

Moderation advice

Prep–Year 10

In Queensland, the **C standard** (or equivalent) always corresponds to the Australian Curriculum year level or band achievement standard that teachers use to make judgments about students' progress and achievement. To improve the consistency of these judgments, teachers engage in moderation processes.

Moderation occurs within and between schools to provide teachers, schools, students and parents/carers with confidence that the standards awarded are valid and reliable judgments of student achievement. Working in partnerships or teams, teachers:

- engage in focused professional conversations to analyse the quality of student work
- determine the match between the evidence in student work and the achievement standards.

Through the moderation process and these professional conversations, teachers build consistent and on-balance judgments. They also develop a shared understanding of the standards, how these can be demonstrated in student responses, the types of evidence available to support teacher judgments, and classroom practices that help align curriculum and assessment.

Moderation resources

[Moderation protocols](#) focus professional discussions on the quality of evidence in student work in relation to the achievement standard.

Schools and/or school clusters may choose to use one or more moderation models. The QCAA provides information about [moderation models and processes](#) for schools to consider.

The Moderation recording sheet and Moderation summary sheet can be used to record judgments and observations of assessment evidence, and to document conversations to reach consensus.

- [Moderation recording sheet](#)
- [Moderation summary sheet](#)

For more information, see:

- [Understanding K–12 assessment](#)