Moderation: Stage 2
Community Studies
2019

Government of South Australia

SACE BOARD
SOUTH AUSTRALIA

Introduction

This document provides key information about the moderation process for Stage 2 Community Studies A and Stage 2 Community Studies B. Its purpose is to promote a shared understanding of the roles and procedures that contribute to the integrity of students' school assessment results.

Purposes of moderation

At Stage 2, moderation seeks to confirm schools' assessment decisions about student achievement.

The purposes of Stage 2 final moderation (central) are to ensure:
- that the performance standards in a subject have been applied consistently to school assessment
- that school-assessed results awarded to students across schools are comparable and fair
- valid school assessment results.

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 OA 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. The evidence is representative of the range of grade levels assigned to students in the assessment group.

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, 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.

Definitions

The following terms are used in this document:

- *assessment group* — the group to which students belong for assessment in a subject, as determined by the school. The assessment group can include
  - all the students in the school undertaking the subject and taught by a particular teacher
  - all the students in the school undertaking the subject taught by multiple teachers
  - the students in more than one school taught by one or more teachers.
- *assessment types* — subject outlines specify different types of assessments that students need to undertake. An assessment type may comprise one or more tasks
- *benchmarking* — the process used to minimise discrepancies among moderators before moderation begins by ensuring that moderators' assessment decisions on student folios, selected from different years, are consistent with statewide performance standards
- *grade band* — the five bands of achievement described in the performance standards: A, B, C, D, and E
- *moderation group* — includes all students from the assessment group(s) taught by the same teacher(s) across the range of Community Studies A enrolment codes or the range of Community Studies B enrolment codes
- *moderation sample* — student folios selected by schools to represent their decisions about the assessment type. Teachers also provide a copy of an assessment group program planner, a complete set of task sheets, and a Variations — moderation materials form (if applicable)
- *OA (outstanding achievement)* — a school assessment grade used to report sustained student achievement at the upper level of the A grade band in Community Studies
- *school assessment (component)* — assessments designed, administered, and marked by the school in accordance with the subject outline and SACE Board policies and procedures
- *student folio* — an entire set of marked student work for an assessment type as specified in the approved learning and assessment plan

- *supervisor* — a subject expert selected from the lead practitioner panel and appointed by the SACE Board who independently checks that the recommendations provided by moderators are consistent with statewide performance standards.

Assumptions

When moderating school assessment results, moderators assume that:

- students have been taught and assessed according to the specifications of the current Stage 2 Community Studies A or Stage 2 Community Studies B subject outline
- students have been assessed 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 by demonstrating whether or not evidence of learning demonstrates specific features that are predominately from
  - one particular grade
  - one grade but some of which are from a higher or lower grade band(s)
- the achievement order determined by the teacher is accurate
- school assessment results sheets submitted by the school to the SACE Board are correct.

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

Roles and responsibilities

Moderation Leadership Team

Curriculum and Assessment Group

- Executive Manager, Curriculum and Assessment
- Manager, Moderation and Standards
- Senior SACE Officers — Curriculum and Assessment
- Lead Practitioner(s)

The SACE Board:

- appoints an assessment panel for final moderation (central) of each subject, consisting of
  - Lead Practitioner(s)
  - subject supervisors (the number depends on the number of moderators appointed)
  - moderators (the number depends on the size of the student cohort)
- lists all schools, by school number, and allocates schools to moderators. Moderators are not allocated to
  - their own school
  - a school with which they have an association
  - a school with which they have a conflict of interest
- trains moderators in the moderation procedures
- requires all assessment panel members to
  - maintain confidentiality throughout and after the moderation process in accordance with the Requirements for assessment panel members (see Appendix 1) and the Code of conduct declaration (see Appendix 2)
  - declare any potential conflicts of interest
  - ensure the security of school and student results, information, and materials.

