable testing techniques. Minor logic errors exist but do not reduce the capacity of the solution to meet its requirements.	Documents formally and clearly a comprehensive range of relevant test data. Applies suitable techniques to detect all logic errors.
		Prepares and conducts for one user, a brief and general useability test. Uses limited testing techniques.	Prepares a general useability test. Conducts the test for one user, using some suitable techniques. Meets user requirements.	Prepares a useability test that is specific to some requirements of the solution. Conducts the test for the required number of users and uses suitable testing techniques.	Prepares a useability test that is appropriate to targeting specific key requirements of the solution. Conducts the test using a range of suitable techniques and meets user requirements.	Prepares a useability test that comprehensively covers all targeted requirements of the solution. Conducts test using a set of suitable techniques and meets user requirements.
		Documents informally limited evidence of the useability test.	Documents general results of the useability test.	Documents accurately most results of the useability test in an organised manner.	Classifies and documents accurately all the results of the useability test.	Documents in detail a logically classified set of accurate results from the useability test.
		Implements few modifications to the solution as a result of useability testing.	Implements some modifications to the solution as a result of useability testing.	Implements most modifications to the solution as a result of useability testing.	Implements key modifications to the solution as result of useability testing.	Implements all necessary modifications to the solution as a result of useability testing.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

VCE Software Development: School-assessed Task 2018						
Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
8. Skills in evaluating the software solution and assessing the effectiveness of the project plan in monitoring progress		Lists few approaches for evaluating the solution, if implemented by the user. Student evaluation outlines generally how some requirements of the solution are met, making limited reference to the criteria. Provides limited evidence of adjustments to the initial plan of the project. Refers to limited measures of effectiveness when outlining some general improvements to some parts of the project as a result of using the plan.	Identifies some feasible strategies for evaluating the solution, if implemented by the user. Student evaluation describes generally how some functional and non-functional requirements of the solution are met, making some reference to criteria. Records some adjustments to the initial plan during the progress of most stages of the project. Some errors exist. Describes generally some factors that influence the effectiveness of the project plan. Describes how the plan and some of its adjustments assisted in monitoring and improving most stages of the project.	Proposes some feasible strategies for evaluating the efficiency and effectiveness of the solution, if implemented by the user. Student evaluation explains in terms of efficiency and effectiveness how some functional and non-functional requirements of the solution are met. Makes reference to most criteria. Records most adjustments to the initial plan during the progress of the entire project using some appropriate techniques. Minor errors exist but do not reduce the usefulness of the plan. Explains the importance of some factors that influence the effectiveness of the project plan. Explains generally how the plan and its adjustments assisted in monitoring the progress of the entire project.	Proposes feasible strategies for evaluating the efficiency and effectiveness of the solution, if implemented by the user. Student evaluation explains in terms of efficiency and effectiveness how some specific features of the solution meet most functional and non-functional requirements. Considers all criteria. Records correctly adjustments to the initial plan during the progress of the entire project using appropriate techniques. Explains clearly the importance of relevant factors that influence the effectiveness of the project plan. Compares and explains how the specific adjustments recorded as part of the project plan assisted in monitoring the progress of the entire project.	Proposes a coherent set of feasible strategies for evaluating the efficiency and effectiveness of the solution, if implemented by the user. Strategies align with all criteria. Student evaluation explains in terms of efficiency and effectiveness how specific features of the solution meet all functional and non-functional requirements. Makes reference to a coherent and comprehensive set of criteria. Records correctly and clearly all adjustments to the initial plan during the progress of the entire project. Applies a range of appropriate recording techniques. Explains clearly and coherently the importance of relevant factors that influence the effectiveness of the project plan. Reports clearly and comprehensively the usefulness of the initial plan and its adjustments in monitoring the progress of the entire project.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