

Stage 1 Information and Guidelines

2010



Government
of South Australia

SACE
Board of SA

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KEY DATES

Term 1

Wednesday 3 February	SACE Board planning forums begin (English and mathematics subjects and Personal Learning Plan)
Friday 19 February	SACE Board planning forums end (English and mathematics subjects and Personal Learning Plan)
Wednesday 24 February	Stage 1 learning and assessment plans for subjects taught in Semester 1 and over the full year due at the SACE Board
Friday 26 February	Schools or clusters confirm moderation date for Personal Learning Plan with SACE Board
Monday 15 March	SACE Board clarifying forums begin (Stage 1 English and mathematics subjects and Personal Learning Plan)
Week beginning 29 March	Paper schools complete student enrolments for Stage 1 subjects (results due June)
Wednesday 31 March	SACE Board clarifying forums end (Stage 1 English and mathematics subjects and Personal Learning Plan)

Term 2

Friday 30 April	<i>Datex Online</i> schools complete student registrations and enrolments for Stage 1 subjects (results due June)
Monday 31 May	Moderation begins (English and mathematics subjects, results due June)
Week beginning 21 June	Paper schools complete student enrolments for Stage 1 subjects (results due December)
Wednesday 23 June	Paper schools' results for students of Stage 1 subjects (results due June) due at the SACE Board
Friday 25 June	<i>DATEX Online</i> schools' results for students of Stage 1 subjects (results due June) due at the SACE Board

Term 3

Wednesday 21 July	SACE Board planning forums begin (English and mathematics subjects and Personal Learning Plan)
Wednesday 4 August	SACE Board planning forums end (English and mathematics subjects and Personal Learning Plan)
	Stage 1 learning and assessment plans for subjects taught in Semester 2 due at the SACE Board
Friday 10 September	SACE Board clarifying forums begin (English and mathematics subjects and Personal Learning Plan)
Friday 24 September	SACE Board clarifying forums end (English and mathematics subjects and Personal Learning Plan)
	<i>DATEX Online</i> schools complete student registrations and enrolments for Stage 1 subjects (results due December)

Term 4

Monday 25 October	Moderation begins (English and mathematics subjects, results due December)
Friday 12 November	Moderation ends (English and mathematics subjects, results due December)
	Moderation ends (Personal Learning Plan)
Wednesday 24 November	Paper schools' results for students of Stage 1 subjects (results due December) due at the SACE Board
Friday 3 December	<i>DATEX Online</i> schools' results for students of Stage 1 subjects (results due December) due at the SACE Board

INTRODUCTION

This document complements SACE Stage 1 subject outlines by providing teachers and school leaders with advice and guidance on quality assurance processes. It supports the integrity of students' results, ensuring community confidence in the integrity of the SACE, by advising teachers how to:

- assess in an informed and consistent way
- treat students fairly in the assessment process.

In this document, 'school leaders' refers to the principal, or staff appointed by the principal for particular responsibilities. Reference to the SACE Board means staff from the Office of the SACE Board or officers appointed by the SACE Board for particular responsibilities.

The following relevant documents are available on the SACE Board website (www.saceboard.sa.edu.au):

- Stage 1 subject outlines
- SACE Assuring Assessment Integrity Policy
- *SACE Moderation Procedures*.

ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT IN THE SACE

Schools and the SACE Board use a range of quality assurance processes to assure the community that results are fair, valid, and reliable.

Performance Standards

The performance standards in the subject outlines describe in detail each level of achievement in the SACE, A to E. Teachers and assessors use these standards to decide how well a student has demonstrated his or her learning.

Performance standards offer opportunities for teachers and students to improve the quality of teaching and learning.

Teachers can use performance standards to:

- show each student what is required to be successful in his or her learning
- design assessments that assist students to demonstrate their learning at the highest possible level of achievement
- make decisions about the quality of the learning.

Students can use performance standards to:

- decide how to show their learning in ways most appropriate to them
- monitor their progress
- understand what is expected of them at the end of a learning program.

More information and guidelines can be found in *SACE Assessment and Reporting: Guidelines for Teachers*, available on the SACE Board website (www.saceboard.sa.edu.au).

