DEPARTMENT OF EDUCATION

Assessment Groups – Stage 2

*This information sheet explains the purpose of and process for forming assessment groups*

*for school assessment and external assessment results and quality assurance purposes.*

This form outlines the minimum requirements that the Senior Years Curriculum team requests to ensure that the assessment groups are conducted appropriately. You may like to expand on these requirements to suit your needs.

School assessment results, predicted results for external assessment, and quality assurance processes are organised by assessment group. The term ‘assessment group’ is used in addition to ‘class’ on SACE enrolment and results information.

Online results sheets for school assessment and for predicted examination results (external assessment) are displayed by assessment group. The results sheets are available, via Schools Online, to the teaching school and the assessment school. Each class involved in an assessment group is listed sequentially on the online results sheet for that assessment group.

Online results sheets for external assessment investigations are displayed by class.

For final moderation (on site) of Physical Education, results sheets are printed by the SACE Board and sent to the assessment school. The results sheets list students by assessment group. Each class involved in an assessment group is listed sequentially on the results sheet for that assessment group.

For predicted performance results for external assessment of Dance, Drama, Ensemble Performance, Performance Special Study, and Solo Performance, teachers prepare a results sheet (using a form provided on the relevant subject minisite) that lists students by assessment group.

The assessment group process has the advantage of providing professional development for teachers in the given subject area, and will require additional time and organisation. As such, it is paramount that the teachers involved in the assessment group:

* Come with a positive attitude and be prepared to share the responsibilities of linking equitably
* Are open to achieving a mutually acceptable agreement and to discussing the process and resolving any difficulties appropriately.

Some Subject Outlines allow teachers to choose option topics. It is not a requirement for assessment groups to use identical learning and assessment plans.

It is the teachers’ responsibility to arrange an appropriate link, however Senior Years Curriculum staff can provide information and support during the process. Please contact the relevant NTCET Consultant for further advice.

If a teacher or teachers cannot meet the requirements of this agreement, then the teachers can decide to break the assessment group. In this case, if the number of students in a class is less than three (or could drop below this level at some stage) forming a new assessment group will be recommended. As such, it is vitally important to resolve any difficulties early in the year. Please ensure you contact Senior Years Curriculum should you have any concerns with any aspect of the assessment group process.

It is a requirement that all schools involved in an assessment group complete and submit this form every year. Do not assume that an assessment group for a previous year will continue.

Please forward this completed form to:

Certification Officers

Senior Years Curriculum

11th Floor, Mitchell Centre

GPO Box 4281

Darwin, NT, 0801

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| **Subject** |  | **Code:** |

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| **Assessing school** | Teacher | Teacher’s signature |
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| Other school/s | Teacher | Teacher’s signature |
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| **NTCET Coordinator** | **School** | **Signature** |
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### Assessment Groups

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| Early Term 1 **Establish processes for the year**  Schools notify the SACE Board of assessment groups for each subject, using Schools Online.  When two or more schools combine to form an assessment group, the principal and the NTCET Coordinator in each school must be notified. Teachers and school leaders decide which school will be the ‘assessment’ school.  All students in an assessment group will be included in the school assessment and predicted results sheets.  The ‘contact’ and ‘teaching’ schools for the students should remain unchanged.  See [Information Sheet 33](http://www.sace.sa.edu.au/documents/652891/58be1fc3-387d-40a1-9e53-b0a03780cf08?v=1) for details of school categories.  Each school submits a learning and assessment plan to the SACE Board for approval. Schools may share a common plan or submit different plans. All schools using a common learning and assessment plan must be listed in the space provided on the plan pro forma. Each school should keep a copy of the approved plan.  For subjects with on-site marking or moderation, it is expected that classes combined in an assessment group will be marked or moderated on the same site. Schools negotiate the location of this site. If classes combine to form an assessment group after the due date for submission of dates for on-site marking or moderation, the assessment school must notify the SACE Board immediately. Future meeting dates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Arrange to attend PD together, where possible. * Processes for dealing with difficulties and concerns. This should be discussed before the process begins. If necessary, identify who can provide assistance and advice during the assessment process (e.g. subject expert, NTCET Consultant) Note: an objective third party can assist during the shared marking process should there be problems reaching agreement in regards to standards. |

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| During Term 2 **Shared assessment task/s** Teachers must agree on assessment results for all students in an assessment group made up of combined classes.  Teachers may agree to use one or more common assessment tasks, or tasks that address the same specific features of the assessment design criteria, but are based on different themes or topics.  Teachers may exchange student work with the other teacher(s) in the assessment group:   * before it is assessed, to interpret and apply the performance standards consistently to the same student work, and discuss their assessment decisions * after it is assessed, to give each other feedback on their interpretation and application of the performance standards.   All schools involved in an assessment group receive copies of the subject enrolment and assessment group confirmation list for the group. Each school submits confirmation of the enrolments of students at that school. | |
| Task description |  |
| Process for sharing assessment This may include:   * Comparing student work samples * Conducting shared marking * Double marking * Discussing work with a third party |  |
|  | |
| During Term 3 **Shared assessment task/s** Identify assessment task/s that you can undertake during Term 3. Ensure that this task reflects the nature of the external assessment. You may decide to conduct this task during Term 4. You may decide to conduct more than one assessment task. All subjects have an external component usually completed during Terms 3 or 4. | |
| Task description |  |
| **Process for sharing assessment**  This may include:   * Comparing student work samples * Conducting shared marking * Double marking * Discussing work with a third party |  |

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| During Term 4 **Finalise the ranking process and result all students.** Online Results Sheets  Schools access online results sheets using Schools Online.  Where two or more schools combine to form an assessment group, the teacher at the assessment school liaises with the teacher(s) at the other school(s) to agree on the school assessment and predicted results for all students in the assessment group. Each school submits the results for students at that school.  Each teacher accesses the online results sheet using Schools Online to:   * record the results for the students at their school * submit the online results sheet to the principal’s delegate at the assessment school for authorisation.   The principal’s delegate at the assessment school authorises and submits the completed results sheets to the SACE Board.  The consent of all principals involved is required before any changes to students’ school assessment results are requested from the SACE Board.  Paper Results Sheets  The SACE Board sends information requests and paper results sheets to the assessment school for school assessment results for final moderation (on site) of Physical Education.  The teacher at the assessment school:   * liaises with the teacher(s) at the other teaching school(s) to agree on the school assessment and, where relevant, on the predicted results for all students in the assessment group * records the results on the relevant results sheet * signs the results sheet * submits the results sheet to the principal of the assessment school.   The principal at the assessment school, or the principal’s delegate:   * authorises the results sheet * forwards a signed copy of the results sheet to the principal of each school involved in the assessment group * ensures that the results sheet is submitted to the SACE Board.   The consent of all principals involved is required before any changes to students’ school assessment or, where relevant, predicted results can be requested because of exceptional circumstances.  **SAMPLE FOR FINAL MODERATION**  All schools involved in an assessment group can access the school assessment sample materials **submission form using Schools Online. This form identifies those students whose work is to be included in the sample for final** moderation. Each school separately submits the materials for final moderation to the SACE Board.  Please contact your NTCET Coordinator if you require assistance in completing the SACE Board of SA forms. |

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