

SACE Assessment Responsibilities: SACE Board and Schools

Code of Practice

The Code of Practice defines the responsibilities of the SACE Board and schools for managing school and external assessments of student learning in the SACE



Approved by the SACE Board of South Australia:
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Strategic Purpose

The Code of Practice is based upon the recognition that the quality of student assessment in the SACE, together with the integrity of students' results, is dependent on a partnership between the SACE Board and schools.

The *SACE Board of South Australia Act 1983* assigns to the SACE Board the authority to 'assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE'.

The responsibilities defined in the Code of Practice are based on the policies and procedures that the Board has approved for assessment and the integrity of those assessments in Board-accredited subjects and Board-recognised courses.

Under the Act the SACE Board Chief Executive is accountable to the Board for ensuring that the SACE policies and procedures, and the consequential responsibilities of the SACE Board and schools for SACE assessments and their integrity, are managed fairly, ethically, and consistently.

The SACE policies and procedures specify the responsibilities that schools, through the school Principal, fulfil for the assessment of student learning in the SACE and for assuring the SACE Board of the integrity of the assessments for which schools are responsible.

The following principles underpin the Code of Practice:

Shared Responsibility

Schools, other education providers, and the SACE Board are partners in managing the procedures for assuring the integrity of SACE assessments.

Ethical Standards and Accountability

Procedures for assuring the integrity of SACE assessments are fair, ethical, open to scrutiny, and managed and administered with the highest standards.

Comparability

SACE assessments maximise the consistent application of standards to all student assessment in all places of learning.

Functionality, Manageability, and Fitness for Purpose

Procedures for the integrity of SACE assessments are operationally manageable and are cost effective for schools, other education providers, and the SACE Board.

SACE Board responsibilities

Assessment integrity in Board-accredited subjects

The SACE Board, through the Chief Executive, fulfils the following responsibilities for school and external assessments in the SACE and their integrity:

SACE assessment

- Provides the policy framework for SACE learning and assessment design.
- Ensures that each subject outline at Stage 1 and Stage 2 defines the learning requirements, assessment types, and performance standards against which students provide evidence of their learning.
- Provides policies and procedures to assure the fairness, quality, and integrity of SACE assessments and to ensure that they occur in an ethical manner, including the Special Provisions in Curriculum and Assessment policy, the Supervision and Verification of Students' Work policy, and the Ethical Conduct of Research policy.
- Provides support materials that develop teachers' understanding of learning and assessment design in the SACE.
- Assists in the provision of professional development programs in assessment.
- Provides procedures for conducting school assessment in Stage 1 and Stage 2 subjects.
- Manages the external assessment process for Stage 2 subjects.
- Reports students' results with A to E subject grades in Stage 1 subjects and with A+ to E– subject grades in Stage 2 subjects.

SACE assessment integrity

Planning

- Prepares, publishes, and provides advice for the preparation of learning and assessment plans.
- Provides exemplars of learning and assessment plans and student work to help teachers to appreciate both the range and the standard of evidence possible.
- Provides exemplars of assessment tasks.
- Prepares pre-approved learning and assessment plans for all subjects except Stage 2 Community Studies A and B and Stage 2 Research Project and provides school-developed learning and assessment plan forms for school use.

Clarifying

- Collects and publishes examples of good practice in assessment tasks, learning and assessment plans, and samples of assessed student work.
- Prepares and publishes procedures for assuring the integrity of school assessments and external assessments.
- Provides strategies for standards clarification in Stage 1 compulsory subjects and Stage 2 subjects.

Confirming

- Manages the moderation of schools' standards for the C grade in Stage 1 compulsory subjects.
- Manages the moderation of school assessments in Stage 2 subjects, and adjusts grades as required to ensure that performance standards are applied consistently across schools.
- Monitors the authenticity of students' material submitted for school and external assessment in Stage 2 subjects and intervenes appropriately when necessary.
- Refers students or parents who register a grievance about a school's management of the procedures for assuring the integrity of SACE school assessments to the school Principal in the first place.
- Manages any appeal that students or parents may make about the school's resolution of their grievance, according to the SACE Board's policies and procedures.

Improving

- Facilitates communication between the SACE Board and the school about SACE assessment and quality assurance.
- Prepares and distributes to each school statistical data and feedback that the school can use to analyse and interpret its students' results and to strengthen the use of performance standards in its teaching.
- Analyses the statistical relationship between the school assessment and external assessment components in Stage 2 SACE subjects to identify where unexpected or anomalous data can be explained to monitor the integrity of each component.
- Uses the outcomes of each year's assessment cycle to analyse and improve its procedures for assuring the integrity of SACE assessments and to apply these improvements to the next cycle.