The guidelines describe:

- steps in assessing and reporting student achievement at Stage 1 and Stage 2
- the SACE Board's role in confirming standards and reporting students' results
- what happens when there is missing or insufficient evidence of learning in a Stage 1 or Stage 2 subject
- how school-based assessment and external assessment are combined in Stage 2 subjects.

Assessment Responsibilities of the SACE Board and Schools

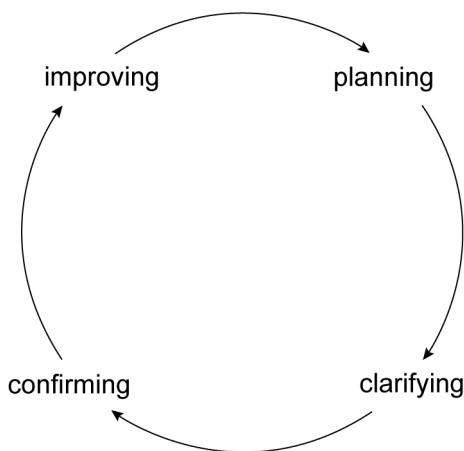
The procedures for assuring the integrity of students' results are based on the SACE Assuring Assessment Integrity Policy.

The interconnected and complementary responsibilities of the students, the teacher, school leaders, and the SACE Board are outlined in 'SACE Assessment Responsibilities: SACE Board and Schools', which will be available on the SACE Board website (www.saceboard.sa.edu.au).

QUALITY ASSURANCE IN THE SACE

Overview

Quality assurance processes in the SACE are organised into a four-phase cycle that involves the SACE Board, school leaders, teachers, and students. The four phases are planning, clarifying, confirming, and improving.



1. Planning

In the planning phase, teaching and learning opportunities are devised to enable students to demonstrate their learning against all aspects and levels of the performance standards.

2. Clarifying

In the clarifying phase, teachers and assessors gain a shared understanding of the performance standards and agree on how to apply them consistently to student work.

3. Confirming

In the confirming phase, the performance standards in each subject are applied consistently across schools to report student achievement. The final C grades in Stage 1 English and mathematics subjects and Personal Learning Plan are confirmed by a moderation process.

4. Improving

In the improving phase, school and SACE Board quality assurance processes are monitored and analysed. The SACE Board provides schools with data to enable them to monitor and review each phase of their own quality assurance processes.

Quality Assurance Models

Quality assurance processes may vary from one school to another to account for factors such as the number of teachers for each subject, the number of Stage 1 subjects offered at the school, and the structures within the school.

Examples of models and activities for quality assurance processes that may be used for different school contexts in each phase of the quality assurance cycle are available on the SACE Board website (www.saceboard.sa.edu.au).

GUIDELINES

The following section of this document provides guidelines for the four phases:

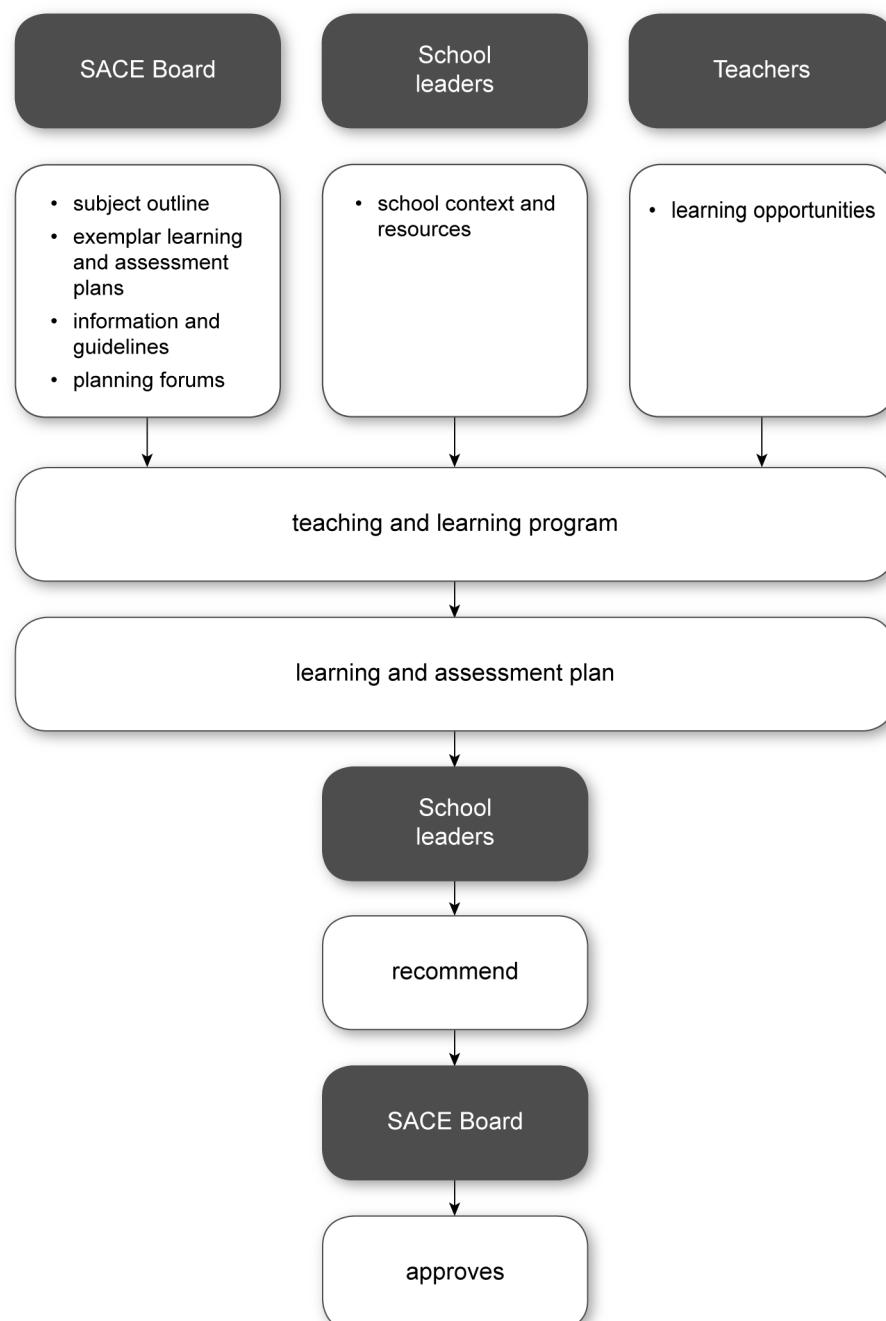
1. planning
2. clarifying
3. confirming
4. improving.

This section outlines key tasks and processes that the SACE Board, teachers, and school leaders undertake to meet their respective interconnected quality assurance responsibilities.

1. Planning

In the planning phase of the quality assurance cycle:

- teachers prepare a teaching and learning program and develop a learning and assessment plan (collaboratively or individually)
- school leaders establish processes to recommend the approval of learning and assessment plans
- the SACE Board prepares and updates the subject outline; provides information, guidelines, and exemplars; facilitates planning forums; and approves learning and assessment plans.



Teachers

Teachers use the subject outline, the school context, and the school resources as the basis for designing an effective learning and assessment plan. The learning and assessment plan documents intended learning and assessment opportunities that support students in developing and demonstrating the knowledge, skills, and understanding required in each subject.

School Leaders

School leaders develop processes to support teachers in preparing teaching and learning programs and learning and assessment plans that meet the needs of the learners in the cohort and are appropriate for the school context. To be able to develop a quality learning and assessment plan for approval, teachers need to be familiar with the subject outline, have skills in assessment design, and understand the relationship between assessment and learning.

Principals (or a nominee) recommend and submit Stage 1 learning and assessment plans to the SACE Board for approval by:

- Wednesday 24 February (Semester 1 and full-year subjects)
- Wednesday 4 August (Semester 2 subjects).

Learning and assessment plans not approved by the SACE Board are returned to schools within 2 weeks with advice about the action needed for the plan to be approved. Plans that are not approved should be amended and resubmitted to the SACE Board within 2 weeks of receiving the advice. The resubmitted learning and assessment plan should show clearly how the school has responded to the advice.

