

Review of Modified Subjects – roles and responsibilities

As part of the confirming phase, a review process confirms a sample of 'completed' and 'not completed' assessment decisions for modified subjects that support students' planning, literacy, numeracy, and research skills:

- Stage 1 English: Modified
- Stage 1 Mathematics: Modified
- Stage 1 Personal Learning Plan: Modified
- Stage 2 Research Project: Modified.

The roles and responsibilities of teachers, principals, and the SACE Board in the confirming phase of the quality assurance cycle are outlined below.

This document should be read in conjunction with the following documents:

- [SACE Assessment and Quality Assurance of Board-Accredited Subjects Policy](#)
- [SACE assessment and reporting guidelines](#)
- [Modified subjects review](#)

Participation

The review process is based on a sample of students' work prepared by participating schools.

Schools will be asked to participate in the review process until their assessment decisions are confirmed in 2 consecutive years. If a school's assessment decisions were confirmed in 2017 and 2018, the earliest that a school **may next be required to participate** in the review process is 2021.

Schools should have confirming processes in place to ensure that students' results in all modified subjects reflect a consistent interpretation of 'completed' and 'not completed' assessment decisions.

Schools may request a review process if, because of significant changes in staffing or in the teaching and assessment program, they need advice on confirming results in modified subjects that support students' planning, literacy, numeracy, and research skills.

See [Modified Subjects key dates](#) for due dates for requests to participate in the review.

The review cannot be conducted if:

- the school does not have enrolments in the modified subject to be reviewed
- a review sample is not provided.

The review of a modified subject(s) may be postponed until the next review round if the school does not have enrolments in the subject(s) by the enrolment due dates. See [Modified Subjects key dates](#).

Roles and responsibilities

Pre-review activities

Teachers:

- plan their teaching and assessment programs to ensure that, if possible, all tasks in the approved learning and assessment plan (LAP) are completed and assessed before review materials are collected
- enter student results into Schools Online.

Principals:

- approve school-developed LAPs before the review process takes place
- ensure that enrolments in Stage 1 English: Modified, Stage 1 Mathematics: Modified, Stage 1 Personal Learning Plan: Modified, and Stage 2 Research Project: Modified are completed by the due dates. See [Modified Subjects key dates](#).
- ensure that teachers are aware of the review date and that they plan their learning and assessment programs to ensure that, if possible, all tasks are assessed and available for review by the due date. See [Modified Subjects key dates](#).

The SACE Board:

- advises SACE coordinators of the arrangements for the review of modified subjects that support students' planning, literacy, numeracy, and research skills early in the year
- manages requests from individual schools to participate in the review process
- includes in the review process schools that:
 - are required to have the modified subjects that support students' planning, literacy, numeracy, and research skills reviewed in the current year, and have enrolments in one or more of these subjects in Schools Online by the enrolment due dates
 - request review and enter enrolments in one or more of the subjects to be reviewed in Schools Online by the enrolment due dates
- provides advice on appropriate processes that principals can use to confirm the consistency of teachers' assessment decisions before the review takes place.

Nomination of reviewers

A proportion of schools participating in the review process each semester will be asked to nominate a teacher to act as a reviewer.

Teachers (who are nominated):

- need to be available for the day of the review according to the schedule on the SACE Board website.

Principals:

- nominate teachers to act as reviewers when asked by the SACE Board to do so
- ensure nominated teachers are aware of their nomination and are released to participate in the review process on the date(s) listed in the schedule on the SACE Board website
- ensure that online nominations of reviewers are received by the SACE Board by the due date. See [Modified Subjects key dates](#).
- may nominate additional reviewers if they have teachers who would benefit from participating in the review process. These teachers are placed on a reserve list and are contacted by the SACE Board if required.

The SACE Board:

- advises schools of the subject(s) for which the school is requested to nominate a reviewer
- confirms the details of the review process with nominated reviewers
- contacts additional reviewers if necessary.

Preparation of the review sample

Teachers:

- prepare student materials for each student in the review sample
- ensure that the review sample for each subject includes:
 - the work of up to 12 students as show in the table on page 4
 - student work that is representative of the school's assessment decisions
 - complete sets of evidence for each student
- ensure that the review sample bag for each subject includes:
 - one completed [student description sheet](#) that documents the student's personal learning goal and chosen capabilities, and outlines the learning context (e.g. student background, accommodations required, and learning needs) for each student in the sample
 - a copy of the approved LAP
 - a copy of the [Stage 2 Research Project: Modified – School Planner](#) if applicable.
- retain, or maintain access to, student evidence for the rest of the cohort for each subject that is being reviewed, until the SACE Board has released results to students.

Materials should be submitted in a format that is accessible during the review. Refer to [Information sheet - The preparation and packaging of materials for Stage 1 and Stage 2 Modified subjects review](#).

