**[Leanne Compton]:** Hello, my name is Leanne Compton, and I'm the Curriculum Manager for Design and Technologies at the Victorian Curriculum and Assessment Authority. With me in this video, I have Simon Van Dillen, who is the State Reviewer VCE Product Design and Technology, and Colin Chapman, who is the State Reviewer for VCE Systems Engineering.

This video is one in a series of videos we are developing to support Product Design and Technology and Systems Engineering teachers to moderate student work. This particular video will focus in on, modelling levels of achievement. It will be presented by Simon and Colin.

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**[Colin Chapman]:** Purposeful moderation processes which are a school-wide process allow us to identify exemplars. These exemplars don't have to be perfect responses to the whole range of levels of performance criteria, indicators and so on, they can be exemplars for any aspect of an assessment piece.

So an exemplar might illustrate an effective response to an individual criterion or a collection of criteria, an individual indicator or collection of indicators, or levels of performance, any of those. And exemplars may also illustrate effective responses to contexts. So school-based assessment has a strength in that allowing us to use context to evoke really interesting and engaged responses from learners with respect to showing us how they can utilise their skills as they explore key knowledge. And if we have exemplars across a variety of contexts, that'll encourage students to recognise that stimulus material is just what it should be, which is an opportunity for students to respond with the skills that you have worked with them to develop during learning and teaching activities.

**[Simon Van Dillen]:** There's a number of benefits to modelling levels of achievement. The first one really is having local examples to help the students work with levels of achievement, that then makes it relevant to your particular student cohort, that they can relate to it, that they can have a clearer understanding of it, that they live it and it makes it then the connection with it a lot stronger and a lot richer.

It's also cohort relevant. So the particular cohort of students you're working with, it's set to their particular level and how they are travelling through their learning and understanding the key skills and key knowledge that they're undertaking. And having these levels of achievement at least modelling these to show where they might be sitting at a high, medium, low, they don't always necessarily have to be always looking at the top end, looking at the very high side of things.

And I guess that really goes down to the next point of that multiple embodiment of effective responses to these, the criteria and the indicators and the levels of performance. So students have a clear understanding of where they sit in the particular works that they are presenting, the task, the learning activities and the tasks that they are performing beforehand to build their skills and build their knowledge. Where would that sit in relation to the criteria and the indicators that the students have to abide by.

**[Colin Chapman]:** So purposeful moderation allows us to collect together anonymised examples, and these anonymised examples provide opportunities for us as teachers to practise moderation, but also to help our students learn how moderation works by getting them to moderate works that are anonymisd from past cohorts. It provides an opportunity for us to explore level of achievement verbs when we're looking at the anonymised examples, it allows us to reflect on the qualities that are important for effective responses for the criteria and the indicators and levels of performance. And these anonymised examples identified through purposeful moderation, allow us to workshop how an example may have improved its response to a criterion or an indicator or a level of achievement. And this can be an activity that's conducted with our colleagues as well as with our students. And these anonymised examples can also provide opportunities for focused questioning.

**[Simon Van Dillen]:** In relation to professional learning moderation is a fantastic opportunity for teachers to strengthen their own knowledge and their own skills when it comes to developing coursework, developing assessment tasks, and looking at the different levels of achievement and where to rank students and how to rank students. It allows us to just reinforce the coherent, contextual understanding of the assessment criteria.

The more we talk about it, the more we engage with it, the more we have conversation with our peers around this strengthens our understanding and our own professional learning when it comes to that. Looking at the indicators and the levels of performance and having a stronger understanding each time we look at different levels of achievement and being able to link those to those levels of performance. And where a certain piece of student work would sit on those levels of performance and finding that continuous level the work, and the students being fair to each one.

It informs design of effective learning with teaching activities. So like Colin has said earlier, we get the opportunity to see great works that teachers do across the state, and how would they go with their learning and teaching activities and the variety that is out there. And as we have these conversations, when we are moderating with other teachers from possibly other schools, or within our own school cohort, we then can look at different ways of going about our learning and teaching activities. And when it's a whole school approach to moderation, we can even look at the way that other subject areas go about their particular learning and teaching activities, and may be able to use some of those and bring that into our own teaching practises.

And it provides continuity of quality. So making sure that we've got, the work that we're producing is to the highest level, and that we're getting the quality from our students that we possibly can, and continually being able to enhance that and refine it as we go through.

**[Colin Chapman]:** So purposeful moderation is really about continual improvement. As with any auditing type activity, the focus is on collegiality and improvement. Some of these improvements can be to do with motivation. How do we develop learning and teaching activities as well as assessment ideas, so that we can really engage and motivate the learners with whom we work.

Continual improvement in developing those sorts of broad responses and broad contexts in align with the VCAA principles of assessment that allow our students to have confidence that they are being assessed in a fair, equitable, and balanced, meaningful, valid way.

Continual improvement with respect to connection. Connecting the learner with their contexts, with the skills and key knowledge that we are developing through the courses of study that we are engaged with.

And continual improvement with respect to having education be a continual conversation about the skills, the knowledge, and the assessment tools and contexts that we are utilising to evoke the best possible response. Being careful to really focus on the strengths that our learners have.

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