**STAGE 1 MODERATION PROCESS**

**PURPOSE**

In the confirming phase of the South Australian Certificate of Education (SACE) Board Quality Assurance process, the performance standards in each subject are applied consistently across schools to report student achievement. In Stage 1, the moderation process confirms the C grade in English and mathematics subjects and the Personal Learning Plan before schools report final results to the SACE Board.

**PROCEDURES**

The following procedures apply only to the compulsory SACE Stage 1 English and mathematics subjects and the Stage 1 Personal Learning Plan

**Step 1: Pre-confirming activities**

The following activities precede confirming.

**The Senior Years Curriculum Team:**

* supports in-school planning
* approves the learning and assessment plan for each subject (for up to 3 years)
* provides opportunities for new teachers to attend clarifying forums incorporating professional learning and receive feedback on the school’s application of the performance standards to a task or set of tasks
* invites teachers to nominate to attend the moderation process. Selection process is based on experience and the number of schools submitting work for confirming

The Senior Years Curriculum Team informs teachers who have been selected as moderators of the details of their confirming forum.

Teachers whose nominations have been accepted as moderators should:

* understand that the moderation process must address the diversity of the students and the different ways that students may provide evidence of having met the performance standards
* be experienced in the subject(s) for which they are nominated
* participate in the Senior Years Curriculum training and benchmarking activity at confirming

**Schools:**

* ensure that enrolments in the compulsory subjects are completed by the published due date (as per NT calendar on SACE Board website)
* release teachers to participate in informal planning forums according to the school’s quality assurance needs
* recommend learning and assessment plans (via the principal or principal’s delegate) to the Senior Years Curriculum Team for approval
* release new teachers to participate in clarifying forums
* analyse and, where necessary, implement feedback on the school’s application of the performance standards from the clarifying forum. This feedback does not affect the final moderation of the student’s work; it is to support teachers’ understanding of the performance standards relating to the sample of student work
* conduct confirming activities within the school to ensure that assessment decisions at each grade band (A to E) are fair and reliable across classes in each subject
* provide access to all students’ folios should further samples be required for confirming purposes
* implement the school’s supervision and verification processes to ensure the authenticity of student materials

**Step 2: Preparation and Submission of Confirming Materials**

The following activities are undertaken to support preparation and gathering of sample materials for confirming.

**The Senior Years Curriculum Team:**

* contacts the school with details of confirming forums and materials required

**Schools:**

* enter all student results in Teacher Results Sheets in Schools Online
* select the samples from the following grades:
* 3 x C student folios including the lowest C folio
* 3 x D student folios including the highest D folio
* Only include folders of other grade bands if you do not have 6xC/D folders
* schools with fewer than six students enrolled in a subject are required to submit all folders
* complete the NTCET Stage 1 Confirming Cover Sheet for Teacher Folder (sent to schools for Stage 1 English and mathematics and the Stage 1 Personal Learning Plan)
* complete the NTCET Stage 1 Confirming Cover Sheet for Student Folio for each student folio sample; if the teaching and learning program has not yet been completed, then the confirming of results for English and mathematics subjects and the Personal Learning Plan can be based on students’ current work pending completion of the final assessment task
* ensure that each sample selected for confirming consists of the marked student folio for each student identified, a copy of the learning and assessment plan with addendum, assessment cover sheets for each assessment task, associated marks scheme or rubric or specific features of the assessment design criteria, and the grade for each assessment type
* send by Courier, or hand deliver, the samples for the confirming forums to the Senior Years Curriculum Team, 3rd Floor, Harbour View Plaza, 8 McMinn Street, Darwin, or mail to Senior Years Curriculum Team, GPO Box 4821 Darwin, NT 0801, to reach the office on the Friday prior to confirming, or bring representative samples to the forum if confirmed as a nominated moderator (indicating this arrangement prior to the forum date).
* send the samples for Stage 1 English Pathways: Modified, Mathematics Pathways: Modified and the Personal Learning Plan: Modified to the SACE Board by the designated dates (see calendar on SACE website) for :
* Semester 1 moderation round
* Semester 2 moderation round

**Step 3: Confirming Procedures**

The following activities occur during confirming:

**The Senior Years Curriculum Team:**

* facilitates a central meeting to confirm samples from NT schools
* leads the moderation process with the participating teachers. Confirming occurs at the overall subject level with reference to the performance standards and the marked student samples provided
* provides travel information (e.g. flights, accommodation, By-Law 32 forms, cab charge vouchers) for teachers outside Darwin to participate in the moderation process.

**The Confirming Group:**

* reviews the C and D samples (a total of 6) and either:
* confirms that school’s assessment decisions when the student samples reflect the quality of learning described in the performance standards

or

* advises Senior Years Curriculum Team that adjustments are necessary to ensure students’ results reflect the quality of learning described in the performance standards
* reviews a sample of completed or non-completed work
* provides feedback and a report on each of the sampled confirming materials viewed

**Schools:**

* release teachers to participate in the confirming of the Stage 1 English and mathematics subjects and the Stage 1 Personal Learning Plan
* input grades into Teachers Results Sheets on Schools Online
* provide print outs of Teachers Results Sheets with the moderation samples

**Step 4: Adjustment Procedures**

The following activities occur if the school’s assessment decisions for a subject, as represented by the moderation sample, do not align with the quality of learning described in the performance standards for the assigned grades in the subject outline:

**The Confirming Group:**

* reviews further samples, above and below those already reviewed
* consults with the Senior Years Curriculum Team

**The Senior Years Curriculum Team:**

* leads further discussion with the Confirming Group
* advises the school, through the principal, of the adjustments required to finalise students’ results
* after confirming, checks that the school results on Schools Online reflect the required adjustments

**Schools:**

* provide additional student samples as requested
* make the adjustments required following the moderation process to ensure the results of all students reflect the application of the performance standards as per the feedback
* input adjusted school results into Schools Online by the specified due date

**Step 5: Post-confirming Information**

The following information is provided to schools after confirming:

**The Senior Years Curriculum Team**

* provides feedback to schools
* on each school’s results within 2 days of the completion of the confirming forum using the prescribed generic report template for the Stage 1 English and mathematics subjects and the Stage 1 Personal Learning Plan
* via the principal to confirm the outcomes of moderation

Quality Assurance

* schools note the feedback from the confirming forum for the Stage 1 English and mathematics subjects and the Stage 1 Personal Learning Plan and incorporate this into their improving and planning processes

### ACKNOWLEDGEMENTS

The SACE Board of South Australia website and many documents and policies are referred to in these guidelines.