

## Stage 1 moderation – roles and responsibilities

The role of moderation is to confirm the school's assessment decisions at the end of the teaching and learning program, before the SACE Board reports students' results. Moderation at Stage 1 validates the consistent application of the C grade, with reference to the performance standards described in each subject outline.

Moderation does *not* involve re-marking student work.

This document should be read in conjunction with the following documents:

- [SACE Assessment and Quality Assurance of Board-Accredited Subjects Policy](#)
- [SACE assessment and reporting guidelines](#)
- [Moderation: Stage 1](#)

### Participation

The moderation process is based on a sample of students' work prepared by participating schools.

Schools participate in moderation for the PLP and for each of the Stage 1 English and mathematics subjects offered by the school until their results are confirmed in 2 consecutive years. After which, schools move to a longer moderation cycle for the subject (i.e. once every 3 years).

Schools that have moved to the longer moderation cycle should have processes in place to ensure that students' results reflect the interpretation and application of the performance standards by all schools.

Schools that are required to participate in Stage 1 moderation should plan to participate in the Semester 1 moderation round wherever possible.

Schools may also request moderation for an additional English or mathematics subject or the Personal Learning Plan if they require support to confirm the C grade due to significant changes in staffing or in the teaching and assessment program.

When the moderation process confirms a school's results in a subject at the end of Semester 1, the school will not be required to participate in moderation in that subject at the end of Semester 2.

Moderation cannot be conducted if:

- the school does not have enrolments in the subject to be moderated
- a moderation sample is not provided.

Moderation may be postponed until the next moderation round if:

- insufficient materials are available at the time of moderation (i.e. two or more tasks from the approved learning and assessment program (LAP) are not marked and included in the sample)
- the school does not have enrolments in the subject to be moderated by the enrolment due dates.

# Roles and responsibilities

## Pre-moderation activities

### Teachers:

- plan their teaching and assessment programs to ensure that all tasks (or all pending completion of the final task) in the approved learning and assessment plan (LAP) are completed and marked before moderation materials are collected
- take into account the respective weightings of the assessment types in the approved LAP, and combine the result for each assessment type to reach a final subject grade in the range A to E
- enter student results for each assessment type into Schools Online to determine a final subject grade in the range A to E for each student
- identify students with results in the C and D grade, including the borderline between the C and D grades
- identify the results at the borderline between the C and D grades (C\*, D\*) by considering whether evidence of learning demonstrates the specific features predominantly at the
  - C grade but with some specific features at a lower grade band (C\*)
  - D grade but with some specific features at a higher grade band (D\*)
- complete the Stage 1 moderation sample form.

See [Stage 1 key dates](#) for information on PLP from South Australian schools or materials submitted online by SACE International schools.

### Principals:

- approve school-developed LAPs and pre-approved LAPs that have been adapted, before moderation takes place
- ensure that enrolments in Stage 1 English and mathematics subjects and the PLP are completed by the due dates. See [Stage 1 key dates](#).
- ensure that teachers are aware of the subject's moderation date and that they plan their learning and assessment programs to ensure that all tasks, or all except the final task, are marked and available for moderation by the due date. See [Stage 1 key dates](#).

### The SACE Board:

- advises schools of the arrangements for Stage 1 moderation
- manages requests from individual schools for additional moderation
- includes a school in the moderation process for a subject in either of the following circumstances:
  - the subject is required to be moderated for the school in the current year, and the school has enrolments in the subject in Schools Online by the due date. See [Stage 1 key dates](#).
  - the school requests moderation for a Stage 1 English or mathematics subject or the PLP, and has enrolments in the subject in Schools Online by the due date. See [Stage 1 key dates](#).
- provides advice on appropriate processes that principals can use to confirm the consistency of teachers' assessment decisions before moderation.

## **Nomination of moderators**

A proportion of schools participating in moderation of a Stage 1 English or mathematics subject or the PLP will be asked to nominate a teacher to act as a moderator.

### **Teachers** (who are nominated):

- need to be available for each day of moderation according to the schedule on the SACE Board website.

### **Principals:**

- nominate teachers to act as moderators when asked by the SACE Board to do so
- ensure nominated teachers are aware of their nomination and are released to participate in moderation on the date(s) listed in the moderation schedule
- ensure that online nominations of moderators are received by the SACE Board by the due date. See [Stage 1 key dates](#).
- may nominate additional moderators if they have teachers who would benefit from participating in Stage 1 moderation. These teachers are placed on a reserve list and are contacted by the SACE Board if required.

### **The SACE Board:**

- advises schools of the subject(s) for which the school is requested to nominate a moderator
- confirms the details of moderation with nominated moderators
- contacts additional moderators if necessary.