The SACE Officer — Curriculum and Assessment:

- prepares an online standards clarification course prior to moderation
- leads the moderation process
- liaises with schools and the moderation leadership team to request any additional samples required for moderation and resolve issues with missing moderation materials, breaches of rules, and exceptional circumstances
- makes sure that the moderation sample has been moderated according to the moderation procedures and workflows by checking that
  - student folios at each of the inspection points have been reviewed
  - a sufficient number of OA student folios have been reviewed (if applicable)
- checks the consistency between the school assessment — moderation results sheet (salmon), the moderation summary sheet, and the supervisor comments form (if applicable)
- advises moderators about work health and safety (see Appendix 3)
- advises moderators about the Independent Commissioner Against Corruption (ICAC) (see Appendix 4)
- liaises with the Lead Practitioner to select and annotate standards clarification for moderator training
- maintains communication with the supervision team.

In addition, the SACE Officer — Curriculum and Assessment supervises the collection of potential examples of assessment tasks and student work to be used as future benchmarking and support materials.

Supervisors:

- support the SACE Officer — Curriculum and Assessment in selecting and preparing standards clarification materials
- together with the SACE Officer — Curriculum and Assessment and Lead Practitioner (if applicable), oversee the outcomes of the moderation process by
  - ensuring that moderators apply the performance standards consistently

- independently reviewing adjustments recommended by moderators, to confirm or adjust results submitted by the school
- identifying evidence in the sample that reasonably explains the basis of the adjustment at the inspection points, including OA grades (if awarded by the school)
- maintain the accuracy of student data and related moderation records
- maintain supervisor moderation records.

Moderators:

- moderate according to the moderation procedures (see pages 12 to 16) and the instructions of the SACE Officer — Curriculum and Assessment
- identify potential breaches of rules (when applicable).

Confidentiality and security

Conflict of interest

Lead Practitioners, subject supervisors and moderators are *not* to:

- moderate the work of students from any school at which they teach or with which they have a conflict of interest
- contribute to discussion about the moderation of any school at which they teach or with which they have a conflict of interest
- access information about the outcome of the final moderation (central) process for any school at which they teach or with which they have a conflict of interest.

Confidentiality

Lead Practitioners, subject supervisors and moderators maintain the confidentiality of information about students' results and schools before, during, and after the moderation process.

Security

Moderators ensure the security of school and student results, information, and materials by returning:

- the school assessment — moderation results sheets (salmon) and the moderation summary to the SACE Officer — Curriculum and Assessment
- student materials to the correct moderation bag.

Moderation procedures

The moderation process is based on a sample of students' work from each moderation group. The sample is selected by the school according to the moderation sample selection parameters.

In Community Studies the moderation group includes all students from the assessment group(s) taught by the same teacher(s) across the range of Community Studies A enrolment codes or the range of Community Studies B enrolment codes.

Moderation is conducted on the basis of the assessment grade reported by the school for each assessment type.

The SACE Board gives feedback to schools about the outcomes of moderation for all assessment groups.

Moderation is conducted according to the following procedures. These procedures are also reflected in the workflow for moderators (see Appendix 5) and the workflow for supervisors (see Appendix 6).

For subjects where moderation is conducted [electronically] in an online environment, the associated administration and operational logistics are automated; therefore, some of the following steps may not apply.

Step-by-step process

1. Moderators work individually.

2. The moderator collects all moderation bags and associated paperwork for the school allocated by the SACE Officer — Curriculum and Assessment. Assessment groups for a school may, on occasion, be allocated to more than one moderator. School numbers are used in place of school names.

3. The moderation sample should contain:
   - an entire set of student work for all students identified in the moderation sample
   - a complete set of task sheets from the teacher (where applicable)
   - a copy of the assessment group program planner
   - a Variations — moderation materials form (if applicable).

If any material is missing, the moderator informs the SACE Officer — Curriculum and Assessment, who will determine how to proceed.

4. For each assessment type, The moderator selects student folios across the various codes in the moderation group and indicates on the school assessment moderation — results sheet(s) (salmon) the student folios to be reviewed. Where available, the moderation sample should include:

   - one student folio that represents the A, B, C, D, and E grades for a moderation group
   - half of the OA student folios.

5. The moderator reviews the selected student folios for each assessment type according to the review procedures below.

Review procedure

Moderators use the review guidelines (see page 18) to review student folios.

A to E inspection points

- When *evidence in the student folios supports the results* awarded by the school at the inspection points, the moderator **confirms** all results for the assessment type and indicates this on the moderation summary sheet.

- When a moderator is *unable to find evidence in the student folios that supports* one or more of the results awarded by the school at the inspection points, the moderator **recommends an adjustment** and indicates this on the moderation summary sheet.

