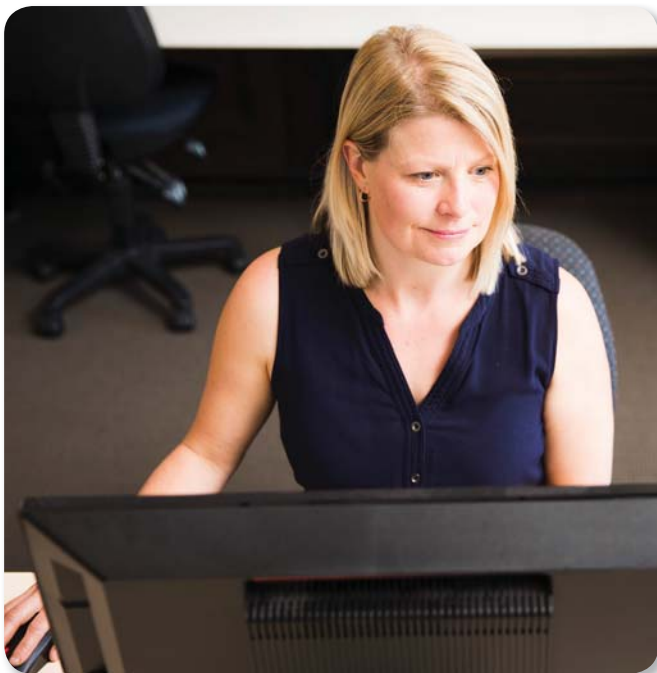


Stage 2 Moderation Feedback FAQs for Teachers

Stage 2 assessment is a collaborative process where success is dependent on the partnership between teachers, schools and the SACE Board. All parties are working towards the same objective – the best possible outcomes for young people in their learning.

To promote that success, the SACE Board offers assistance to help you understand the moderation outcomes in the subject(s) you teach. There is a range of information and resources available to help you understand not only the assessment and moderation processes, but also your moderation feedback.

These frequently asked questions are designed to help you find information and resources about moderation, and to answer some of the most common queries about moderation feedback.



What is involved in moderation?

Moderation involves:

- looking for evidence in a sample to support the results the teacher has provided
- considering the students' evidence of learning and the match between students' evidence of learning and the performance standards in the subject outline
- confirming or adjusting results when supported by evidence of learning
- providing feedback to schools about the outcomes of moderation.

How do I know my moderation feedback is reliable?

Moderators are trained by the SACE Board. The training includes benchmarking to the performance standards. One moderator reviews all the assessment groups for a school in each subject.

If the moderator confirms that the samples reviewed across the assessment group support the given grade level, they move on to the next group.

If the moderator cannot find evidence in the samples to support the given grade level, a recommendation to adjust results is made, and samples either side of the grade level in question are reviewed.


For every assessment group at every school, a SACE Board moderation supervisor verifies the moderators' recommendation to adjust results before any adjustment to results is accepted.

There are measures in place to maximise the anonymity of schools during moderation.

What is the Stage 2 Moderation Feedback?

Stage 2 Moderation Feedback advises you of the outcomes of Stage 2 moderation; showing that results have either been confirmed or that results have been adjusted at a certain grade level. This is provided to the school at the time of the Stage 2 results release and should be read in conjunction with the other information (described below) aimed at helping you improve your assessments.

Moderation feedback for paper based "white bag" subjects can be accessed through Schools Online.



Stage 2 Moderation Feedback

The SACE Board confirms school assessment results through a process of moderation. Moderation of teachers' assessment decisions ensures that standards are applied consistently across schools. The following information and the *Teacher Update - Stage 2 Moderation Feedback* publication are provided to help school leaders and teachers evaluate the effectiveness of their school assessment.

Stage 2 Physical Education 2PHE20

School(s): SACE School

Teacher(s): Jane Citizen, John Smith Assessment Group(s): 1

Summary of moderation outcomes:

Assessment Type 1: Practical

All results have been confirmed
 Some results have been confirmed

Results in the following grade levels have been increased:
 A A- B+ B B- C+ C C- D+ D D- E+ E E-

Results in the following grade levels have been decreased:
 A+ A A- B+ B B- C+ C C- D+ D D- E+ E E-

Assessment Type 2: Folio

All results have been confirmed
 Some results have been confirmed

Results in the following grade levels have been increased:
 A A- B+ B B- C+ C C- D+ D D- E+ E E-

Results in the following grade levels have been decreased:
 A+ A A- B+ B B- C+ C C- D+ D D- E+ E E-

Administration:

Student materials for the nominated sample were prepared in accordance with Subject Operational

Moderation feedback for online subjects can be accessed through Schools Online.

