

Marking (on site): Stage 2 external performances 2019



SACE BOARD
SOUTH AUSTRALIA



Government
of South Australia

Introduction

This document provides key information about the process for Stage 2 external marking (on site). Its purpose is to promote a shared understanding of the roles and procedures that contribute to the integrity of students' external assessment results.

In Stage 2 subjects the external assessment can take the form of investigations, oral and/or written examinations, or performances.

In the following Stage 2 subjects the external assessment is a performance: Dance and Drama. These subjects are marked on site, with the teacher as the first marker and two external assessors representing the SACE Board as the second and third marker.

Purposes of external marking

The purposes of external marking are to ensure:

- the performance standards in a subject have been interpreted and applied consistently to the assessment
- externally assessed results awarded to students across schools are comparable and fair
- valid and reliable external assessment results.

Operating principles

The following operating principles underpin the procedures for marking SACE subjects at Stage 2:

Comparability

The procedures for assuring the integrity of SACE assessments maximise the consistent application of standards to all student assessment across all places of learning in the SACE.

Fairness

The procedures for assuring the integrity of SACE assessments should be fair to students.

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 or other provider, school leaders, and the SACE Board in the assessment process.

Transparency

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

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, for example: all the students in the school undertaking the subject and taught by a particular teacher; the students in more than one school taught by one or more teachers
- *benchmarking* – the process of illustrating performance standards at different levels and training markers with benchmark performances to ensure that assessment decisions are consistent, both in the one year and from one year to another year
- *contact marker* – a marker appointed by the SACE Board who oversees the individual site administrative procedures
- *double-marked assessments* – assessments that are marked independently by two markers. For performances, the teacher is the first marker and the second marker is appointed by the SACE Board
- *external assessment (component)* – assessment specifications for assessment tasks defined by the SACE Board; each student's performance is assessed by at least one person who is appointed by the SACE Board, and who is not the student's teacher
- *external assessment grade* – the final result for the external assessment component of a subject
- *grade band* – the five bands of achievement described in the performance standards: A, B, C, D, E
- *grade level* – the levels of achievement that schools report to the SACE Board, and the SACE Board reports to students: A+, A, A–, B+, B, B–, C+, C, C–, D+, D, D–, E+, E, E–
- *marker* – a person who makes an assessment decision based on the evidence of learning provided by the student, and with reference to the performance standards
- *marking guidelines* – a set of instructions used to determine the allocation of marks for assessments
- *numeric equivalent* – the number corresponding to a grade level
- *supervisor* – marker who contributes to the quality assurance of assessment decisions.

Roles and responsibilities

External Assessment Leadership Team

Curriculum and Assessment

- Executive Manager, Curriculum and Assessment
- Manager, Learning and Assessment Design
- Senior SACE Officers – Curriculum and Assessment
- SACE Officers – Curriculum and Assessment

Information Services

- Manager, Results and Information Management
- Assessment Scheduler
- Lead Practitioner(s).

The SACE Officer – Curriculum and Assessment and Lead Practitioners, lead and support the marking process.

The SACE Board:

- appoints an assessment panel for external marking, consisting of
 - Lead Practitioner(s)
 - markers (the number depends on the size of the student cohort)
 - supervisors
- trains markers in the marking processes
- requires all assessment panel members to:
 - maintain confidentiality throughout and after the marking process in accordance with the Requirements for Lead Practitioners and assessment panel members (see Appendix 1) and the Code of conduct declaration (see Appendix 2)
 - declare any potential conflicts of interest (see Appendix 2)
 - ensure the security of student results, information, and materials (see Appendix 1 and Appendix 2)
- allocates pairs of markers to each external performance. Markers 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.
- notifies the teacher and the school (via the SACE coordinator) of the time allocated for marking the performance.

The SACE Officer – Curriculum and Assessment:

- advises markers about the procedures related to marking
- supports reliability by responding to markers' queries
- with Assessment Operations, monitors adherence to the marking schedule
- with the Assessment Scheduler, prepares a schedule for marking, based on school requests and markers' availability. Schools with very small enrolments may be required to provide a video recording of their students' performance
- with the Assessment Scheduler, oversees the adherence to the schedule
- leads the marking process
- oversees the quality assurance processes undertaken at the completion of marking
- refers potential breaches of rules to the Manager, Curriculum and Assessment
- advises panel members about work health and safety (see Appendix 3)
- advises panel members about the Independent Commission Against Corruption (ICAC) (see Appendix 4).

