# Government of South Australia LogoSACE Board LogoImproving

Quality assurance within schools – audit tool for teachers

Is the learning and assessment plan (LAP) reviewed throughout the year?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider the effectiveness of each assessment task and amend the LAP to suit cohort needs. Record changes in the addendum. |

Do you review the Stage 2 Subject Assessment Advice (formerly Chief Assessors Reports) with moderation feedback to inform your practice?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Go to ‘Support materials > Subject assessment advice’ on the relevant Stage 2 subject site. |

Are students provided with effective feedback to promote further learning?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider using the [Student feedback audit tool](https://www.sace.sa.edu.au/documents/652891/3381371/SRT+-+Student+Feedback+Audit+Tool.docx/b99e2e61-60c3-4e65-a69e-49ad3b9024e7) to determine the effectiveness of the feedback that you provide to students. |

Is achievement data reviewed to identify strengths and weaknesses in learning programs?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Refer to the [Using data overview](https://www.sace.sa.edu.au/documents/652891/3381371/Using+Data+Overview.docx/c91ca1e6-09ea-40a2-bd3e-e0a7d57cc3a9) to support the analysis of SACE data. |

Are tasks reviewed throughout the year?

|  |  |  |
| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider using the [Assessment task review activity](https://www.sace.sa.edu.au/documents/652891/3381371/Assessment+Task+Review+Activity.pdf/0728ee59-661e-469c-892b-4febca7d45c8) |

Is best practice identified and shared between teachers?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider developing a process for teachers to showcase/share effective teaching and assessment strategies used in their class. |

If you are involved with SACE assessment panels, do you share the learning gained from your involvement in marking and moderating, with other teachers?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider how your involvement in SACE assessment panels can be used within the school to improve student achievement, for example, at learning area meetings. |

Do you meet with learning area leaders to discuss SACE data related to your Stage 1 and/or Stage 2 classes?

|  |  |  |
| --- | --- | --- |
|  | Yes | No action required |
|  | No | Refer to the [Using data overview](https://www.sace.sa.edu.au/documents/652891/3381371/Using+Data+Overview.docx/c91ca1e6-09ea-40a2-bd3e-e0a7d57cc3a9) to support the analysis of SACE data |

Are moderation shifts monitored from one year to the next?

|  |  |  |
| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider developing a monitoring strategy for moderation outcomes that lead to actionable outcomes, e.g. participation in online clarifying activities (PLATO). |