... > Reports Home Page > Results Reports Selection > Stage 2 Moderation Summary Selection > Stage 2 Moderation Summary > Stage 2 Assessment Group Moderation Summary

Stage 2 Assessment Group Moderation Summary

English Literary Studies (JEL520) School(s): SACE School
 Assessment group: 1 Class teacher(s): Jane Citizen
 Results due: December Class: 12PHE20 School results

Student Name	Registration	Responding to Texts			Creating Texts			Teacher	Moderator	Supervisor	Executive	
		Teacher	Moderator	Supervisor	Executive	Teacher	Moderator					Supervisor
SMART, SAM	123456A	A+					A+	A			A	22
SMITH, JANE	123456B	A+					A+	A			A	22
SMITH, JOHN	123456C	A+					A+	A			A	22
SMITH, JANE	123456D	A+					A+	A			A	22
SMITH, JOHN	123456E	A+					A+	A			A	22
SMITH, JANE	123456F	A+					A+	A			A	22
SMITH, JOHN	123456G	A+					A+	A			A	22
SMITH, JANE	123456H	A+					A+	A			A	22
SMITH, JOHN	123456I	A+					A+	A			A	22
SMITH, JANE	123456J	A+					A+	A			A	22
SMITH, JOHN	123456K	A					A					22
SMITH, JANE	123456L	A					A					22
SMITH, JOHN	123456M	B+					B+					22

17 Student(s) in Assessment Group
 12 Student(s) selected in Sample

of student materials for moderation has been provided over the page.

page.

Performance Standard Record

Student Name: SMART, SAM Assessment Type: Creating Texts
 Registration: 123456A Grade: A+

Key: Teacher Moderator Supervisor Executive

Knowledge and Understanding	Analysis	Application
A+ Evidence for Knowledge and Understanding demonstrated sustained achievement at the upper grade level. KU1 Detailed knowledge and understanding of ways in which ideas, perspectives, and values are represented in texts. <input type="checkbox"/> <input type="checkbox"/> KU2 Thorough knowledge and understanding of a range of ways in which authors use stylistic features to communicate ideas. <input type="checkbox"/> <input type="checkbox"/> KU3 Detailed knowledge and understanding of a range of stylistic features and conventions of different text types. <input type="checkbox"/> <input type="checkbox"/>	A+ Evidence for Analysis demonstrated sustained achievement at the upper grade level. AN1 Perceptive analysis of the ways in which texts represent ideas, perspectives, and values. <input type="checkbox"/> <input type="checkbox"/> AN2 Perceptive analysis and evaluation of the complex ways in which stylistic features are used to influence the interpretation of texts. <input type="checkbox"/> <input type="checkbox"/> AN3 Perceptive analysis of similarities and differences between texts in comparative texts. AN4 Perceptive analysis of ways in which different critical perspectives inform critical interpretation.	A+ Evidence for Application demonstrated sustained achievement at the upper grade level. AP1 Sophisticated use of a wide range of conventions, and/or stylistic features to create coherent texts that address the meaning and intention of the text. AP2 Detailed and appropriate use of evidence from texts to develop, support, and justify responses, with textual references incorporated fluently in discussion. <input type="checkbox"/> <input type="checkbox"/> AP3 Use of precise and fluent expression, which is appropriate for audience and purpose. <input type="checkbox"/> <input type="checkbox"/>
B KU1 knowledge and understanding of a range of ways in which ideas, perspectives, and values are represented in most texts. KU2 knowledge and understanding of a range of ways in which authors use stylistic features to communicate ideas. KU3 knowledge and understanding of a range of stylistic features and conventions of different text types.	B AN1 Clear analysis of the ways in which texts represent ideas, perspectives, and values. AN2 Clear analysis and evaluation of the complex ways in which stylistic features are used to influence the reading of texts. AN3 Clear analysis of similarities and differences between texts in comparative texts. AN4 Clear analysis of ways in which different critical perspectives inform critical interpretation.	B AP1 Use of a range of conventions, and/or stylistic features to create coherent texts that address the meaning and intention of the text. AP2 Appropriate use of evidence from texts to develop, support, and justify responses, with textual references incorporated in discussion. AP3 Mostly accurate and fluent expression, which is appropriate for audience and purpose.

