

Calibration moderation model

Prep–Year 10

The calibration moderation model is based on benchmarking to support teachers to make consistent and reliable judgments.

Taking the time to participate in a calibration process before marking can strengthen assessment practices and develop a shared understanding of the achievement standards.

Prior to marking

A HOD/C or facilitator prepares for benchmarking by selecting and de-identifying control samples from a range of marked student responses (across the five-point scale, or adjusted to suit the benchmarking activity).

Teachers independently review the achievement standard, the assessment task and the standard descriptors in the task-specific marking guide, e.g. Sample 1 = A, Sample 2 = B.

Teachers independently analyse the evidence in the de-identified sample student responses and match the evidence to the standard descriptors within the marking guide to make an on-balance judgment. They 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 standards descriptors in the task-specific marking guide and student evidence to reach consensus.

After calibration

Teachers independently mark all student responses and match the evidence using the range of the standard descriptors within the marking guide to make an on-balance judgment. They apply their learnings from the benchmarking activity and the professional conversation to make consistent and comparable judgments.

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