## The expert model for achieving agreement

**Teacher A**

Grades all their students’ responses individually using the *Guide to making judgments*

Submit selected samples representative of A–E qualities

Expert confirms the samples as being representative of the grade using the *Guide to making judgments*

Teachers review their judgements using the *Guide to making judgments*

**Teacher C**

Grades all their students’ responses individually using the *Guide to making judgments*

**Teacher B**

Grades all their students’ responses individually using the *Guide to making judgments*

### Notes

Teachers grade all student responses and then submit selected samples representative of their application/understanding of the A to E qualities to an “expert”. Advice is provided by the expert confirming whether there is consistency in the way the standards are interpreted and applied, or whether teachers need to adjust their understanding, and why. This advice is used by teachers when reviewing judgments about their previously graded student responses.

**Advantage** — Imposes a common school-based view of the interpretation and application of standards.

**Disadvantage** — Teachers are not involved in the rich professional dialogue of reaching consensus with other teachers. This model can be used to reach consistency within a school, but does not best support consistency of teacher judgments across the state.