## Preparation of moderation sample

### Teachers:

- prepare student materials for each student in the moderation sample
- ensure that the moderation sample for each subject includes:
  - the work of up to 12 students in the moderation sample: a maximum of three sets of student work that demonstrates evidence of learning at each of the C, C\*, D\*, and D grade levels, if available
  - student work that is representative of the school's interpretation and application (i.e. that of all teachers) of the performance standards in the subject
  - complete sets of evidence for each student (or pending completion of the final task)

Student work that is missing evidence due to special provisions, misplaced work, or failure to complete a task should **not** be included in the moderation sample.

- ensure that the moderation bag for each subject includes:
  - one completed [Stage 1 moderation sample form](#)<sup>†</sup>, signed by the principal or principal's delegate
  - the entire marked folio (or pending completion of the final task) for each student selected
  - one copy of the approved LAP
  - assessment task sheets and any associated guide for each task (e.g. marks scheme, rubric, specific features of the assessment design criteria, solutions for skills and applications tasks)
  - the overall grade for each student at the time of moderation (using an asterisk to indicate results at the borderline between the C and D grades)
- retain, or maintain access to, student evidence for the rest of the cohort for each subject that is being moderated, until the SACE Board has released Stage 1 results to students.

<sup>†</sup>SACE International schools submit the Stage 1 moderation sample form online.

Materials should be submitted in a format that is accessible during moderation. Refer to [How to prepare and package Stage 1 and Stage 2 materials](#).

*Note:* if there are no results in the C and D grades, including at the borderline between the C and D grades (C\*, D\*), schools should select student work from the adjacent grades for the moderation sample (up to three samples where there are more than three students enrolled in the subject).

### Principals ensure that:

- their school submits *one* moderation sample for each subject requested for moderation, irrespective of the number of classes for that subject in the school
- results presented at moderation reflect the school's application of the performance standards by all teachers for the subject(s) to be moderated.

### The SACE Board:

- determines the parameters for the moderation sample.

## Moderation procedures

### Teachers who act as moderators:

- participate in a benchmarking activity and training at the moderation venue at the start of the moderation process, and abide by the SACE Board's [Code of Practice](#)
- attend moderation at a central venue for the duration of moderation for a subject according to the schedule on the SACE Board website.

For details of the Stage 1 moderation procedures refer to [Moderation: Stage 1](#).

### Principals:

- release nominated moderators to participate in moderation at a central venue for the duration of moderation for a subject according to the schedule on the SACE Board website
- provide copies of the moderation feedback to all teachers of subjects that were moderated
- ensure that any adjustments to students' results are made according to recommendations made through the moderation process.

### The SACE Board:

- leads the moderation process, working with participating teachers
- moderates Stage 1 English and mathematics subjects (results due June) and the PLP (results due June) at the end of Semester 1, according to the schedule on the SACE Board website
- moderates Stage 1 English and mathematics subjects (results due December) and the PLP (results due December) at the end of Semester 2, according to the schedule on the SACE Board website
- moderates at a central location
- leads benchmarking activities and training for nominated moderators at the beginning of the moderation process
- reviews moderators' recommendations
- confirms the school's assessment decisions when the student samples reflect the quality of learning described in the performance standards

*or*

advises the school that adjustments are necessary to ensure that students' results reflect the quality of learning described in the performance standards

- advises principals of the outcome of the moderation process.

Further details are provided in [Moderation: Stage 1](#).

## Results reporting

### Teachers:

- ensure that students' final results reflect the outcome of moderation and of the confirming processes within the school (including those subjects that were not required for moderation)
- adjust results submitted at moderation, where necessary, to reflect:
  - moderation outcomes
  - or
  - achievement in the final assessment task if this task was not completed at the time of moderation.

After moderation, teachers (in consultation with principals) may decide to use the following result codes, in addition to A–E grades, when reporting students' results to the SACE Board:

- P – the result is pending. Students with result code P will not receive a result in that results period, and will have their enrolment rolled over to the next results period.

P may be used in Stage 1 English and mathematics subjects and the PLP for students who cannot be confirmed as achieving at least a C grade after moderation (or after confirming processes within the school). Students with result code P are expected to provide additional evidence to achieve a C grade or better.

Students' results can then be updated in Schools Online in the subsequent results period.

*Note:* opportunities to produce additional evidence should be documented on the addendum to the approved LAP.

- N – There is insufficient evidence of learning to meet the E grade as described in the performance standards (i.e. no result). Students with result code N will not be awarded any credits.
- W – The student has withdrawn from the subject. Students with result code W will not be awarded any credits.

*Note:* administrative errors in students' results may be corrected using a [Change of results request](#) form. This form is not to be used to change pending results.

**Principals** ensure that the:

- school has an approved LAP for each Stage 1 subject before reporting students' results
- final results entered by teachers in Schools Online reflect the outcomes of moderation, or the confirming processes within the school for subjects that have not been moderated.

### The SACE Board:

- checks that the final results submitted by schools reflect the outcomes of moderation, including any adjustments to results, for subjects that have been moderated. The SACE Board does not report final results for students in Stage 1 English and mathematics subjects and the PLP if:
  - moderation did not take place for a subject requested for moderation
  - the final results submitted do not reflect the outcomes of moderation.