Moderation: Stage 1
2020

Government of South Australia

SACE BOARD SOUTH AUSTRALIA

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Introduction

This document provides key information about the Stage 1 moderation process. Its purpose is to promote a shared understanding of the roles and procedures that contribute to the integrity of students' assessment results in Stage 1 English and mathematics subjects and the Personal Learning Plan.

Purposes of moderation

At Stage 1, English and mathematics subjects and the Personal Learning Plan are moderated.

The role of moderation at Stage 1 is to confirm schools' assessment decisions about student achievement at the end of the teaching and learning program, before the SACE Board reports students' results. Moderation does not involve re-marking student work. Moderation at Stage 1 validates the consistent application of the C grade, with reference to the performance standards described in each subject outline.

The purposes of moderation are to ensure:

- that the performance standards in Stage 1 English and mathematics subjects and the Personal Learning Plan have been applied consistently to school assessment
- that school-assessed results awarded to students across schools are comparable and fair
- that the results of school assessment are valid.

Operating principles

The following operating principles underpin the moderation procedures for SACE subjects at Stage 1:

Achievement order

Moderation decisions maintain the order of student achievement in the school assessment.

Consistency

Moderation feedback supports schools to ensure that students' results in Stage 1 English and mathematics subjects and the Personal Learning Plan are consistent with the statewide interpretation and application of the performance standards.

Fairness

A student is neither advantaged nor disadvantaged by having their work included in the sample submitted for moderation.

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, school leaders, and the SACE Board in the assessment process.

Sampling

Moderation is based on evidence provided in a sample of student work from the school.

Transparency

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

Validity

Moderation seeks to confirm the school's assessment decisions about student achievement, based on the assumption that the learning requirements, assessment design criteria, and specifications of the subject outline have been followed, and that the performance standards have been interpreted consistently.

Definitions

The following terms are used in this document:

- *assessment types* — subject outlines specify different types of assessments that students are to undertake. An assessment type may comprise one or more tasks
- *borderline grade* — a C and/or a D grade that has been marked with an asterisk. The asterisk indicates that the school's assessment decision is on the edge of one grade band and verging on another (for example, C* indicates work in the C grade at the borderline of the D grade; D* indicates work in the D grade at the borderline of the C grade)
- *folio* — an entire set of marked student work as specified in the approved learning and assessment plan, or the current marked student work pending completion of the final task
- *grade band* — the five bands of achievement described in the performance standards: A, B, C, D, E
- *moderation sample* — up to 12 student folios selected by a school to represent the school's assessment decisions at each of the C, C*, D*, and D grades. It also includes
  - the Stage 1 moderation sample form
  - assessment task sheets and any associated guide for each task
  - a copy of the learning and assessment plan(s) (and addendum, if applicable).

Assumptions

When moderating student work, moderators assume that:

- students have been taught and assessed according to the specifications of the relevant subject outline
- assessment has been conducted according to SACE Board policies and procedures
- the performance standards for the subject have been applied consistently across the Stage 1 cohort
- teachers have taken into account the respective weightings of the assessment types in the approved learning and assessment plan, and have combined the result for each assessment type to reach a final subject grade in the range A to E
- teachers have determined C and D borderline (C*, D*) grades 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*)
- the results submitted by the school on the Stage 1 moderation sample form are correct at the time of moderation.

Moderation involves:	*Moderation does **not** involve:*
• looking for evidence in a sample to support the results provided by the teacher • considering students' evidence of learning and the match between this evidence and the performance standards in the subject outline • providing schools with feedback to confirm or adjust final grades.	• marking or initiating a result • checking that the teacher has marked errors in the student work correctly • looking for disagreement with the teacher • giving advice about improvements, or commenting on the work of individual students.

Roles and responsibilities

Moderation Leadership Team

- Executive Manager, Curriculum and Assessment
- Manager, Curriculum and Assessment
- SACE Officer(s) — Curriculum and Assessment

The SACE Board:

- appoints a SACE Officer — Curriculum and Assessment to lead and support the moderation process for each Stage 1 English and mathematics subject and the Personal Learning Plan
- asks schools to nominate teacher(s) to act as moderators
- ensures that moderators are not allocated to moderate
  - their own school
  - a school with which they have an association
  - a school with which they have a conflict of interest
- trains moderators in the moderation procedures
- requires all assessment panel members to
  - declare any potential conflicts of interest
  - maintain confidentiality throughout and after the moderation process in accordance with the Stage 1 Moderation Code of Practice (see Appendix 1)
- ensure the security of school and student results, information, and materials.

The school:

- nominates teacher(s) to act as moderators, as requested by the SACE Board
- prepares moderation samples for collection by the SACE Board.