Assessment integrity in Board-recognised courses

The SACE Board, through the Chief Executive, fulfils the following responsibilities for the integrity of results in Board-recognised courses:

- Recognises student learning towards the SACE that is demonstrated in courses that are accredited, assessed, and quality assured by schools, institutions, authorities, and other organisations.
- Allocates SACE credits for courses of learning that are commensurate with the nature, scope, and complexity of the learning in the SACE.
- Develops, maintains, and continually renews a VET in SACE Recognition Register in collaboration with industry skills boards, registered training organisations, and the school sectors.
- Builds strategic alliances with key organisations with a stake in the provision of courses of learning for students completing the SACE, in particular the Training and Skills Commission, universities, and TAFE SA.
- Reports student learning in Board-recognised courses in SACE documentation.

School Responsibilities

Assessment integrity in Board-accredited subjects

The Principal fulfils the following responsibilities for school and external assessments and their integrity:

SACE assessment

- Develops a school assessment policy reflecting SACE Board principles, policies, and procedures.
- Puts in place management systems to ensure that school assessment and, where relevant, external assessment of student learning occur in accordance with the learning requirements, assessment types, and performance standards of the subject outline and according to the SACE Board's policies and procedures.
- Puts in place the management systems to ensure the fairness, quality, and integrity of school assessment, and to ensure that it occurs in an ethical manner, with particular reference to the
 - Special Provisions in Curriculum and Assessment policy
 - Supervision and Verification of Students' Work policy
 - Ethical Conduct of Research policy.
- Develops school policy for the use of grades or scores to assess the quality of the student's learning at the assessment task level.
- Uses grades, A to E in Stage 1 subjects and A+ to E– in Stage 2 subjects, to assess the quality of the student's learning at the assessment type level, and reports these to the SACE Board in an accurate and timely manner.
- Puts in place management systems so that the school assessment and external assessment of student learning that takes place at the school operate in accordance with the school's policies and the SACE Board's policies and procedures.

SACE assessment integrity

Planning

- Implements learning and assessment plans for each subject taught in the school, according to the subject outline and retains them in the school.
- Develops an addendum (if appropriate) to the learning and assessment plans as students' learning needs emerge during the teaching of a subject.

Clarifying

- Develops school procedures, based on SACE Board policies and procedures, to maintain a consistent approach to assessing students' evidence of learning through the use of performance standards.
- Develops school procedures, based on SACE Board policies and procedures, to assure the fairness, quality, and integrity of SACE assessments and to ensure that they occur in an ethical manner (e.g. for ensuring authenticity of student material submitted for assessment, or for granting students special provisions in school assessment).
- Supports relevant teachers' participation in standards clarifying activities.
- Develops school procedures that strengthen the consistent understanding and application of performance standards.

Confirming

- Ensures the quality of assessment practices in the school.
- Ensures that student material submitted for assessment is based on school and SACE Board procedures for verifying the authenticity of student work.
- Supports teachers' participation in moderation and external assessment activities conducted by the SACE Board.
- Submits authorised Stage 1 and Stage 2 results to the SACE Board.
- Ensures that assessment information is conveyed accurately to the SACE Board.
- Ensures that any adjustments made to Stage 1 results at moderation are incorporated in the final results.
- In the first place addresses within the school any student or parent grievances about the processes and practices associated with assuring the integrity of school assessment.

Improving

- Analyses its students' results to identify where in the school's learning and assessment program assistance and support may be provided.
- Uses the outcomes of each year's assessment cycle to analyse and improve its procedures for assuring the integrity of SACE assessments.

Assessment integrity in Board-recognised courses

The school, through the Principal, fulfils the following responsibilities for the integrity of results in Board-recognised courses:

- Makes students aware of the availability of Board-recognised courses, according to their learning needs and pathways.
- Ensures that the Board-recognised courses that the school makes available to students are consistent with the policies and procedures of the SACE Board.
- Ensures that students' results in recognised courses are verifiable and conveyed to the SACE Board in an accurate and timely manner.

Code of practice in action

The SACE Board and schools demonstrate their commitment to the Code of Practice in the following ways:

SACE enrolments

The school Principal's registration of students/subject enrolments at the start of each year and the SACE Board Chief Executive's acceptance of these enrolments are taken to signify each organisation's commitment to the Code of Practice.

School submission of SACE assessments

The school Principal's submission of student results to the SACE Board at the end of the year is accompanied with a statement from the Principal affirming that the school has assessed student learning in accordance with the school's policies and the SACE Board's policies and procedures for assuring assessment integrity.

Grievance protocols

The SACE Board Chief Executive and the school Principal act according to the protocols for dealing with grievances that students and/or parents may register about the conduct of school assessment or external assessment in the SACE as it applies to their respective organisations.

Appeal protocols

The SACE Board Chief Executive and the school Principal act according to the protocols for dealing with appeals that students and/or parents may make against the decision about a grievance.

Investigation protocols

The SACE Board Chief Executive and the school Principal act according to the protocols by which the SACE Board investigates any significant departure from the SACE Board's policies and procedures for assuring assessment integrity.