

SACE DATA INFORMATION REPORT 02/2013

April 2013

2011 and 2012 Final Moderation Outcome on the School-Assessed Component of Stage 2 SACE Subjects

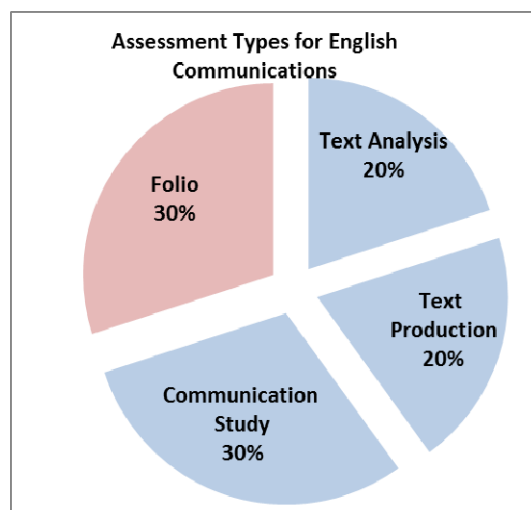
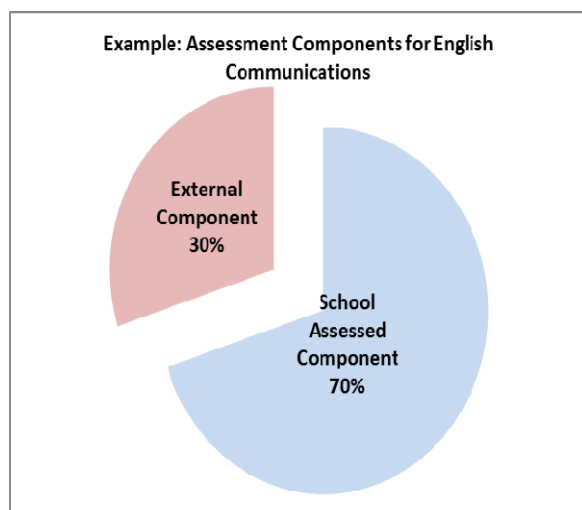
This report provides an overview of the moderation process for SACE Stage 2 subjects and data on the moderation outcome on school-assessed components in 2011 and 2012.

Context

Every Stage 2 subject in the SACE consists of a school assessment component (70% weighting) and an external assessment component (30% weighting). Assessment is based on performance standards for each SACE subject, which describe levels of achievement.

The SACE Board uses a range of quality assurance mechanisms to ensure the results that students receive are fair, valid and reliable. Moderation is one of these quality assurance mechanisms and is used to ensure the school assessment component is assessed in line with the performance standards in each Stage 2 subject.

The school assessment component consists of two or three assessment types. For example, in the subject English Communications, there are three school-based assessment types: Text Analysis, Text Production and Communication Study.



The moderation process is based on viewing samples of students' work from each class. The SACE Board selects at least one third of the work in each class as a sample, including work across a range of grade levels (A+ to E-). The sample includes material from each assessment type. For classes of ten students or fewer, all student work is included in the sample. The SACE Board either confirms or adjusts the grades submitted for the school assessment component, at the level of the assessment type.

The moderation process is conducted by SACE Board trained moderators, usually experienced teachers in a particular subject. The moderators work in pairs, with the Chief Supervisor – School Assessment providing oversight of the process. No adjustments to the grade levels can be made without a review by a Supervisor.

Overview

This SACE Data Report shows that overall, school assessment decisions are consistent with the performance standards, with 77.26% of results confirmed (unchanged) and 16.77% adjusted by one grade level (e.g. from B to B+) in 2012.

The report also demonstrates improvement; in 2012, 94% of school assessment results were confirmed or adjusted by one grade level (e.g. from B to B+), compared with 93% in 2011.

Moderation Outcome Data for 2011 and 2012

The data in the tables below is based on the moderation outcomes of 109 Stage 2 SACE subjects² delivered in South Australia.

2011 Moderation Outcome Data	Number of results¹	% of Total
Confirmed (grades unchanged)	124,769	76.25%
Adjusted by one grade level (e.g. from B to B+)	27,456	16.78%
Adjusted by more than one grade level	11,407	6.97%
Total Number of Results	163,632	100.0%

In 2011, 14.23% of school assessed results were adjusted down by one grade level (e.g. from B to B-); 6.39% were adjusted down by more than one grade level. 2.55% of school assessed results were adjusted up by one grade level (e.g. from B to B+); 0.58% were adjusted up by more than one grade level.

2012 Moderation Outcome Data	Number of results¹	% of Total
Confirmed (grades unchanged)	132,527	77.26%
Adjusted by one grade level (e.g. from B to B+)	28,766	16.77%
Adjusted by more than one grade level	10,240	5.97%
Total Number of Results	171,533	100.0%

In 2012, 14.17% of school assessed results were adjusted down by one grade level (e.g. from B to B-); 5.38% were adjusted down by more than one grade level. 2.6% of school assessed results were adjusted up by one grade level (e.g. from B to B+); 0.59% were adjusted up by more than one grade level.

¹ For purposes of this report, a “result” refers to the grades awarded to students for individual school assessment types, for example, Text Analysis, Text Production and Communication Study for the subject English Communications.

² This data excludes modified subjects and community studies subjects.