- Once an adjustment has been substantiated by the supervisor, the moderator reviews another student folio at the grade closest to the grade to be adjusted, to determine whether or not a recommended adjustment should also extend to these grades.

- If the adjustment does extend to the closest grade(s), the moderator then reviews another student folio at the next-closest grade(s).

OA inspection points

- When *evidence in half of the total number of OA student folios supports the OA result*, the moderator **confirms** all OA results and indicates this on the moderation summary.
- If the moderator is *unable to find evidence in more than half of the OA student folios*, the moderator **recommends an adjustment** to the OA results and indicates this on the moderation summary.

6. The moderator completes the moderation summary sheet to identify:
   - the school number of each school in the assessment group
   - subject codes
   - the number of student folios reviewed
   - the grades confirmed (if applicable)
   - the grades adjusted (if applicable), including the details of the assessment design criteria that provide the basis for adjustment(s).

   The moderation summary may also identify (if relevant):
   - specifications of the subject outline that have not been met
   - items required for moderation that were not provided in the moderation sample.

7. When the moderation process has been completed, the moderator returns the signed school assessment — moderation result sheet(s) (salmon), moderation summary, Variations — moderation materials form (if applicable), and moderation bag(s) to the SACE Officer — Curriculum and Assessment.

8. Where an adjustment has been recommended by the moderator, the SACE Officer — Curriculum and Assessment allocates the relevant school assessment — moderation result sheet(s) (salmon), moderation summary, and moderation bag(s) to a supervisor.

9. The supervisor's review guidelines on page 19 are used to review the moderator's recommendations to adjust results.

   The supervisor reviews the:
   - result recommended by the school

- adjustment recommended by the moderator on the moderation summary
- criteria identified as the basis for adjustment on the moderation summary
- student folios.

10. The supervisor independently reviews the student folio(s) at the initial inspection points recommended for an adjustment by the moderator, focusing on the criteria that the moderator noted on the moderation summary. The supervisor **seeks evidence to confirm the school result**.

11. When *evidence in the student folios supports the results* awarded by the school, the adjustment(s) recommended by the moderator is overturned. The supervisor **confirms** the result(s) on the moderation summary, and any adjustments recommended for additional grades are disregarded (where appropriate).

12. When a supervisor is *unable to find evidence in the student folios that supports* one or more of the results awarded by the school, the supervisor **makes an adjustment** and indicates this on the moderation summary.

13. Any adjustments made by the supervisor must be based on obvious[1] and substantial[2] evidence in the student folios, the performance standards, and the specifications of the relevant subject outline. Adjustments reflect the moderator's recommendation or an adjustment that the supervisor determines more appropriately reflects the performance standards and benchmarks (standards clarification) if available.

14. The supervisor records brief notes about adjustments at inspection points on the supervisor comments form. The notes indicate obvious and substantial evidence in the student folios that reasonably explains the adjustment(s), referencing performance standards and comparable benchmarks (standards clarification) if available.

[1]**Obvious evidence is important, significant, and easily recognisable. Obvious evidence is not nuanced or subtle.**

[2]**Substantial evidence is of considerable importance, size, or worth at the assessment type level.**

15. The supervisor finalises the adjustment(s) on the school assessment — moderation results sheet(s) (salmon) and moderation summary.

16. The supervisor records the outcome of the supervision on the supervision tally form.

17. When the supervision process has been completed, supervisor returns the signed school assessment — moderation result sheet(s) (salmon), signed moderation summary, moderation bag(s), and supervisor comments form (for adjustments only) to the SACE Officer — Curriculum and Assessment.

18. After all assessment groups for the school have been reviewed, the SACE Officer — Curriculum and Assessment checks whether an adjustment affects five or more results at a particular grade, to determine whether any additional student folios are required (as per the additional samples procedure).

19. The SACE Officer — Curriculum and Assessment checks that any adjustments are based on obvious and substantial evidence, the performance standards, and benchmarks (standards clarification) if applicable by reviewing the supervisor's comments. Adjustments that are not reasonably explained or substantiated by the supervisor are overturned by the SACE Officer — Curriculum and Assessment.

