

ASSESSMENT GROUPS

STAGE 2

This information sheet explains the purpose of and process for forming assessment groups for school assessment and external assessment results and quality assurance purposes.

School assessment and external assessment results and quality assurance processes are organised by assessment group. The term 'assessment group' is used in addition to 'class' on SACE enrolment and results information.

Results sheets are printed by assessment group for school assessment and predicted examination results, and sent to the assessment school. Each class involved in an assessment group is listed sequentially on the school assessment and predicted examination results sheets for that assessment group.

Results sheets are printed by class for external assessment (investigations) results and distributed to each school in an assessment group.

ASSESSMENT GROUPS

An assessment group may consist of:

- a single class
- classes that are combined within a school
- classes that are combined from two or more schools.

Combining Classes

An assessment group comprising two or more classes may be formed within a school or across schools. Classes are combined in order to support a consistent understanding and application of the performance standards.

It is essential that schools with classes combined in an assessment group establish processes to ensure this consistent understanding and application of the performance standards.

All classes combined in a particular assessment group are treated as one group for all SACE Board assessment and quality assurance processes. Assessment groups will not be disaggregated by class, teacher, or school for any of these processes.

In a subject that has an examination as the external assessment, teachers of classes with enrolments of fewer than ten students are *advised* to combine within or across schools to form an assessment group.

In all other subjects, teachers of classes with enrolments of fewer than ten students may combine within or across schools to form an assessment group.

The reasons for forming assessment groups are explained below.

Purpose

Final Moderation

At the end of the teaching and learning program, schools submit *school assessment* results sheets (yellow) for each assessment group. Using these results sheets, the SACE Board nominates a sample of students in an assessment group whose evidence of learning for school assessment is to be submitted for final moderation.

The SACE Board identifies the nominated sample on the *school assessment* sample materials submission forms (blue) that are sent to schools on the dates specified in the schedule and in Information Sheet 31/12.

When an assessment group has fewer than ten students, student materials for the whole group are required for final moderation.

External Assessment

In a subject with an external examination, students in an assessment group of fewer than three are placed at a considerable disadvantage because they are precluded from participating in the procedures that require a moderated predicted examination result. If any of these students apply for special provisions for their examination, the SACE Board will have insufficient data to moderate a predicted examination result.

The SACE Board wants to reduce as far as possible the number of students who are excluded from the procedures for which a moderated predicted examination result is required.

Assessment groups with a small number of students at the start of the year are sometimes reduced to fewer than the minimum number of three required for these procedures, by the end of the teaching and learning program.

Schools with a small number of students enrolled in a particular subject are *advised* to combine with one or more schools to form an assessment group that will have sufficient students to participate in the procedures for which a moderated predicted examination result is required.

Refer to Information Sheet 22/12 for further advice on the submission and use of predicted examination results.

PROCEDURES FOR FORMING ASSESSMENT GROUPS

Procedures for Teachers

Teachers should initiate arrangements for combining classes to form an assessment group as early as possible in the year.

Once the assessment group has been formed, teachers may share a common learning and assessment plan, or develop a different learning and assessment plan for each class in the assessment group. However, teachers should agree on a common interpretation and application of the performance standards, by exchanging student assessment work.

Teachers must agree on assessment results for *all* students in an assessment group made up of combined classes.

Teachers may agree to use one or more common assessment tasks, or tasks that address the same specific features of the assessment design criteria, but are based on different themes or topics.

Teachers may exchange student work with the other teacher(s) in the assessment group:

- before it is assessed, to interpret and apply the performance standards to the same student work, and discuss their assessment decisions
- after it is assessed, to give each other feedback on their interpretation and application of the performance standards.

Procedures for Schools

Schools notify the SACE Board of assessment groups for each subject, through *DATEX Online*. Paper schools will need to submit subject enrolment and assessment group confirmation forms (Forms 32/12).

When two or more schools combine to form an assessment group, the principal and the SACE coordinator in each school must be notified. Teachers and school leaders decide which school will be the 'assessment' school.

All students in an assessment group will be included in the school assessment results sheet and, where applicable, the predicted examination result sheet for the assessment school. This must be clearly communicated to all the SACE coordinators involved, and to the SACE Board as above.

The 'contact' and 'teaching' schools for the students should remain unchanged.

See Information Sheet 35/12 for details of school categories.

Each school submits a learning and assessment plan to the SACE Board for approval. Schools may share a common plan, or submit different plans. All schools using a common learning and assessment plan must be listed in the space provided on the form. Each school should keep a copy of the approved plan.

ENROLMENT CONFIRMATION

All schools involved in an assessment group receive copies of the enrolment and assessment group confirmation list for the group. Each school submits confirmation of the enrolments of students at that school.

RESULTS SHEETS

The SACE Board sends information requests and results sheets to the assessment school for:

- school assessment results
- predicted examination results (where applicable).

The teacher at the assessment school:

- liaises with the teacher(s) at the other school(s) to agree on the school assessment and predicted examination results for all students in the assessment group
- records the results on the relevant results sheet(s)
- signs the results sheet(s)
- submits the results sheet(s) to the principal of the assessment school.

The principal at the assessment school, or the principal's delegate:

- signs the results sheet(s)
- forwards a signed copy of the results sheet(s) to the principal of each school involved in the assessment group
- ensures that the results sheets are submitted to the SACE Board.

The consent of all principals involved is required before any changes are made to students' school assessment or predicted examination results.

The SACE Board sends information and results sheets to each school for external assessment results (for investigations).

Teachers at each school must liaise with the teacher(s) at the other school(s) to agree on the external assessment (investigations) results for all students in the assessment group. Each school submits the results for students at that school.

SAMPLE FOR FINAL MODERATION

All schools involved in an assessment group receive copies of the *school assessment* sample materials submission form (blue), which identifies those students whose work is included in the sample nominated for final moderation. Each school submits the materials for the nominated sample to the SACE Board.

MORE INFORMATION

For more information about school and external assessment requirements, consult the relevant Stage 2 subject outline or contact the relevant SACE Board Officer.