The SACE Officer — Curriculum and Assessment:

- leads the moderation process
- develops benchmarking exercise in PLATO before the start of moderation, using common sets of student materials for each subject and training moderators to use evidence of learning in student materials to support assessment decisions
- ensures that moderators apply the performance standards consistently throughout the moderation process
- ensures that moderators monitor adherence to the specifications of the subject outline
- oversees the outcome of the moderation process by
  - monitoring moderators' decisions, ensuring the integrity of the moderation process
  - reviewing moderators' decisions before any adjustments are recommended
  - supervising the collection of potential examples of assessment tasks and student work to be used as future clarifying, benchmarking and support materials.

Moderators:

- complete the following before the start of moderation
  - declare any conflicts of
  - sign a confidentiality agreement with the SACE Board
  - participate in a benchmarking activity in PLATO
  - participate in moderator training
- moderate according to the moderation procedures and the instructions of the SACE Officer — Curriculum and Assessment
- identify potential support materials
- identify potential breaches of rules (when applicable).

Confidentiality and security

Conflict of interest

Moderators are ***not*** to:

- moderate the work of students from any school at which they teach or with which they have a conflict of interest
- contribute to discussion related to the moderation of any school at which they teach or with which they have a conflict of interest
- access information related to the outcome of the moderation process for any school at which they teach or with which they have a conflict of interest.

Confidentiality

Moderators maintain confidentiality of information about students' results and schools before, during, and after the moderation process.

Security

Moderators ensure the security of school and student results, information, and materials during and after the moderation process

Moderation

The moderation process is based on a sample of students' work prepared by participating schools. The sample is selected by the school according to guidelines determined by the SACE Board.

Moderation is conducted on the basis of the overall assessment grade.

The SACE Board gives feedback to schools about the outcomes of moderation.

Schools use this feedback to confirm or adjust (as appropriate) final grades before submitting results to the SACE Board.

Moderation is conducted according to the following procedures. These procedures are also reflected in the procedure flow chart.

Step-by-step process

1. Moderators will work independently in Microsoft Teams.
2. The moderator will be allocated schools to moderate by the SACE Officer — Curriculum and Assessment.
3. The moderators use the Stage 1 moderation sample form to check the moderation sample and the student folios for:
   - an overall subject grade (with an indication of how the result was determined)
   - an entire set of marked student work (or all work pending completion of the final task)
   - assessment task sheets and any associated guide for each task
   - a copy of the learning and assessment plan(s) (and addendum, if applicable).

   If any material is missing, the moderator informs the SACE Officer — Curriculum and Assessment, who will determine how to proceed.
4. The moderators review the student folios according to the review procedure on pages 12 and 13.

Moderation procedure

Moderators use the moderation guidelines (see page 14) to review student folios.

The moderator uses the moderation guidelines to review two C, two C*, two D*, and two D folio. If there are no C or D grade folios, the moderator reviews folios in adjacent grades (e.g. B and E grades).

Folio type	*Folios should contain*
C folio with similar respective weightings for the assessment types	evidence demonstrating specific features predominantly in the C grade band
C folio with significantly different respective weightings for the assessment types	evidence demonstrating, in the assessment type with the greatest weighting, specific features predominantly in the C grade band
C* folio with similar respective weightings for the assessment types	evidence demonstrating specific features predominantly in the C grade but some in the D grade band.

If both moderators agree to *confirm folio grade(s)*, they do not swap folios. They recommend that all grades in the moderation sample are consistent and confirmed.

If the moderator cannot agree to confirm or adjust a folio grade(s), noting inconsistencies in the two samples they review one more folio at that grade(if available) to make a recommendation based on the majority. For examplethe third C sample is confirmed the overall grade is confirmed however feedback will be made about inconsistencies. If there is not a third folio themoderator will confirm the grades assigned by the school.

1. Moderators indicate, on the Stage 1 moderation sample form, the folios that were reviewed.
2. Moderators identify possible future clarifying, benchmarking and support materials for recording/copying.
3. Moderators provide the SACE Officer — Curriculum and Assessment with an agreed recommendation to either confirm or adjust results. The SACE Officer — Curriculum and Assessment checks the proposed recommendations to ensure that they reflect the statewide interpretation and application of the performance standards. Any adjustments must be based on the substantive evidence viewed from the moderation sample, the performance standards, and the specifications of the relevant subject outline.
4. Moderators complete the Stage 1 moderation feedback e-form and:
   - confirm the grades assigned in the moderation sample

     and/or

   - recommend that the grades assigned in the moderation sample are adjusted.

   The SACE Officer — Curriculum and Assessment quality assures and signs the Stage 1 moderation feedback teleform.