The SACE Officer – Curriculum and Assessment with Lead Practitioners:

- prepares (with supervisors, as appropriate) marking guidelines for use by the marking panel
- prepares training materials for use at the marker training meeting(s)
- conducts a benchmarking exercise before marking begins; this exercise usually takes place on site in a school. It should be made clear to the teacher(s) and the students involved that these activities do not constitute the assessment for the students who perform for the benchmarking exercise
- provides a clear explanation of the marking guidelines' alignment with the assessment design criteria and the specific features
- oversees the marking and supervision processes
- ensures that markers interpret and apply the marking guidelines consistently throughout the marking process, and resolves decisions (using performance notes) when marks are out of tolerance
- supports (with the help of supervisors) the consistent interpretation and application of the marking guidelines throughout the marking process
- writes a Subject Assessment Advice report for the subject.

Markers and supervisors:

- attend the marker training meeting (benchmarking exercise)
- uphold the integrity of the marking process by observing security and confidentiality, and strictly adhering to the Code of conduct (see Appendix 2)
- follow the schedule published by the SACE Board
- follow specified marking procedures and marking guidelines, using the benchmark materials
- advise the SACE Officer – Curriculum and Assessment of any concerns about performances
- submit a marking report to the SACE Officer – Curriculum and Assessment on completion of marking.

Confidentiality and security

All markers and supervisors receive an appointment notice from the SACE Board of South Australia. The notice is accompanied by forms for:

- the Code of conduct declaration, including notification of potential conflicts of interest
- electronic banking details.

These forms are required once per calendar year, and are to be returned to the SACE Board before marking begins.

Markers are responsible for the care, confidentiality, and security of results sheets and performance notes in their possession. These must be returned to Assessment Operations at the end of each week (see page 12).

Marking must not be done in any way that breaches the confidentiality of the performance marking process.

External marking procedures

Marker training

All markers and supervisors must attend the marker training meeting (benchmarking exercise) for the subject.

For benchmarking, the SACE Officer – Curriculum and Assessment arranges a performance or partial performance. The performance or partial performance should give markers the opportunity to view the work of students at five or more different grade levels. When possible, there should be at least one performance at each of the A, B, C, and D grades.

Students should have given permission for their performances to be used for training purposes.

It should be made clear to the teacher(s) and the students who perform for the benchmarking exercise that these activities do not constitute the assessment for these students.

Markers assess performances at different grade levels, using the marking guidelines.

The SACE Officer – Curriculum and Assessment guides the discussion to the grade level, according to the performance standards and corresponding numeric equivalent to be allocated to each of the performances. Markers are given a summary recording the decisions made, with reference to the assessment design criteria and the specific features for the benchmarking standard for each performance.

Marking schedule

Each marker and supervisor is given a marking schedule that details their allocation of performances. Changes to the schedule will affect other panel members, so markers must advise the SACE Officer – Curriculum and Assessment as soon as there is a problem, such as illness, that may affect their ability to meet the schedule.

Before the external assessment (on site)

The SACE Board sends official notification about the external assessment visit to the teacher and the school, via the SACE coordinator. This notification includes the contact details of the designated contact marker, and a copy of the external assessment performance procedures from the SACE Board website, to support teachers to prepare for the performances.

The **teacher**:

- emails or telephones their contact marker to confirm that they have received the notification
- before the visit, provides the contact marker with:
 - a map of, and/or directions to, the location of the performance
 - details about car parking; it may be necessary to have parking reserved.

The **contact marker**:

- oversees the administration of the external marking processes to which they are allocated
- contacts the teacher if they have not received a confirmation email or phone call at least 3 weeks before the performance
- contacts the teacher at least 1 week before the assessment visit, to clarify any operational information relevant to the assessment
- reminds the teacher that three sets of the performance notes sheets will be needed – one for the teacher and one for each external marker
- passes on all relevant information and material to the other external marker.

If a large number of Dance and Drama students are undertaking off-stage roles related to the performance, the teacher contacts the SACE Board to negotiate times before and/or after the performance to mark these students' work. In such cases, the SACE Board liaises with the external markers.

Markers should encourage teachers to conduct all or most of the presentations before the performance to avoid students being externally assessed very late at night.

Before marking begins on the scheduled day

The **teacher** should provide:

- the predicted results sheets, which are handed to the contact marker in a sealed envelope. Performance(s) cannot start before this has occurred

- three sets of the performance notes sheets (one for the teacher and one for each external marker), according to the specifications in the subject operational information
- for each marker, a reserved location from which the performance can be easily viewed. The markers must not be seated together, or with the teacher. Members of the audience, performers, and students should not be able to see any of the markers' notes.