Subjects	Assessment decisions		
	'Completed'	'Not completed'	Borderline 'not completed'
Stage 1 Personal Learning Plan: Modified	Student work that represents a 'completed' assessment decision for Stage 1 Personal Learning Plan: Modified	Student work that represents a 'not completed' assessment decision for Stage 1 Personal Learning Plan: Modified	Student work that represents a borderline 'not completed' assessment decision for Stage 1 Personal Learning Plan: Modified
Stage 1 English: Modified	Student work that represents a 'completed' assessment decision for Stage 1 English: Modified	Student work that represents a 'not completed' assessment decision for Stage 1 English: Modified	Student work that represents a borderline 'not completed' assessment decision for Stage 1 English: Modified
Stage 1 Mathematics: Modified	Student work that represents a 'completed' assessment decision for Stage 1 Mathematics: Modified	Student work that represents a 'not completed' assessment decision for Stage 1 Mathematics: Modified	Student work that represents a borderline 'not completed' assessment decision for Stage 1 Mathematics: Modified
Stage 2 Research Project: Modified	Student work that represents a 'completed' assessment decision for Stage 2 Research Project: Modified	Student work that represents a 'not completed' assessment decision for Stage 2 Research Project: Modified	Student work that represents a borderline 'not completed' assessment decision for Stage 2 Research Project: Modified

Principals ensure that:

- their school submits *one* review sample for each subject requested for review, irrespective of the number of classes for that subject in the school
- results presented at review reflect the assessment decisions of all teachers for the subject(s) to be reviewed.

The SACE Board:

- determines the parameters for the review sample. See [Information sheet - The preparation and packaging of materials for Stage 1 and Stage 2 Modified subjects review](#).

Review procedures

Teachers who act as reviewers:

- attend the review process, which takes place on a single day at a central venue
- participate in a benchmarking activity and training at the start of the review process, and abide by the SACE Board's [Code of Practice](#).
- For details of the review process refer to [Modified subjects review](#).

Principals:

- release nominated reviewers to participate in the review process at a central venue for the day of the review according to the schedule on the SACE Board website
- provide copies of the review feedback to all teachers of subjects that were reviewed
- ensure that any adjustments to students' results are made according to recommendations made through the review process.

The SACE Board:

- establishes and publishes the review schedule
- leads the review process, working with participating teachers, with reference to the range of modified subjects submitted for review, the sets of student work, [student description sheets](#), and students' personal learning goals and chosen capabilities.
- leads benchmarking activities and training for nominated reviewers at the beginning of the review process at the review venue
- confirms the school's assessment decisions when the student samples demonstrate that the school has made 'completed' or 'not completed' assessment decisions that are consistent with the decisions made in other schools

or

advises the school that adjustments are necessary to ensure consistency in 'completed' and 'not completed' assessment decisions across schools

returns review samples to the school when the review process is complete.

Results reporting

Teachers:

- ensure that the final results entered in Schools Online reflect the outcome of either the review or the confirming process within the school for modified subjects that have not been reviewed

After the review, teachers may decide to use the results codes P (for Stage 1 English: Modified, Stage 1 Mathematics: Modified, and Stage 1 Personal Learning Plan: Modified) or W, in addition to the 'completed' and 'not completed' results.

- P – the result is pending. Students with result code P will not receive a result in that results period, and will have their enrolment rolled over to the next results period.

P may be used in Stage 1 English: Modified, Stage 1 Mathematics: Modified, and Stage 1 Personal Learning Plan: Modified for students who cannot be confirmed as achieving a 'completed' result. Students with result code P are expected to provide additional evidence to achieve a 'completed' result.

Students' results can then be updated in Schools Online in the subsequent results period.

Note: opportunities to produce additional evidence should be documented on the addendum to the approved LAP.

- W – the student has withdrawn from the subject. Students with result code W will not be awarded any credits.

Note: administrative errors in students' Stage 1 results may be corrected using a [Change of results request](#) form. This form is *not* to be used to change pending results. Schools should contact the SACE Board to correct any administrative errors in students' Stage 2 results.

Principals ensure that the:

- school has an approved LAP for each Stage 1 and Stage 2 modified subject before reporting students' results. Schools should not report results in a subject that *does not have an approved LAP*
- final results entered by teachers in Schools Online reflect the outcomes of the review, or the confirming processes within the school for subjects that have not been reviewed.

The SACE Board:

- checks that the final results submitted by schools reflect the outcomes of the review, including any recommended adjustments to results, for subjects that have been reviewed.
- The SACE Board does not report final results for students in Stage 1 English: Modified, Stage 1 Mathematics: Modified, and Stage 1 Personal Learning Plan: Modified if the:
 - review process for a subject requested for review did not take place
 - final results submitted do not reflect the outcome of the review process.