

# Moderation protocols

Prep–Year 10

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During moderation, teachers engage in focused professional conversations to analyse the quality of student work. The moderation protocols outline ways of working designed to assist participants to focus on the quality of the evidence within student work in relation to the achievement standard.

## Maintain confidentiality

- All discussions about individual assessment samples are confidential.
- Discussions outside of moderation should be about the process, not the specifics of any samples or assessments.

## Engage respectfully and collaboratively

- Conduct moderation conversations professionally, with respect and trust.
- Be open to new ideas and perspectives.
- Consider that each school has unique student cohorts, contexts and resources. Accept that schools might present evidence of student achievement in different ways.
- Aim for consensus on the judgments made when adopting a calibration or conferencing model of moderation.

## Ensure decisions are evidence-based

- Focus discussions on the evidence in student work using the language in the marking guide.
- Ensure the advice provided refers to the evidence in the student samples.

## Provide feedback

- Comments about samples should be clear, concise and actionable.
- Ensure feedback informs:
  - teaching and assessment practices
  - improvement of assessment design
  - consistent judgments.