Note: In 2010 schools will submit for SACE Board approval learning and assessment plans for all Stage 1 subjects other than Personal Learning Plan if it was approved in 2009.

In 2010 only, learning and assessment plans will be approved for 1, 2, or 3 years for each subject. This is an implementation strategy to support schools in managing the submission of Stage 1 learning and assessment plans. The length of approval for learning and assessment plans for each subject in 2010 is specified on the SACE Board website (www.saceboard.sa.edu.au).

From 2011, learning and assessment plans for all Stage 1 subjects will be approved for 3 years.

SACE Board

The SACE Board prepares, publishes, and updates guidelines, information, and exemplar materials for all Stage 1 subjects. These are available on the SACE Board website (www.saceboard.sa.edu.au).

The SACE Board provides the following support for teachers and school leaders:

- subject outlines for each subject
- learning and assessment plans (generic and subject-specific)
- learning and assessment plan exemplars for each Stage 1 subject area
- learning and assessment plan checklists
- planning forums in metropolitan and regional areas for English and mathematics subjects and Personal Learning Plan (opportunities for teachers in the early stages of teaching these Stage 1 subjects to further their understanding of performance standards in relation to the learning and assessment plan and assessment design)
- general and subject-specific assessment advice.

The SACE Board receives Stage 1 learning and assessment plans, which have been recommended for approval by the school principal or nominee, by:

- Wednesday 24 February (Semester 1 and full-year subjects)
- Wednesday 4 August (Semester 2 subjects).

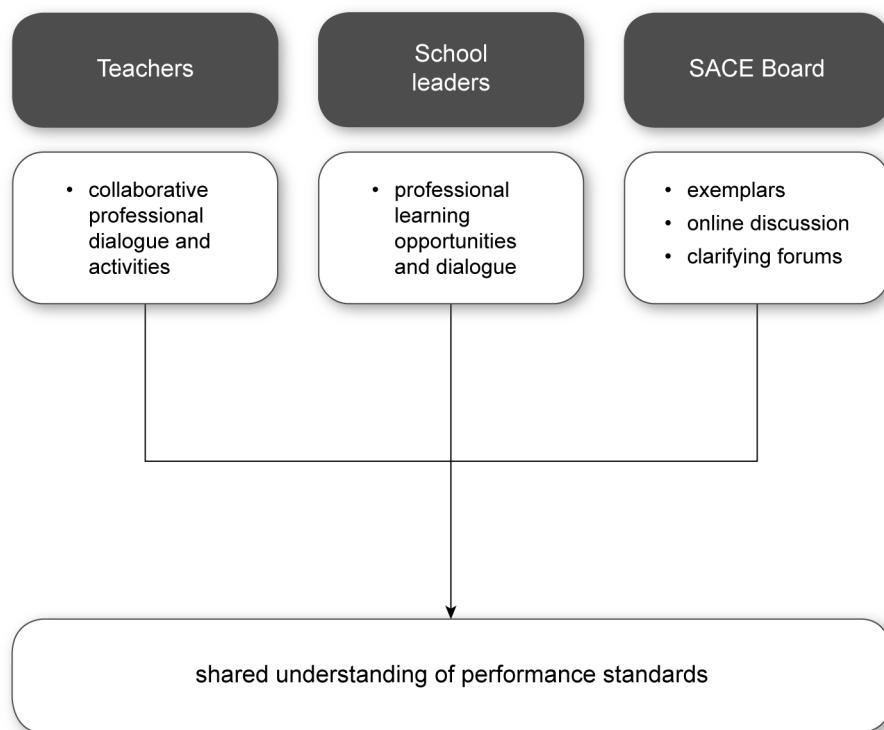
The SACE Board reviews learning and assessment plans and provides schools with feedback and approval status within 2 weeks of receiving learning and assessment plans from schools.

More information, bookings, contact details for relevant SACE Board officers, and examples of planning models and activities for teachers and school leaders are available on the SACE Board website (www.saceboard.sa.edu.au).

2. Clarifying

In the clarifying phase of the quality assurance cycle:

- teachers discuss student work against the performance standards
- school leaders ensure processes are in place for teachers to develop consistency with other teachers in their school when making decisions about student work against the performance standards
- the SACE Board promotes a common understanding of the performance standards so that teachers can apply them consistently to student work in all schools. The Board provides teachers with:
 - annotated student work samples
 - online forums
 - clarifying forums (English and mathematics subjects and Personal Learning Plan).