Guidelines for confirming and adjusting results

Confirming results

Results are confirmed when the student folio demonstrates evidence of the assessment design criteria and associated specific features at the grades reported by the school.

Adjusting results

Adjustments:

- from one grade band to another grade band (e.g. from a C to a D) are made when evidence in the student folios consistently demonstrates evidence of the assessment design criteria and the associated specific features of a different grade band
- from OA to another grade are made when, taken as a whole, evidence in the OA student folio(s) **does not** demonstrate sustained achievement at the upper level of the A grade (i.e. the assessment design criteria and associated specific features are at the mid-grade level of the A grade band or other grades)
- from another grade to OA are made when, taken as a whole, evidence in the A grade student folios demonstrates sustained achievement at the upper level of the A grade band
- may be made to individual student results when a breach of rules has been identified by the SACE Board and confirmed by the school
- are not usually made on the basis of a single inconsistently assigned grade.

Moderator guidelines

The following guidelines will help moderators to identify some key features of the moderation sample and to review assigned grade levels:

- Focus on the knowledge and learning of the assessment design criteria demonstrated at the grades assigned by the school. Avoid focusing on what is not there (e.g. one incomplete section of a task does not mean that the student has failed to demonstrate evidence of the assessment design criteria elsewhere in the assessment type).
- Recognise unexpected evidence of the performance standards (e.g. any evidence of the assessment design criteria can be used to inform the moderator's decision to confirm the school results).
- Scan the assessment type as a whole, and then focus on evidence in specific tasks. It is not necessary for moderators to review every task or every detail in a task. A more detailed review is only necessary when doubt is raised about the grades assigned.
- Avoid distractors and evidence that is not relevant to the performance standards (e.g. effort, untidy work, teacher comments).
- Actively look for evidence that is consistent with the grades assigned by the school.
- When it is difficult to find evidence that is consistent with the grades assigned by the school, identify the criteria that are inconsistent with the assigned grades. Consider whether there is obvious and substantial evidence of the identified criteria at a different grade:
  - obvious evidence is important, significant, and easily recognisable. Obvious evidence is not nuanced or subtle
  - substantial evidence is defined as evidence that is of considerable size, frequency, or worth at the assessment type level.
- Moderator recommendations must be aligned to the performance standards and benchmarks (standards clarification) .

Supervisor review guidelines

The following guidelines are provided to support supervisors to review moderators' recommendations to adjust results:

- Supervisors independently review recommendations provided by moderators. Supervisors do not seek further clarification from moderators.
- Supervisors review the:
  - result submitted by the school
  - recommended adjustment indicated on the moderation summary by the moderator
  - criteria indicated on the moderation summary as the reason for the recommended adjustment by the moderator.
- Supervisors review the student work; they focus on the criteria that the moderator has noted on the moderation summary and seek evidence to confirm the school result.
- Supervisors determine if the evidence of the criteria noted by the moderator on the moderation summary is obvious and substantial:
  - obvious evidence is important, significant, and easily recognisable. Obvious evidence is not nuanced or subtle
  - substantial evidence is of considerable importance, size, or worth at the assessment type level.
- When making an adjustment, supervisors record brief notes about the adjustment, citing obvious and substantial evidence that is referenced to the performance standards and comparable to the benchmarks (standards clarification).
- Supervisors support moderators by:
  - clarifying and interpreting the subject outline specifications
  - referring to benchmarks (standards clarification)
  - advising on moderation procedures.
- Supervisors do not advise moderators about a moderation recommendation — moderators determine their recommendation independently and without influence from the supervisor.
- Supervisors determine adjustments independently, without influence from, or discussion with, the moderator.

Quality assurance

After moderation

Checking moderation outcomes and feedback
- All final moderation (central) feedback is cross-checked and quality assured.
- For moderation using the white bag process: moderation summary sheets, supervisor comments forms, and school assessment — moderation results sheets (salmon) are checked by the SACE Board to ensure that the moderation processes for an assessment group are consistent with moderation procedures and that the results have been recorded accurately.
- The information from the moderation summary sheet is transferred to a final moderation (central) feedback sheet.

Feedback to schools
- The SACE Board provides feedback to schools, via the principal, to confirm the outcomes of moderation.
- All schools are sent qualitative and quantitative data after the results are released, confirming the application of the performance standards.
- Schools note the feedback from final moderation (central) for each subject and incorporate this in their improving and planning processes.