Moderator guidelines

The following guidelines will help moderators to identify some key features of the moderation sample and to review assigned grades:

- Focus on the knowledge and learning that the student has demonstrated at the assessment design criteria level for the grade that has been assigned. Avoid focusing on what is not there (e.g. one incomplete section of a task does not mean that the student has failed to demonstrate evidence of the assessment design criteria elsewhere in the folio).
- Recognise unexpected evidence of the performance standards (e.g. any evidence of the assessment design criteria can be used to inform the moderator's recommendation to confirm the school's assessment decision(s)).
- If the respective weightings of the assessment types differ significantly (> 20%), focus on the evidence in the assessment type with the greatest weighting first.
- Scan students' folios as a whole and then focus on evidence in specific tasks. It is not necessary for moderators to review every piece of work in every student's folio to identify features in the school evidence. A more detailed review is only necessary when doubt is raised about the grades assigned.
- Keep track of time; 40 minutes looking at an organised moderation sample should be long enough to find sufficient features to inform your recommendation about whether or not the school's assessment decision can be supported.
- Avoid distractors and evidence that is not relevant to the performance standards (e.g. effort, untidy work, teacher comments).
- Make a brief note to identify dominant features that are inconsistent with the assigned grade.
- Moderator recommendations must be aligned to the performance standards and benchmarks.
- Actively look for evidence that is consistent with the grade assigned by the school.

- When it is difficult to find evidence that is consistent with the grade assigned by the school, identify the criteria and specific features that are inconsistent with the assigned grade. Consider whether there is obvious and substantial evidence of the identified criteria and specific features at a different grade level:
  - obvious evidence is important, significant, and easily recognisable. Obvious evidence is not nuanced or subtle
  - substantial evidence is defined as evidence that is of considerable size, frequency, or worth.

Guidelines for confirming and adjusting results

Confirming results

Results are confirmed when most folios in the moderation sample demonstrate evidence of the assessment design criteria and associated specific features at the grade level(s) reported by the school.

Adjusting results

An adjustment from one grade band to another grade band (e.g. C to D) is made when most of the folios in the moderation sample consistently demonstrate evidence of the assessment design criteria and associated specific features in a different grade band. Adjustments are not usually made on the basis of a single inconsistently assigned folio grade.

Quality assurance

After moderation

Checking feedback

The information from the Stage 1 moderation feedback e-form is sent to schools. The SACE Officer — Curriculum and Assessment checks the feedback, indicating that it has been quality assured.

Feedback to schools

- The SACE Board provides feedback to schools, via the principal.
- Schools and teachers carefully consider this feedback and use it to finalise grades by making sure that their final results are consistent with the grades recommended for the moderation sample.
- Schools note the feedback and incorporate this in their improving and planning processes.

Appendix 1

STAGE 1 MODERATION CODE OF PRACTICE

CONFIDENTIALITY

As a Stage 1 moderator you will have privileged access to confidential information about students and the work of schools. SACE Board of South Australia assessments are intended to provide fair treatment for all students, regardless of school or personal origin.

Moderators maintain confidentiality of information related to students' results and schools before, during, and after the moderation process.

CONFLICT OF INTEREST

Moderators are not to:

- moderate student work from any school at which they teach, or have a conflict of interest
- contribute to discussion related to the moderation of any school at which they teach or have a conflict of interest
- access information related to the outcome of the moderation process for any school at which they teach or have a conflict of interest.

It is important that any potential Stage 1 conflict of interest be drawn to the attention of the SACE Board. A potential conflict of interest may arise at any time during Stage 1 moderation.

If you identify a potential conflict of interest during moderation you are should notify a SACE Officer at the Stage 1 moderation meeting.

DECLARATION

I have read and agree to be bound by the SACE Board's Stage 1 moderation 'Code of Practice' until 31 December 2020.

I have declared any potential conflict of interest and will advise the SACE Board of South Australia of any change in this status.