Teachers

Teachers develop and maintain a shared understanding of the performance standards and how to apply them consistently to student work. Teachers develop this shared understanding by working collaboratively, using performance standards and student work to make and review assessment decisions.

Teachers of English and mathematics subjects and Personal Learning Plan may participate in clarifying forums facilitated by the SACE Board. Teachers provide the forum with a marked sample of student work that is representative of the interpretation and application of the performance standards for that subject within the school. In return, the school receives feedback on assessment design and marking.

School Leaders

School leaders provide regular opportunities for teachers of all subjects to develop a shared understanding of performance standards during the program. School leaders also establish processes for maintaining this shared understanding.

SACE Board officers can assist school leaders in identifying and developing appropriate clarifying activities and processes.

Principals receive feedback on the school's interpretation and application of performance standards in English and mathematics subjects and Personal Learning Plan when teachers from their school attend a clarifying forum for one of these subjects. This feedback does not affect results. Its purpose is to support principals in monitoring teacher understanding of the performance standards.

School leaders also develop and communicate to students verification and authentication processes for ensuring the integrity of student work.

SACE Board

The SACE Board provides the following support to teachers across the state in developing a shared understanding of the performance standards:

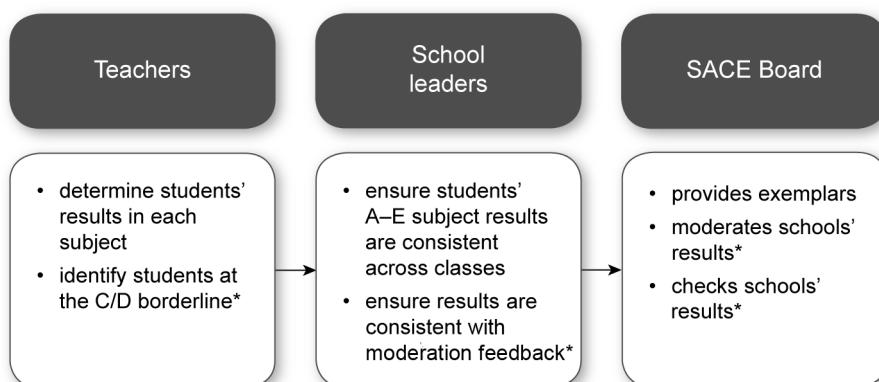
- annotated work samples
- clarifying forums in metropolitan and regional areas for English and mathematics subjects and Personal Learning Plan (opportunities for schools to receive mid-course feedback on the appropriateness of assessments they have designed and their application of the performance standards)
- advice on appropriate clarifying activities
- supervision and verification guidelines for ensuring the integrity of student work, from which schools can develop their own guidelines.

More information, bookings, contact details for relevant SACE Board officers, and examples of clarifying models and activities for teachers and school leaders are available on the SACE Board website (www.saceboard.sa.edu.au).

3. Confirming

In the confirming phase of the quality assurance cycle:

- teachers
 - ensure that in determining students' results, their interpretation and application of the performance standards in a subject are consistent with that of other teachers (in their own school and possibly in other schools)
 - identify students at the C/D borderline in English and mathematics subjects and Personal Learning Plan, before moderation
 - gather samples of student work for moderation
- school leaders
 - establish processes to ensure students' results reflect a consistent interpretation and application of the performance standards across all classes for each subject in the school
 - ensure results for English and mathematics subjects and Personal Learning Plan reflect the outcomes of moderation
- the SACE Board
 - provides annotated exemplars to support consistent interpretation and application of the performance standards in each subject
 - selects student samples and manages the moderation process for English and mathematics subjects and Personal Learning Plan
 - checks schools' results following moderation.



* English and mathematics subjects and Personal Learning Plan only

Teachers

At the end of the teaching and learning program, teachers assess student evidence and provide an A–E result based on the performance standards for each subject. Results are expected to be applied consistently in all classes for each subject throughout the school.

Teachers implement the school's supervision and verification processes to ensure the authenticity of student materials submitted for assessment.