Subject report
- The SACE Officer — Curriculum and Assessment and the Lead Practitioner(s) involved in the moderation process contribute information and data from the school assessment and external assessment processes for use in the Subject Assessment Advice for each subject.

Appendix 1

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REQUIREMENTS FOR ASSESSMENT PANEL MEMBERS

Please retain this information sheet for your personal reference.

Assessment Panel members, including Lead Practitioners, involved in the quality assurance processes of planning, clarifying, confirming (moderation and marking), and improving for their subject, must:

- attend training meetings as required

- be scrupulous in all aspects of their involvement in the school assessment or external assessment processes

- conform to strict requirements regarding security and confidentiality of the assessment processes

- not disclose or discuss confidential information with other assessment panel members relating to setting or vetting examination papers, or moderation and marking processes and schedules, other than in ways specified in SACE Board documents, not comment about their work to schools and the general public. Any public comment on the assessment processes is restricted to the Chief Executive of the SACE Board of South Australia.

- during setting and vetting, keep working drafts of examinations under tight security, and not label them as a SACE Board examination paper. Setters and vetters of examinations *must not* retain any draft copies of examination questions or papers

- not divulge their involvement to other people. Under no circumstances should teachers who are assessment panel members inform or allow their students to infer that they are assessment panel members, having access to privileged information

- take utmost care with the assessment materials provided by students, e.g. school assessment materials, examination scripts, investigations, multimedia evidence of performances or products, or oral presentations

- not engage in commercial tutoring or coaching activities on a direct payment basis in the year in which they are an assessment panel member

- work collaboratively and professionally with other assessment panel members

- follow all processes as specified in SACE Board documents

- keep to established timelines.

Appendix 2

Appendix 3

Manual handling

Manual handling is any activity involving the use of muscular force or effort to:

lift	push	pull	hold
restrain	carry	move	lower.

SMART manual handling

Size up the load
Ask for help or use a trolley if the load is too heavy or large

Move in close
Keep the load as close to your body as possible

Always bend your knees
Relieves the pressure on your hamstrings

Raise your legs
Use your leg muscles so you are not putting strain on your back

Turn using your feet
Avoid twisting at the waist and through your back

Take your time!

Appendix 4

ICAC*: summary of reporting obligations

Do you have a reasonable suspicion of potential corruption?

YES →

NO → **NO ACTION**

Do you have a reasonable suspicion of misconduct and/or maladministration?

YES →

NO → **NO ACTION**

Is the misconduct or maladministration serious or systemic?

YES →

NO →

REPORT TO OPI†

REPORT TO OPI†

- REPORT TO SACE BOARD as per conditions of employment
- DO NOT disclose the fact that you have reported to OPI† (confidentiality obligations)

REPORT TO SACE BOARD as per conditions of employment

*ICAC — Independent Commissioner Against Corruption

†OPI — Office for Public Integrity

Appendix 5

Stage 2 Community Studies final moderation (on site) workflow

MODERATOR

The *moderator* receives from the *SACE Officer – Curriculum and Assessment (SOCA)* the school assessment results sheet(s) (salmon), the blank moderation summary sheet, and the corresponding white bag containing student folios.

The *moderator* uses the review guidelines to independently review student folios at the inspection points for each assessment type, using the following workflow.

A to E inspection points

(lowest A, lowest B, lowest C, highest D, lowest E)

Confirm

Evidence in the student folio supports the result awarded.
The *moderator* **confirms the school result** and indicates this on the moderation summary sheet, using **PURPLE PEN**.

Adjust

Evidence in the student folio does *not* support the result awarded.
The *moderator* recommends an **adjustment** to the result and indicates this on the moderation summary sheet, using **PENCIL**.

OA inspection point

Moderator reviews half of the OA student folios

Confirm

Half of the OA student folios consistently demonstrate sustained achievement at the upper A level.
The *moderator* **confirms the school result** and indicates this on the moderation summary sheet, using **PURPLE PEN**.

Half of the OA student folios do *not* consistently demonstrate sustained achievement at the upper A level.

The *moderator* reviews additional OA student folios until either:

More than half of the OA student folios cannot be confirmed.

