Panellists contribute to Queensland’s system of externally moderated school-based assessment in a number of ways. They demonstrate the attributes of an effective panellist when they review work programs, monitoring submissions and verification submissions.

When panellists review school submissions at monitoring and verification, they demonstrate the attributes of an effective panellist when they review, decide and communicate.

Let’s look at monitoring. Monitoring is the process by which review panels consider the school’s assessment design and achievement decisions in Authority subjects after approximately half of the course of study has been completed.

At monitoring, panellists review the school’s assessment package to determine its effectiveness in providing opportunities to demonstrate syllabus objectives across the range of standards.

At monitoring, panellists review the school’s judgments to look for evidence of the appropriate matching of the syllabus standards descriptors with the qualities of student work.

At monitoring, panellists review the appropriateness of school decisions about interim levels of achievement.

Panellists make decisions about school submissions when they support school decisions, or when they provide advice, which they justify using evidence from the submission and the syllabus.

Panellists communicate by completing review notes. Panellists document their decisions about the assessment package and the school’s application of standards on review notes. Review panellists justify their decisions by using syllabus standards and evidence from the submission.

Review panel chairs use review notes to complete the Form R3 advice to school. This advice will inform school assessment design and achievement decisions for the exiting cohort, as well as for students commencing the course of study.