Students' results are due at the SACE Board by:

- Wednesday 23 June (Semester 1 results, paper schools)
- Friday 25 June (Semester 1 results, *DATEX Online* schools)
- Wednesday 24 November (Semester 2 and full-year results, paper schools)
- Friday 3 December (Semester 2 and full-year results, *DATEX Online* schools).

English and Mathematics Subjects and Personal Learning Plan

For these subjects there is a moderation process within the confirming phase. Teachers of these subjects undertake the following additional activities:

- pre-moderation activities
- preparation for moderation
- moderation procedures
- results reporting.

Pre-moderation Activities

Teachers identify student(s) with a result at the borderline between the C and D grades.

Note: If the teaching and learning program has not yet been completed in a school, then the moderation of results for English and mathematics subjects and Personal Learning Plan can be based on students' current work pending completion of the final assessment task.

Preparation for Moderation

The SACE Board selects a sample of students' work for moderation from those identified by teachers as having a result at the C/D borderline. Teachers prepare a sample of work for moderation for each English and mathematics subject and Personal Learning Plan from that identified at the C/D borderline.

Teachers ensure that the moderation sample comprises:

- the entire marked folio for each student selected
- a copy of the learning and assessment plan
- assessment cover sheets for each assessment task and the associated marks scheme or rubric or specific features of the assessment design criteria
- the grade for each assessment type.

Teachers retain or maintain access to student evidence for the remainder of the cohort until the schools' Stage 1 results have been released to students by the SACE Board.

Moderation Procedures

One or more nominated teachers from each school participates in the moderation process with a SACE Board officer.

More details are available in *SACE Moderation Procedures*, on the SACE Board website (www.saceboard.sa.edu.au).

Results Reporting

Teachers ensure final results reflect the outcomes of moderation.

A proportion of the results submitted before moderation may need to be adjusted to reflect:

- moderation outcomes
- or
- significant achievement in the last assessment task (if not completed at the time of moderation).

After moderation, in consultation with school leaders, teachers may decide to use the result codes in the following table in addition to A–E grades when reporting students' results to the SACE Board.

Result code	Explanation	Implication
P	Pending The result is pending.	Students with a P will not receive a result, but will have their enrolment rolled over to the next resulting period. P may be used for students who, after moderation, cannot be confirmed as achieving at least a C grade. Students given a P are expected to provide additional evidence to achieve a C grade or higher. <i>Note:</i> Opportunities to produce additional evidence should be documented on the Addendum to the learning and assessment plan.
N	No Result There is insufficient evidence of learning to meet the E grade.	Students may have demonstrated some learning in the subject, but the evidence is insufficient to meet the E grade as described in the performance standards. Students with an N will not be awarded any credits. <i>Note:</i> Students' results may be updated using the clerical check form 5/10 for school assessments and form 6/10 for VET subjects provided in the <i>SACE Operations Manual 2010</i> .
W	Withdrawn The student has withdrawn from the subject.	Students with a W will not be awarded any credits.

School Leaders

During the confirming phase of the quality assurance cycle, school leaders:

- establish and manage processes to ensure the results teachers submit for students reflect a consistent interpretation and application of the performance standards in each subject within the school.
- develop supervision and verification processes to establish the authenticity of student materials.
- sign off confirmed results and submit them to the SACE Board by:
 - Wednesday 23 June (Semester 1 results, paper schools)
 - Friday 25 June (Semester 1 results, *DATEX Online* schools)
 - Wednesday 24 November (Semester 2 and full-year results, paper schools)
 - Friday 3 December (Semester 2 and full-year results, *DATEX Online* schools).

English and Mathematics Subjects and Personal Learning Plan

For these subjects there is a moderation process within the confirming phase. School leaders undertake the following additional activities:

- pre-moderation activities
- preparation for moderation
- moderation procedures
- results reporting.

Pre-moderation Activities

School leaders check that learning and assessment plans for each of the English and mathematics subjects and the Personal Learning Plan have been approved.

