

# Instruction Guide – EIF Front Loaded Moderation Submission

Under the Class Summary list, you'll find a link labelled 'Moderation Submissions.' Please click on it.

All teachers (regardless of class number) will use this link to navigate to a combined sample submission page.

## SACE Class Summary

**Information**

- Enrolments for Stage 1 subjects (results due June) may not be entered/modified after Friday, 20 June 2025

**Information: Moderation Submissions**

- This subject requires a sample to be submitted for Stage 1 Moderation by due date: 01 May 2025.

Class Code	Teacher	Subject	Class Number	Var	Semester	Results Due
<Not Set>	Ms A Smart	1EIF10 Exploring Identities and Futures	1		1	J

Delete Selected Withdraw Selected

Select	Student Code	Student Name	Registration	Status	Grade
<input type="checkbox"/>	210211	Aartsen, JILL ALEXANDRIA	398187F	E	
<input type="checkbox"/>	210054	Barker, RYAN ANDREW	696319W	E	
<input type="checkbox"/>	210125	Borg, Clarkson Douglas	341510T	E	
<input type="checkbox"/>	210075	Braid, SHAUN BORG	507193J	E	

Number of Students: 4

[Select All](#) | [Clear All](#)

Delete Selected Withdraw Selected

Edit SACE Class | Add Students to Class | Moderation Submissions

Your class information appears at the top of the screen

- Teaching school, starting semester and results due
- Status
- Submission due date
- Teacher materials – LAP, task sheets etc

## Sample submission

**Exploring Identities and Futures** 1EIF10

<p>Teaching school 027 <span style="float: right;">1</span></p> <p>Results due J</p> <p>Semester 1</p> <p>Status <b>Unactioned</b> <span style="float: right;">2</span></p> <p>Due date 01 May 2025 <span style="float: right;">3</span></p>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p><b>For further information and guidance see below:</b> <a href="#">Stage 1 Moderation</a></p> </div> <p>Teacher materials Please add files <span style="float: right;">4</span></p> <div style="text-align: right;"> <input type="button" value="Browse"/> </div>
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**Important Note:** Moderation sample - up to 6 student samples selected by a school to represent the school's assessment decisions at the C and D grades. If there are no results in the C and D grades, schools should select student work from the adjacent grades.

Submission of samples and PSR information

- Students appear in class lists on a combined submission screen
- Class number – if multiple classes your class will appear at the top of the list
- Grades must be entered before any samples can be uploaded. Other teachers can see all uploads once the teacher submitting selects the "save" button.
- PSR – Performance Standards
- Student samples uploaded using the naming convention.
- Sample type – please select EIF front loaded moderation for EIF only

Student name	Class	Registration	Grade	PSR	Student materials	Sample type
Aartsen, JILL ALEXANDRIA	1	398187F	C		1	EIF Front loaded moderat
Barker, RYAN ANDREW	1	696319W	C		1 <span style="float: right;">5</span>	EIF Front loaded moderat
Borg, Clarkson Douglas	1	341510T	C		1	EIF Front loaded moderat
Braid, SHAUN BORG	1	507193J				

1 2 3 4

# Instruction Guide – EIF Front Loaded Moderation Submission

Complete the PSR – for EIF only performance standards that have been met must be selected

**Performance Standards - Exploring Identities and Futures (1EIF10)**

Student Name: Beh Y-Vonne, Lin | Registration: 898086X | Grade: C

Grade	Exploring Identities and Connections	Planning and Implementing Action	Communicating Evidence of Learning
A	<p>Purposefully explores and evaluates relationships between current identities and future aspirations.</p> <p>Purposefully explores and develops connections and uses insights to inform future decisions and aspirations.</p>	<p>Designs a plan with strategic intent, prioritising and effectively managing actions and resources.</p> <p>Refines and improves outcomes through responsive action, proactively managing emerging opportunities and challenges.</p>	<p>Intentionally selects relevant mode and medium to concisely convey ideas, findings and learning development fit for purpose and audience.</p> <p>Purposefully explores diverse perspectives and proactively considers and values feedback to inform and reflect on learning.</p>
B	<p>Explores and considers relationships between current identities and future aspirations.</p> <p>Explores connections with others to develop relationships and make decisions about their future.</p>	<p>Establishes a comprehensive plan, organising and prioritising required actions and resources to proceed.</p> <p>Effectively implements a plan of action, responding to opportunities and challenges that arise.</p>	<p>Effectively communicates learning progress, ideas and/or findings with consideration of purpose and audience.</p> <p>Explores and responds to perspectives and relevant feedback from others to inform and reflect on learning.</p>
C	<p>Explores and describes current identities and future aspirations.</p> <p>Describes connections, and links these to future choices and aspirations.</p>	<p>Makes a plan and identifies the required actions and resources that follow.</p> <p>Implements a plan of action, responding to challenges to solve problems.</p>	<p>Communicates learning progress, ideas and/or findings to an audience.</p> <p>Responds to a perspective or relevant feedback in the learning process to make progress.</p>
D	<p>Identifies personal interests or qualities that contribute to a sense of identity.</p> <p>Identifies a connection that communicates a personal interest, choice or sense of belonging.</p>	<p>Follows steps or directions for a purpose.</p> <p>Participates in activities and makes learning progress.</p>	<p>Communicates and/or demonstrates ideas and learning.</p> <p>Identifies a perspective other than their own that impacts learning.</p>

Cancel Save

Once all submission has been finalised for the subject only one teacher is required to “send to Principal’s Delegate” on behalf of all teachers

Save Send to Principal's Delegate Return to Class Summary