Name: _____ School: _____

Signature: _____ Date: ____/____/ 2020

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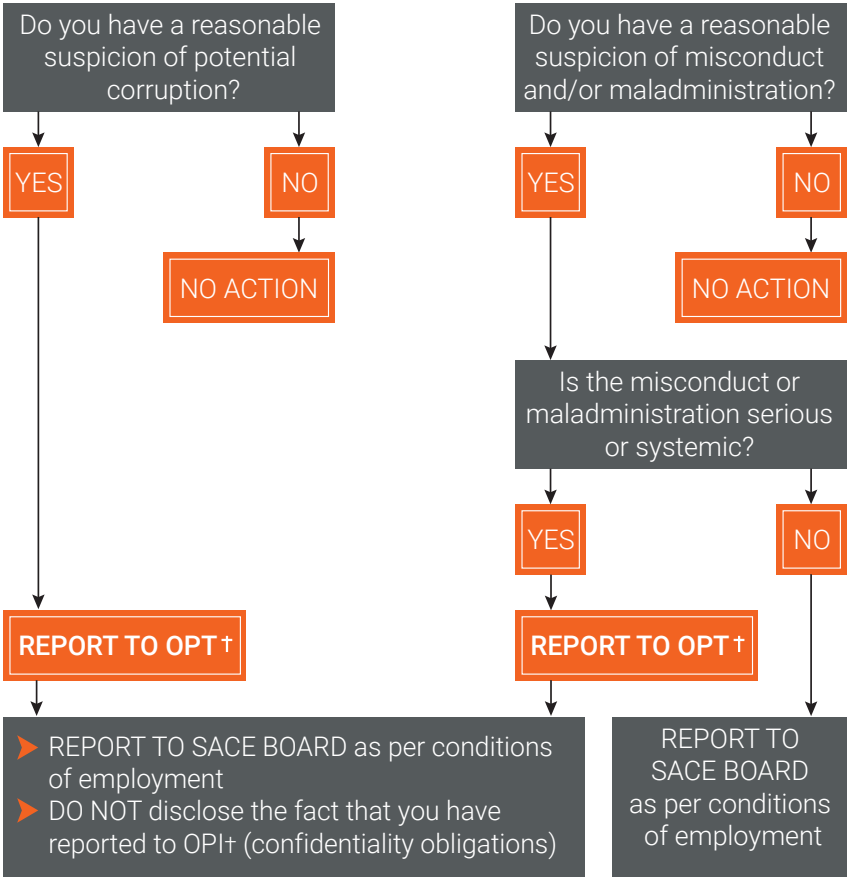
Appendix 2

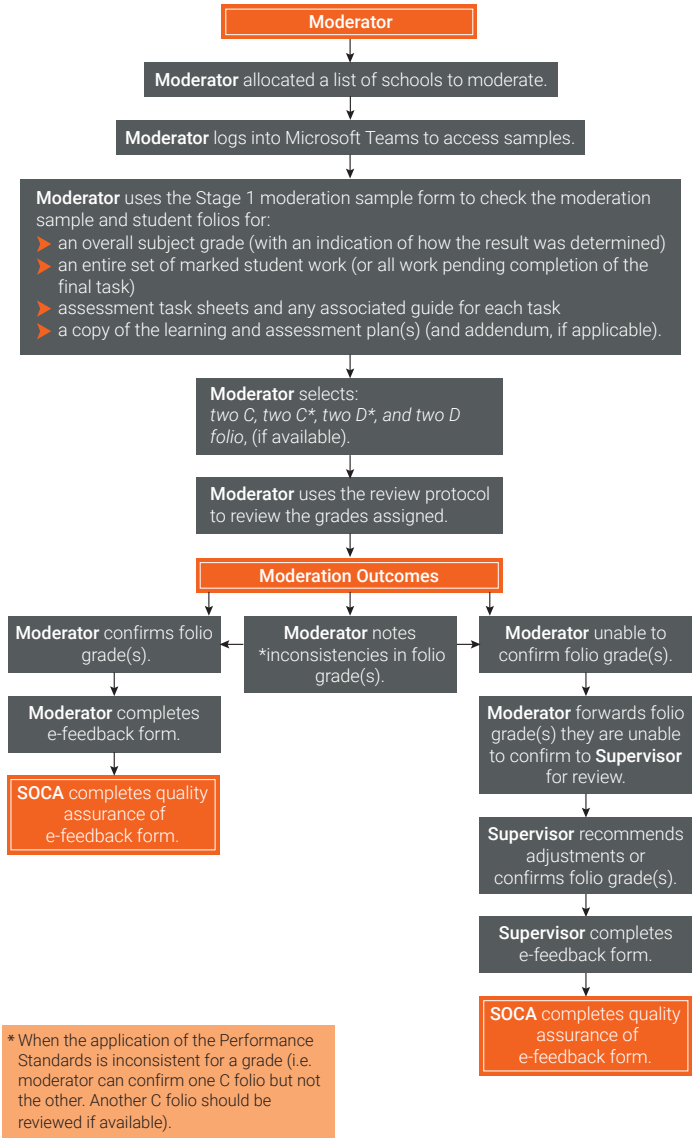
ICAC*: summary of reporting obligations



*ICAC — Independent Commissioner Against Corruption
†OPI — Office for Public Integrity

Appendix 3

Stage 1 Moderation Procedure Flowchart



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