School leaders ensure that:

- teachers are aware of the school's moderation dates
- pre-moderation results A–E, reflecting the school's application of the performance standards, are entered into *DATEX Online* (or forwarded to the SACE Board by the paper school process) before moderation
- students' results at the C/D borderline are identified on the results sheets with an asterisk (*). (A result of C* indicates a student in the C grade at the borderline of the D grade. A result of D* indicates a student in the D grade at the borderline of the C grade.)

The SACE Board advises schools of the date by which the pre-moderation data entry should be completed. This date will generally be 7 to 10 days before moderation.

Preparation for Moderation

School leaders ensure that a sample of the work of students identified by the SACE Board is available for moderation. The moderation sample comprises:

- the entire marked folio for each student selected
- a copy of the learning and assessment plan
- assessment cover sheets for each assessment task and the associated marks scheme or rubric or specific features of the assessment design criteria
- the grade for each assessment type.

School leaders release one or more teachers to participate in the moderation process with the SACE Board officer, for each English and mathematics subject and Personal Learning Plan.

Moderation Procedures

School leaders are advised of the outcome of the moderation process. School leaders ensure any necessary adjustments to students' results are made as identified through the moderation process.

More details about SACE moderation procedures are available on the SACE Board website (www.saceboard.sa.edu.au).

Results Reporting

School leaders sign off confirmed results, ensuring that the final results reflect the outcomes of moderation.

Following moderation, schools can choose to use the result codes P, N, or W in addition to the grades A–E. School leaders develop processes to support teachers in the use of these additional codes where applicable.

SACE Board

The SACE Board provides a range of annotated assessments and folios of student work to support confirming activities within and across schools.

SACE Board officers provide advice on appropriate processes school leaders can use to confirm the consistency of teachers' grades within the school.

English and Mathematics Subjects and Personal Learning Plan

For these subjects there is a moderation process within the confirming phase. The SACE Board undertakes the following additional activities during the confirming phase to ensure that the performance standards in each of these subjects have been applied consistently across the state:

- pre-moderation activities
- preparation for moderation
- moderation procedures
- results reporting.

Pre-moderation Activities

The SACE Board contacts the school's SACE coordinator to organise the moderation date.

The SACE Board will moderate English and mathematics subjects in a regional cluster. Moderation of semester-length English and mathematics subjects will be scheduled towards the end of each semester. Moderation of full-year English and mathematics subjects will be scheduled for early Term 4.

The SACE Board will moderate Personal Learning Plan during a visit to the school or in a regional cluster. Where possible, the SACE Board will accommodate teaching and learning programs of varying lengths when scheduling moderation of Personal Learning Plan.

SACE Board officers provide advice on appropriate processes school leaders can use to confirm the consistency of teachers' pre-moderation results within the school.

The SACE Board confirms the moderation date with the SACE coordinator and advises the school of the date by which pre-moderation results should be entered into *DATEX Online* (or received at the SACE Board by the paper school process).

Preparation for Moderation

The SACE Board selects a moderation sample of up to 10 students for each of the English and mathematics subjects and Personal Learning Plan. This comprises pre-moderation results in the C and D grades, and includes students on the C/D borderline. Where there are multiple classes of a subject in a school, the moderation sample will be drawn from a range of classes. The SACE Board notifies schools of the students selected for the moderation sample. This notification will generally be 5 to 7 days before moderation.

Moderation Procedures

SACE Board officers lead the moderation process with the participating teachers. The moderation process occurs at the overall subject level, referring to the performance standards and the marked student samples. The SACE Board officer reviews the moderation sample and:

- 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 students' results reflect the quality of learning described in the performance standards.

When the moderation process confirms a school's pre-moderated results (i.e. at the end of Semester 1), a subsequent moderation in the same year may not be necessary.

Moderation *cannot* be conducted if:

- the school does not have an approved learning and assessment plan for the subject to be moderated
- pre-moderated results have not been submitted by the date specified by the SACE Board.

