

Moderation

Prep–Year 10

Moderation supports teachers to make consistent and comparable judgments about students' progress and achievement. Moderation can strengthen quality assessment practices and provide confidence that the standards awarded are valid and reliable.

The quality assurance process of moderation supports teachers to develop a common understanding of the achievement standards and to make evidence-based judgments about student responses.

Moderation can occur across a year level, within a school or between schools for an individual assessment task or a folio of student work.

Moderation supports:

- a shared understanding of standards and how these can be demonstrated in student responses
- teachers engaging in focused professional conversations to analyse the quality of student responses
- teachers to determine the match between the evidence in student responses, the standard descriptors within a task-specific marking guide or standard elaborations, and the achievement standards
- reliable on-balance judgments.

Moderation typically use protocols to support teachers and school leaders to focus on the quality of students' responses and record their judgments about student achievement.

Moderation to quality assure judgments

Schools and/or sectors may use one moderation model or a combination of moderation models within their own school, or across schools. The model chosen will be informed by the school context and the stage of the teaching, learning and assessment cycle.

The following provides information about three different moderation models.

Calibration

Calibration is based on benchmarking and is conducted before teachers mark student work.

Using de-identified sample student responses, teachers independently:

- review the achievement standard, the assessment task and the task-specific marking guide
- analyse the evidence in the sample student responses and match the evidence to the range of the standard descriptors within the marking guide and make an on-balance judgment
- record why the evidence within the student response supports their judgment.

In a team, teachers participate in a professional conversation to build shared understandings about the match between standard descriptors and student evidence.

Consensus

Consensus aims to reach common understandings through structured professional conversation and usually occurs after teachers have graded all student responses.

Teachers:

- individually mark all student responses and make on-balance judgments about the quality of student responses using a quality assured marking guide
- select marked student responses across a range of A–E qualities
- meet with their teaching team or a selected group of teachers to share student evidence and discuss the level of achievement awarded
- reach consensus about the quality of student work that represents A–E or equivalent standards
- review initial judgments and adjust if required.

Expert

A curriculum expert provides feedback after teachers have marked student responses. In this moderation model, teachers submit a selection of student responses representing A–E or equivalent standards.

The expert confirms or questions the standards awarded using the marking guide. Teachers then review their judgments on their marked student responses based on expert feedback.

This moderation model can save time across a school. However, the opportunity for professional conversations and subsequently the shared understanding of the achievement standard for teachers is not a feature of this model.

Moderation protocols

Moderation protocols support teachers to engage in professional conversations and focus on the qualities evident in students' responses. During moderation, teachers:

- maintain confidentiality
- engage respectfully and collaboratively with colleagues
- ensure judgments are evidence-based, e.g. use the language of the task-specific marking guide and evidence in the student response
- record decisions and ensure comments are clear, concise and actionable
- provide feedback to improve teaching and learning, quality assessment and/or the consistency of judgments.



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