VCE & VCE VM Continuum of Practice: Building practice excellence

Moderation of VCE & VCE VM student assessment occurs regularly and explores a range of data sets. This analysis is used explicitly to inform VCE & VCE VM curriculum development and teaching practice and is used as the basis for regular feedback and reporting to students and their parents and guardians.

Moderation of common student assessment tasks

|  | Emerging | Evolving | Embedding | Excelling |
| --- | --- | --- | --- | --- |
| **School** | The school has processes for assuring the quality of VCE & VCE VM school-based assessments that are understood by all VCE & VCE VM teachers. The processes comply with VCE & VCE VM rules and regulations. | The school has policies and procedures that clearly define the VCE & VCE VM assessment process to be used by all VCE & VCE VM teachers that assure the quality of assessment. The policies and procedures comply with VCE & VCE VM rules and regulations and are published for students and parents. | The school has clearly documented and publicly available policies and procedures that ensure the quality of the VCE & VCE VM assessment process and expects all teachers to apply consistently the principles of fairness and reliability to all assessments. The policies and procedures comply with VCE & VCE VM rules and regulations. | The school has publicly available, well-documented and detailed policies and procedures that ensure the quality of the VCE & VCE VM assessment process and is confident that all teachers apply the principles of fairness, consistency and reliability to all assessments. The policies and procedures comply with VCE & VCE VM rules and regulations. |
| **School leadership team** | The school leadership team encourages VCE & VCE VM teachers to collaborate in the development of school-based assessment tasks and to moderate assessments. | The school leadership team allocates time for VCE & VCE VM teachers to work together to develop school-based assessment tasks and to moderate assessments. | The school leadership team monitors and reviews the application of the VCE & VCE VM school-based assessment task development and moderation process and embeds consistency of practice with underpinning principles of fair and reliable assessment. | The school leadership team manages a whole school process that regularly evaluates and reflects on VCE & VCE VM school-based assessment task development and moderation practices and actively supports the collaborative efforts of VCE & VCE VM teachers in the application of fair, consistent and reliable VCE & VCE VM assessment tasks. |
| **Curriculum leaders** | Curriculum leaders have an overview of the assessment schedule for their own VCE & VCE VM study.  They are aware of the range of assessment strategies particular to their own VCE & VCE VM learning area.  They provide input into teacher planning and delivery of VCE & VCE VM school-based assessments and strategies for moderation of assessments. | Curriculum leaders develop a VCE & VCE VM assessment schedule in collaboration with teachers across VCE & VCE VM studies that encourages a moderation process for assessment tasks.  They guide the VCE & VCE VM assessment program and encourage the use of the full range of assessment strategies to improve student engagement in learning.  They organise for the moderation of school-based assessments within their VCE & VCE VM studies. | Curriculum leaders coordinate a VCE & VCE VM assessment schedule that covers all VCE & VCE VM studies and includes moderation activities to embed consistent and fair assessment practice.  They have oversight of the VCE & VCE VM assessment program and foster a broad range of pedagogical and assessment strategies to engage students in their learning.  They promote investigation of methods that can be applied to the moderation of VCE & VCE VM school-based assessments. | Curriculum leaders manage a detailed and comprehensive VCE & VCE VM assessment schedule that recognises the importance of effective and regular moderation of school-based assessment in all studies in the VCE & VCE VM program.  They have responsibility for the VCE & VCE VM assessment program and champion and model a broad range of pedagogical and assessment strategies to ensure all students are engaged in their learning.  They provide knowledge and expertise in the investigation and innovation of methods that can be applied to the moderation of VCE & VCE VM school-based assessments. |
| **Teachers** | Teachers undertake individual professional learning to understand the range of VCE & VCE VM assessment task types within their curriculum area and to inform moderation activities.  They understand the need for assessments to reflect the study design, be fair, reliable and consistently applied.  They occasionally use student assessment data to reflect on teaching practice. | Teachers have professional conversations about the range of VCE & VCE VM assessment task types and pedagogical strategies that underpin these, within their curriculum area. They support each other to develop a common approach to the moderation process.  They develop assessment tasks that adhere to the study design, are fair, reliable and consistently applied.  They explore both internal and external student assessment data as a means to reflect on teaching and assessment moderation practice. | Teachers work effectively together to explore the breadth of VCE & VCE VM assessment task types and pedagogical strategies that underpin these, within their curriculum areas. They determine a common approach to the moderation process and monitor and evaluate its efficacy.  They are practised in the development of engaging assessment tasks that ensure coverage of the study design, are fair, reliable and consistently applied.  They regularly use both internal and external student assessment data to reflect on their teaching and assessment moderation practice and plan for refinements and improvement. | Teachers regularly collaborate to extend their understanding and expertise about the breadth of VCE & VCE VM assessment task types and pedagogical strategies that underpin these, within their curriculum areas. They consolidate a common approach to the moderation process through highly effective methodology trials and conduct ongoing evaluation of its efficacy.  They are highly accomplished in the development of rigorous and engaging assessment tasks that are fair, reliable and consistently applied and that show a deep knowledge of the study design.  They routinely use both internal and external student assessment data to interrogate their teaching and assessment moderation practice in a cycle of continuous improvement. |