

Moderation models and processes

Prep–Year 10

Moderation within and between schools occurs when teachers engage in focused professional conversations to analyse the quality of student work against the achievement standards. They do so to improve the consistency of their decisions, and to ensure their judgments are as valid, reliable and fair as possible. The following table provides information about three models of moderation: calibration, expert and conferencing. Schools and/or sectors may choose to use one or a combination of these models.

	Calibration	Expert	Conferencing
Prior to moderation	<ul style="list-style-type: none"> Individual teachers choose a range of student responses from their class and grade these using the task-specific standards. A facilitator selects samples across all classes, representative of the five-point scale described in the task-specific standards, to be used in the calibration process. 	<ul style="list-style-type: none"> Individual teachers grade all student responses using the task-specific standards. Each teacher submits samples, representative of the five-point scale described in the task-specific standards, to an 'expert' for review. 	<ul style="list-style-type: none"> Individual teachers grade all student responses using the task-specific standards. Each teacher selects samples across the five-point scale for consideration in the conferencing process.
During moderation	<ul style="list-style-type: none"> Teachers individually grade samples selected by the facilitator and compare their judgments with the nominated level of achievement. Teachers engage in professional conversations to reach consensus on the level of achievement to be awarded for each sample. Discussions are based on evidence in student responses, using the language of the task-specific standards. 	<ul style="list-style-type: none"> The 'expert' marks the samples using the task-specific standards and compares their judgment with the level of achievement awarded by the teacher. The 'expert' provides advice to each teacher confirming whether the standards are interpreted and applied consistently, or whether teachers need to adjust their understanding, and why. 	<ul style="list-style-type: none"> Teachers share their selected samples and their judgments. Professional conversations facilitate a way to reach consensus on the level of achievement to be awarded for each sample. Conversations are based on evidence in student responses using the language of the task-specific standards.
Post moderation	<ul style="list-style-type: none"> Class teachers grade all their students' responses, applying their shared understanding gained during the calibration process. 	<ul style="list-style-type: none"> Teachers use the expert advice to review judgments about previously graded student responses. 	<ul style="list-style-type: none"> Teachers apply their shared understanding to review judgments about previously graded student responses.
Considerations	<ul style="list-style-type: none"> Consensus is reached before all samples are marked, which is time efficient. Professional conversations lead to a shared understanding of the standards in context. Establishing quality judgments prior to moderation can be a perceived top-down application of the standards. 	<ul style="list-style-type: none"> Seeking an expert supports a common school-wide application of the standards. Teachers are not involved in the rich professional conversations of reaching consensus with other teachers. Consensus is reached after all samples are marked. 	<ul style="list-style-type: none"> All samples are marked prior to consensus being reached, which is less time efficient as samples may need to be reviewed. Professional conversations lead to a shared understanding of the standards in context.