Supervisor Comments

Obvious: See comment
 Substantial: At times, the texts were clearly very strong, but there was opportunity to demonstrate a greater range (or even subtle use) of textual conventions. Of particular note was the transformation task. While students commented on the source text in introductions and occasionally with reference later in the statement, there needed to be a greater analysis of the transformation process. The introductory nature of the comparison needed to be sustained a little more to warrant the school grade.

Executive Comments

Substantial: Executive comment - incorrect specific feature selected by moderator
 Obvious: Approved on 7 December 2017 via email
 Comparable:

Export to PDF Back to Summary

What should I read in conjunction with Stage 2 Moderation Feedback?

Reading the following reports in conjunction with *Stage 2 Moderation Feedback* will provide you with a better understanding of the feedback you have received and will help guide your analysis of the information.

School Subject Assessment Report

The *School Subject Assessment Report* shows you detailed assessment information for every student at your school that completed a Stage 2 subject. It lists:

- both the grade submitted by the school and the moderated grade for each of the assessment types in the school assessment
- the final grade for the school assessment and external assessment
- the final subject grade.

Subject Assessment Advice

Subject Assessment Advice give an overview of student performance in a given year in a particular subject. They provide information and advice regarding the assessment types, the application of the performance standards, the overall quality of student performance, and any relevant statistical information. They are available on the SACE website subject pages (www.sace.sa.edu.au).

Moderation has confirmed school assessment results in one or more assessment types. Do I need to take follow-up action?

Confirmation of school assessment results indicates that your interpretation of the performance standards is comparable with the state-wide interpretation of the standards. Nevertheless, you can use the *Subject Assessment Advice* to guide your assessment practice in subsequent years. This will help you to maintain your accurate interpretation of the performance standards.

School assessment results have been adjusted through moderation. What does this mean?

In the *School Subject Assessment Report*, two columns show you how the grade levels have been adjusted:

- **Sch Grade** – shows the original grade levels confirmed by the school before moderation
- **Mod Grade** – shows the final grade levels confirmed by the SACE Board after moderation.

School assessment grades are adjusted because the original grades, represented in the school's moderation sample, are not comparable with those across the state according to the performance standards. School grades are adjusted to bring them into line with the performance standards.

Stage 2 Moderation Feedback provides you with feedback about two core areas: how the performance standards were interpreted and applied, and task design and adherence to subject outline specifications. You can use this feedback, in conjunction with the other SACE Board resources (as indicated before) to improve your assessments.

I have received feedback on 'interpretation and application of the performance standards'. How can I use this to improve my school assessment?

Resources are available on the SACE website, including the subject pages (www.sace.sa.edu.au) where you will find support materials including exemplar student responses. The *Subject Assessment Advice* can assist you to calibrate your interpretation and application of particular assessment design criteria.



I have received feedback on 'task design and/or adherence to subject outline specifications'. How can I use this to improve my school assessment?

Task design

Check the *Subject Assessment Advice* for information about common task design issues. You can also look on the subject pages of the SACE website (www.sace.sa.edu.au) where you will find support materials including exemplar assessment tasks and student responses.

As a follow up, you can review assessment tasks against the assessment design criteria identified in the feedback. They can then be revised to ensure they provide students the opportunity to demonstrate their learning at the highest grade level.

Adherence to subject outline specifications

Stage 2 Moderation Feedback will indicate when the moderation sample does not align with subject outline specifications. When a sample does not align with the specifications, only the student work that fits within the specification is considered, and a grade adjustment may be necessary.

For example, a school receives feedback indicating the number of tasks included in the moderation sample exceeds the number specified in the subject outline. In a case like this, only the evidence presented within

the number specified in the subject outline would have been considered.

As a follow up, you should check your assessment program annually and make sure it meets the specifications set out in the current subject outline.

I want to know more. What other information is available about moderation?

SACE Stage 2 Moderation Overview

This document explains the purpose and operating principles of moderation, and describes in detail the activities that take place before, during and after moderation. It supports the following policies which can also help develop a thorough understanding of moderation:

- *SACE Assessment and Quality Assurance of Board-accredited Subjects policy*
- *SACE Assessment and Reporting Guidelines.*

Procedures and Guidelines for Stage 2 Moderators – Final Moderation (Central)

This document functions as the definitive guide for moderators. It describes the roles and responsibilities of all those involved in moderation, and provides step-by-step procedures for moderation.

These documents are available on the SACE website (www.sace.sa.edu.au) under Policies and Procedures.

Find out more

For more information about moderation, contact:

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