# SACE Stage 2 moderation overview

The SACE Assuring Assessment Integrity Policy in the [SACE Policy Framework](https://www.sace.sa.edu.au/documents/652891/705824/SACE+Policy+Framework.docx/b789ca1a-cd75-4a40-ba7c-b13059356e8b) describes the four-phase process of planning, clarifying, confirming, and improving that is used to ensure that the assessment of student learning in the SACE is valid and reliable and that the performance standards in each subject have been applied consistently.

At Stage 2, assessment of student learning is school based (70%) and external (30%) in all subjects. Moderation procedures are part of the confirming phase for school assessment in the SACE quality assurance cycle.

Assessment tasks within the school-based part of a Stage 2 subject are set by the school, in accordance with the subject outline.

Students’ results for school assessments are moderated using samples of student work to confirm results in each Stage 2 subject. This overview should be read in conjunction with the following information:

* [SACE Assessment and Quality Assurance of Board-Accredited Subjects Policy](https://www.sace.sa.edu.au/documents/652891/705824/SACE+Assessment+and+Quality+Assurance+of+Board-Accredited+Subjects.docx/f43976e1-2eb3-4064-b772-a53be35a8dc1)
* [SACE assessment and reporting guidelines](https://www.sace.sa.edu.au/documents/652891/705824/SACE+Assessment+and+Reporting+Guidelines+2015.pdf/828ee99d-ff70-4e86-b06a-12267edab2a9)
* [Moderation: Stage 2](https://www.sace.sa.edu.au/documents/652891/8aef2934-8a6a-7119-ae09-209322927681)

## Operating principles

The following operating principles underpin the moderation procedures for SACE subjects at Stage 2.

#### Achievement order

Moderation decisions maintain the order of student achievement in assessment types for each assessment group (i.e. the range A to E).

#### Consistency

Moderation decisions that confirm or recommend adjustments to school assessment results apply to all students in an assessment group with the same result. Moderation decisions seek to ensure that the interpretation and application of the performance standards in a subject are consistent across all schools.

#### Fairness

A student is neither advantaged nor disadvantaged by having their work included in the sample submitted for moderation.

#### Interdependence and responsibility

The procedures for assuring the integrity of SACE assessments are based on the interconnected and complementary responsibilities of the student, the teacher, school leaders, and the SACE Board in the assessment process.

#### Sampling

Moderation is based on evidence provided in a sample of student work from an assessment group, representative of the range of achievement grade levels.

#### Transparency

The procedures for assuring the integrity of SACE assessments are explicit and open to scrutiny.

#### Validity

Moderation seeks to confirm the school’s assessment decisions about student achievement. This is based on the assumption that the learning requirements, assessment design criteria, and specifications of the subject outline have been followed, and that the performance standards have been interpreted consistently.

## Assumptions

The moderation process is based on the following assumptions:

* Students have been taught and assessed according to the specifications of the relevant subject outline
* Assessment has been conducted according to SACE Board policies and procedures
* The performance standards for the subject have been applied consistently across an assessment group
* Teachers have determined grade levels (, mid-grade, ) by considering whether evidence of learning demonstrates specific features that are predominantly from
* one particular grade (mid-grade)
* one grade but some of which are from a higher grade band(s) ()
* one grade but some of which are from a lower grade band(s) ()
* The achievement order determined by the teacher is accurate
* School assessment online results sheets submitted by the school to the SACE Board are correct.

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| Moderation involves: | Moderation does not involve: |
| * looking for evidence in a sample to support the results provided by the teacher(s) | * marking or initiating a result |
| * considering the student’s evidence of learning and the match between this evidence and the performance standards in the subject outline | * checking that the teacher(s) has marked errors in the student work correctly |
| * confirming or adjusting a result when supported by evidence of learning | * looking for disagreement with the teacher(s) |
| * providing schools with feedback about the outcomes of moderation. | * giving advice about improvements, or commenting on the work of individual students. |

## Overview

Purpose

The purpose of moderation at Stage 2 is to confirm schools’ assessment decisions about student achievement. Moderation does not involve re-marking student work. In each Stage 2 subject, student achievement is assessed using three assessment grade levels (, mid-grade, and ) within each grade band (A, B, C, D, E). Final moderation is used to confirm that, for school assessment in each subject, the application of A to E assessment grade levels in each assessment type is consistent both with the performance standards described in each subject outline and across all assessment groups.

Stage 2 final moderation ensures that:

* the performance standards in a subject have been applied consistently to school assessment
* school assessment results awarded to students across schools are comparable and fair
* school assessment results are valid.

Preparation

The moderation process is based on the submission of school assessment results and a sample of students’ work.

Schools use grades from A to E to record student achievement against each assessment type and submit students’ results online to the SACE Board. Schools use these results to select the students whose work is to be included in the moderation sample for each subject according to the [Stage 2 moderation sample selection.](https://www.sace.sa.edu.au/web/modernisation/electronic-assessment/online-moderation) The sample collected and prepared by schools represents each teacher’s A to E assessment decisions in a subject. Further details about sample collection or online submission and preparation are provided for the relevant [subjects](https://www.sace.sa.edu.au/learning/subjects).

Procedures

The SACE Board appoints an assessment panel for final moderation of each subject, consisting of:

* subject supervisors (the number depends on the number of moderators appointed)
* moderators (the number depends on the size of the student cohort).

Moderators participate in a benchmarking exercise before beginning the moderation process, and abide by the SACE Board’s [code of conduct](https://www.sace.sa.edu.au/documents/652891/704450/Code+of+Conduct+form+-+Stage+2.doc/c7162dba-e529-4f1e-a682-2123aca94471).

Moderators review student folios, looking for evidence in the sample to confirm or adjust the results the teacher(s) has provided for each assessment type. Moderators provide supervisors with a recommendation to either confirm or adjust results. The supervisor confirms that the proposed recommendations reflect the statewide interpretation and application of the performance standards.

The SACE Board provides schools with feedback via the principal to confirm the outcomes of moderation.

Further details about Stage 2 moderation procedures is provided below:

* [Moderation: Stage 2](https://www.sace.sa.edu.au/documents/652891/8aef2934-8a6a-7119-ae09-209322927681)