The **contact marker** will:

- provide the teacher and the other external marker with a set of individual external assessment results sheets and an external assessment class results sheet (grey)
- give the teacher an opportunity to explain any extenuating circumstances by asking 'Is there any relevant information pertaining to breaches of rules or special provisions that have already been granted?' This may include, for example, rest breaks during presentations.

Note: If there are injuries or other considerations, and the student is unable to perform, it is the teacher's and the school's responsibility to make the necessary special provisions adjustments.

It may be necessary for the supervisor to:

- remind teachers of the external assessment procedures before the presentations
- indicate that it is not appropriate for anyone to record the performance(s) during the marking process.

During the performance(s)

- The teacher, external marker, and contact marker **independently view the performance(s)**, recording notes on the performance notes sheet with reference to the specific features of the assessment design criteria.
- **The three markers do not discuss the work of any student at any stage in the assessment process** (i.e. before, during, or after the performance); this is essential to ensuring the integrity of the external assessment process.
- Markers are required, where possible, to ignore and discount the effect of a disability on a student's performance. They should look for, and mark, evidence of the performance standards being met by the student separate from evidence of their disability.

Individual and off-stage Dance and Drama performances or presentations

- If there are any students presenting individual performances or off-stage presentations before or after the main performance, this should happen as efficiently as possible in a quiet, uninterrupted location. All three markers including the teacher must be present to mark the student(s).
- Students are expected to speak without prompting, and may refer to material in their documentation folio, if appropriate.
- Students with an off-stage role have the opportunity to provide evidence of their achievement against the specific features in three ways: the work that is observable on stage (e.g. costumes, set, lighting), physical evidence that is shown during the presentation (e.g. design process, documentation), and verbal explanations that are provided during the presentation. Aspects of the documentation folio referred to in the presentation will be included in the assessment, but the documentation folio itself is not assessed separately.

After the performance(s)

External markers and the teacher should be given time after the performances/presentations to **independently decide on marks without collaboration or discussion**. Each marker makes a decision on the grade level for each student, and refers to their performance notes sheets to support their decision. This grade level is then transferred to the individual external assessment results sheets (each marker completes one for each student). The grade level is converted to a numerical value out of 30, based on the grid provided.

Each marker transfers each student's numerical result to the marker's copy of the external assessment class results sheets (grey).

Once assessment has been completed, each of the three markers places the individual external assessment results sheets, the external assessment class result sheets (grey), and the performance notes sheets in the envelope provided and seals it. The contact marker then collects all three envelopes and returns them to the SACE Board.

The results must not be disclosed and individual student work must not be discussed.

A marker who is aware of any issue or incident that may have affected an individual student or class performance should record these observations on the performance notes sheets and contact the SACE Officer – Curriculum and Assessment as soon as possible after the performance.

After the external assessment (on site)

Marking reports

Markers are required to keep any notes that they may make about the marking process and to submit a marking report to the SACE Officer – Curriculum and Assessment as soon as they have finished all marking for the calendar year. The report should contain comments on the quality of student performance, and other information relevant to helping teachers and students to interpret the assessment requirements of the subject. The marking reports are used to write the Subject Assessment Advice report.

At the end of each week of external marking (on site), the contact marker delivers the following forms to Assessment Operations at the SACE Board in the A4 envelope provided:

- external assessment class results sheets (grey) (please do not fold)
- performance notes
- predicted marks sheet
- individual external assessment results sheets.

Markers should ensure that all sheets and forms have been completed and signed.

Breaches of rules

Markers should record all cases of suspected plagiarism, collusion, or other possible breaches and any relevant information and refer this information to the SACE Officer – Curriculum and Assessment as soon as possible.

Quality assurance

When on-site marking is completed and all results have been returned to the SACE Board, the marks for each student are reviewed. The teacher is the first marker; the SACE Board appoints a second marker and a third marker (the contact marker). The grade is determined by combining the grades awarded by the first marker and the second marker.

When the first two markers' marks are out of tolerance, the contact marker's mark will be taken into account. Provided that they are within the set tolerance, the two closest marks are added and taken as the final grade for the external assessment.

The performance notes are used to resolve decisions when marks are out of tolerance.

Appendix 1



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



CODE OF CONDUCT DECLARATION

Please read the Code of Conduct enclosed and then complete the form and sign the declaration below in the presence of a witness.