Adjust

More than half of the OA student folios do **not** consistently demonstrate sustained achievement at the upper A level.

The *moderator* recommends an **adjustment** to the OA result(s) and indicates this on the moderation summary sheet, using **PENCIL**.

Half of the OA student folios are confirmed.

Confirm

When the moderation process has been completed for all assessment types, the *moderator* submits the school assessment results sheet (salmon), the moderation summary sheet, and the white bag to the *SOCA*. The *SOCA* then allocates another moderation task to the *moderator*. A *supervisor* reviews the recommendations to adjust results.[1]

Note: 1. The *supervisor* provides feedback to the *moderator* about the moderation outcome.

Appendix 6

Stage 2 Community Studies final moderation (on site) workflow

SUPERVISOR

The *supervisor* receives from the *SOCA*[1] the schools assessment results sheet(s) (salmon), moderation summary sheet completed by the *moderator*, and the corresponding white bag containing student folios.

The *supervisor* uses the supervision guidelines to independently review the recommendation to adjust results indicated in **PENCIL** on the moderation summary sheet by the *moderator*.

The *supervisor* reviews the:

- student folios
- result recommended by the school
- result recommended by the moderator
- moderation summary sheet.

The *supervisor* commences with student folios at the inspection points (A, B, C, D, E).

Supervisor agrees with

School

If the adjustment recommended by the *moderator* is not supported by obvious and substantial evidence, and the student folio is comparable with available benchmarks, the *supervisor* **confirms the school result** and indicates this on the moderation summary, using **PURPLE PEN**.

The *supervisor* does not review any other adjustments recommended by the *moderator*. The *supervisor* confirms the school result.

Moderator

If the adjustment recommended by the *moderator* is supported by obvious and substantial evidence, and the student folio is comparable with available benchmarks, the *supervisor* **accepts the adjustment recommended** by the *moderator*.

On the moderation summary sheet, the PENCIL adjustment is erased and replaced with **PURPLE PEN**. The *supervisor* records comments on the supervisor comments form.

The *supervisor* reviews other grade levels recommended for adjustment by the *moderator*.

Supervisor

If neither the school result nor the adjustment recommended by the *moderator* are supported by obvious and substantial evidence, the *supervisor* **declines the adjustment recommended** by the *moderator* and **makes a supervisor adjustment**.

On the moderation summary sheet, the PENCIL adjustment is erased and a new adjustment is recorded in **PURPLE PEN**. The *supervisor* records comments on the supervisor comments form.

The *SOCA* reviews the comments recorded on the supervisor comments form.

If the notes provided are based on obvious and substantial evidence and if the adjustment affects five (5) or more results[2], the *SOCA* refers to the additional sample workflow to determine if additional student folios are required.
Note: any request for additional student folios should be made after all assessment groups for the school have been reviewed.

If the comments provided are **not** based on obvious and substantial evidence, the *SOCA* **confirms the school result** and overturns the supervisor adjustment.

If the notes provided are based on obvious and substantial evidence and the adjustment affects no more than four (4) results on the salmon, the **adjustment is complete**.

If no additional student folio is required/provided by the school, the *SOCA* indicates this on the supervisor comments form and the additional samples report, and **confirms the adjustment**.

If the additional student folio(s) can be confirmed, the *supervisor* **confirms the school result**.

The *supervisor* indicates on the supervisor comments form that the additional student folio(s) confirmed the school grade.

The *Supervisor* completes a new moderation summary sheet, using **PURPLE PEN**.

The original moderation summary sheet is crossed out and kept with the new moderation summary sheet.

If the additional student folio(s) is consistent with the recommended adjustment, the *supervisor* **accepts the adjustment**.

The *supervisor* indicates on the supervisor comments form that the additional student folio(s) confirmed an adjustment was necessary.

When the moderation process has been completed for all assessment types, submit the school assessment results sheet (salmon), the moderation summary sheet, the supervisor comments form (if applicable), and the white bag to the *SOCA*.[3]

Note: 1. *SOCA: SACE Officer – Curriculum and Assessment.*
2. Five or more results are indicated on the salmon and listed on the additional samples report.
3. The *supervisor* provides feedback to the moderator about the moderation outcome.

Notes

Notes