Results Reporting

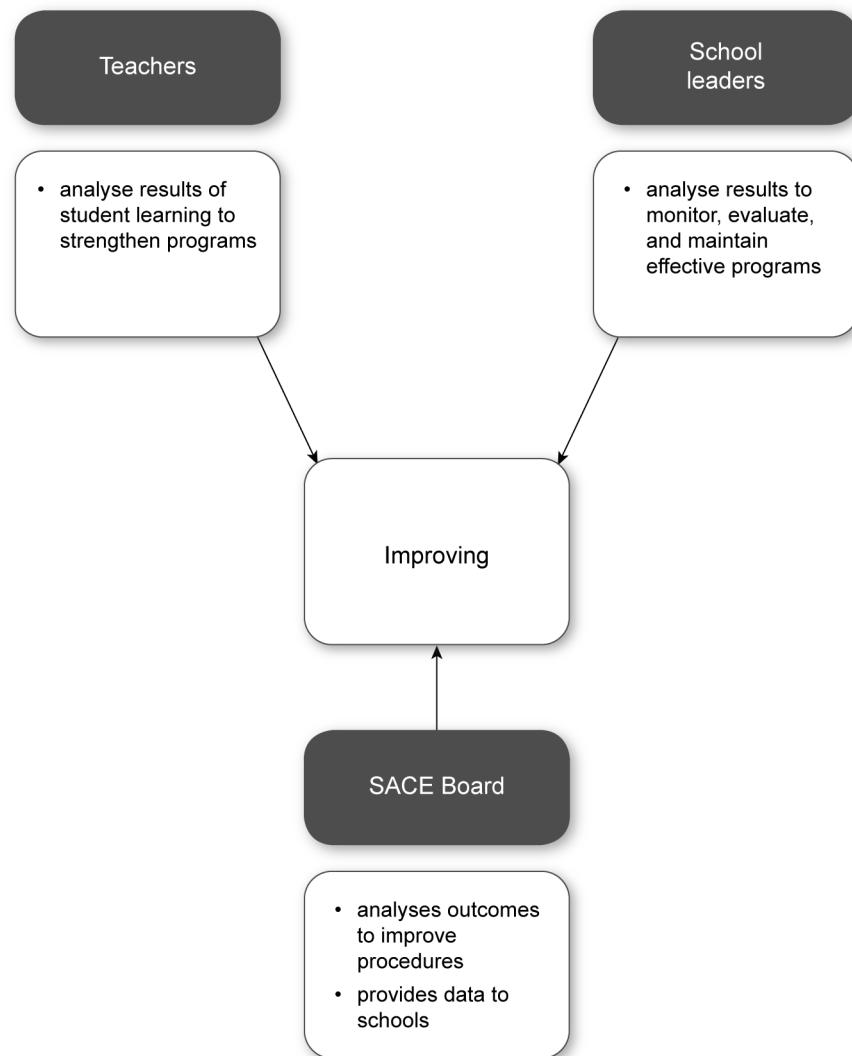
The SACE Board checks that the final results submitted by schools reflect the outcomes of moderation, including any necessary adjustments to results. The SACE Board cannot accept results for English and mathematics subjects and Personal Learning Plan if moderation has not occurred during the calendar year or if the results submitted by the school do not reflect the outcomes of moderation.

Examples of confirming models and activities for teachers and school leaders are available on the SACE Board website (www.saceboard.sa.edu.au).

4. Improving

In the improving phase of the quality assurance cycle:

- teachers analyse and use the results of their students' learning to strengthen their understanding and use of performance standards
- school leaders analyse students' results to identify where assistance and support may be provided in the school's teaching and learning program and quality assurance processes
- the SACE Board analyses and improves its quality assurance processes.



Teachers

Teachers receive feedback from colleagues and the SACE Board as part of the quality assurance process. Teachers use data presenting the results of student learning to guide and strengthen their use of performance standards, their assessment design, and their teaching.

School Leaders

School leaders receive from the SACE Board:

- qualitative feedback about their school's quality assurance processes
- data indicating student achievement.

School leaders analyse feedback and results to identify the support and/or strategies needed to improve student achievement.

School leaders provide opportunities for teachers to discuss and analyse data.

SACE Board

To support quality assurance processes within schools and to guide improvement, the SACE Board:

- prepares, analyses, and distributes to schools statistical data about student achievements
- provides qualitative feedback that supports quality assurance processes within schools
- monitors the consistency of students' results in all subjects.

Examples of improving models and activities for teachers and school leaders are available on the SACE Board website (www.saceboard.sa.edu.au).