I declare that

- the personal details given above are correct.
- I have not been in receipt of a South Australian Government Targeted Voluntary Separation Package within the last 3 years. I will notify the SACE Board of SA immediately should this change.
- I have read and agree to be bound by both the SACE Board of SA's 'Code of Conduct' until 31 December 2019 and the policies of which it derives, and the *Code of Ethics for South Australian Public Sector (2010)*, which are available on or via the SACE Board of SA intranet. I note that these policies are updated periodically and that the detail may change.
- I have declared any potential conflict of interest and will advise the SACE Board of SA of any change in this status.
- I understand that any breach of these provisions may be subject to an investigation and result in disciplinary action.
- I agree that all intellectual property rights created in, or arising from my employment with the SACE Board of SA shall be the property of and vested in the SACE Board of SA and the State of South Australia.
- I agree not to be named as creator of a document if it is determined that it would be inappropriate or unreasonable.

POTENTIAL CONFLICT OF INTEREST DECLARATION

Please complete the relevant sections and cross out those sections that do not apply.

FRIEND OR RELATIVE STUDYING A STAGE 2 SUBJECT

Student name: _____ **SACE registration number (if known):** _____

Subjects studied (if known): _____

Relationship to student: _____

If any matters concerning the above student, including his or her results, are referred to me for consideration, I will ensure that they are forwarded to the SACE Board of SA Executive Leadership Team for a decision.

I also agree not to attempt to access or convey any information held by the SACE Board regarding this student.

Further, I will avoid contact as much as possible with those sections of the SACE Board involved in examination preparation and results collection.

COMMERCIAL INTEREST

I undertake tutoring for which I receive remuneration Yes/No

I am, I write for, or I have a connection with, a commercial publisher Yes/No

Please give details of the organisation(s) concerned and any financial remuneration provisions.

TEACHING

During my year of duties on the panel, I will be teaching this subject. Yes/No

Name: _____ **Signature:** _____ **Date:** ___/___/___

Position: _____

Name of witness: _____ **Witnessed by:** _____ **Date:** ___/___/___

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



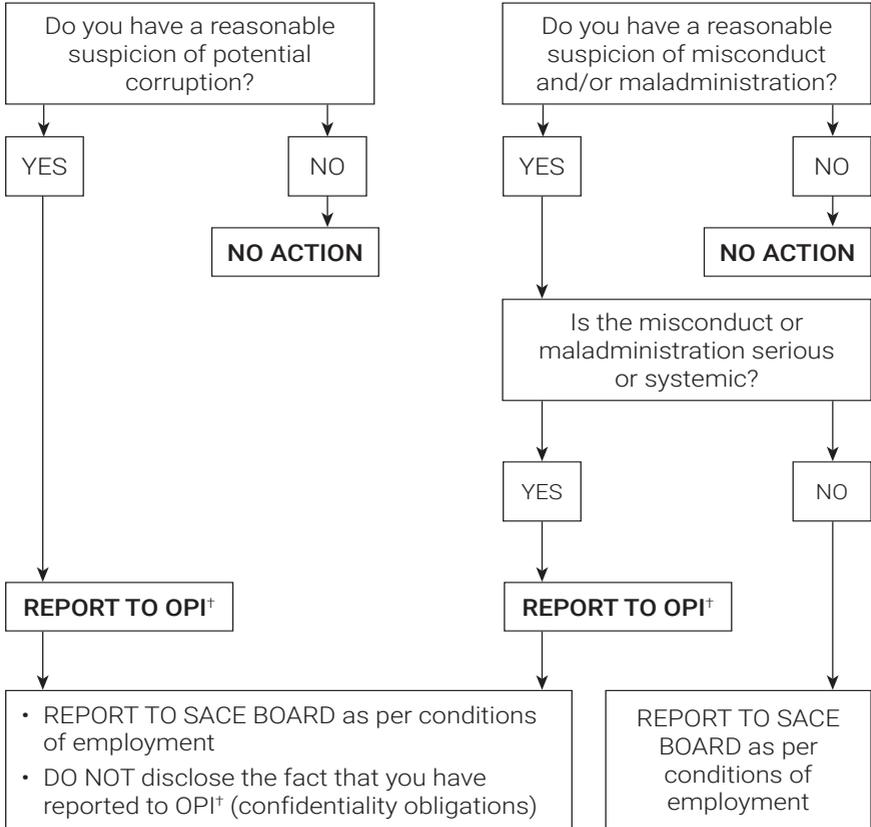
Turn using your feet

Avoid twisting at the waist and through your back

Take your time!

Appendix 4

ICAC*: summary of reporting obligations



*ICAC – Independent Commissioner Against Corruption

†OPI – Office for Public Integrity

Notes

