**[Leanne Compton]:** Hello. My name is Leanne Compton and I'm the Curriculum Manager for Design and Technologies at Victorian Curriculum and Assessment Authority. Today I have with me, Colin Chapman, who is the state reviewer for VCE Systems Engineering and Simon van Dillen, who is the state reviewer for Product Design and Technologies. Colin and Simon will be presenting this video on the process of moderation.

This video is one in a series of videos that we are developing to support teachers in Product Design and Technology and Systems Engineering to moderate student work.

Be aware that this video is copyrighted by the VCAA. I'm going to hand over this video presentation to both Colin and Simon. Over to you guys. Thanks.

**[Simon Van Dillen]:** Thanks Leanne. To start off with, with the moderation process, we'll look at the different steps teachers should be following or looking at before undertaking moderation and how there's sort of the flow on effect. There's at times a bit of a feeling that moderation is only after the students have done their assessed tasks and the teachers sit down together but moderation is a larger process than just that and six steps that support teachers in the moderation process.

So firstly, even before undertaking any of the outcome learning tasks, need to determine the teachers who are going to be involved in this moderation. So, who would be the teachers who will sit down after students have finished an assessed task and to be doing the moderation together. These teachers should meet, discuss the performance descriptors that are going to be used in the assessment tasks and look at the topics and the approaches they might use for learning and teaching activities towards the assessment tasks.

Following that students undertake the learning activities to develop an understanding of the key skills and the key knowledge for the particular outcome. Students then undertake the assessment task to determine ranking and between, we're aware that we are between a couple of different classes or different cohorts of students, these need to be taken simultaneously to make sure we've got authentication of students work.

Students assess ... Sorry student assessment tasks that are marked and ideally blindly. So we take out the, you know, make sure that it's all fair and equitable, that there's no bias going towards any one particular student, either way. And then after we've had this mark has been done, the teachers of the particular moderation group will then meet formally again and to review the student's results to ensure there's consistency in the marking across the entire student cohort.

So, when should moderation occur? So, moderation should occur during the development of learning activities and how are we going to go about teaching the different student cohorts? It should happen during the development of effective school-assessed coursework. It should also happen throughout the evolution of the school-assessed task and touching base within the moderation group regularly. And also too, at the conclusion of any school-based assessment. So, after a student may have set a SAC or after students have submitted their evidence or their folio.

Moderation is a formal process and it needs to be viewed in this way as well. So taking minutes is very important as a recording of what may have happened during those particular meetings between teachers and the reasoning for this is a number of different reasons. And one of those is to inform professional development and look at how we actually are performing and how teachers could better perform moving forward, improved teaching and learning in support of the school-based assessment.

It's also to clarify understanding of assessment criteria, indicators and levels of performance, and allows a document to come back to later on going earlier in the year. 'How did we decide we're going to assess this?' 'Okay. Yep. Let's go back to our minutes. Here we go. This is what we talked about. This is what we're going to look for in each one of these criteria or these indicators or what levels of performance.'

It also helps improve the communication of the assessment criteria. It identifies the key knowledge and the key skill foci and supports improving learning and teaching, assessing school-wide and allows us to touch base with other study areas and look at how they've gone about their development and their moderation as they've gone through.

**[Colin Chapman]:** So there are some important elements that must inform practises with moderation. It should be collaborative and the discussion should be collegial. We're working together to a common idea, which is to ensure that our school-based assessments are congruent with the VCAA principles of assessment, as well as taking into account those unique contexts and circumstances of the learners with whom we work.

It should be a positive process and its focus should be on improvement. And as with any auditing process undertaken by the VCAA, we are concerned that the practises and processes and outcomes are improved in a way that is documented and able to be communicated across the entire school.

We need to make sure that these processes allow us to be very clear on assessment criteria, indicators and levels of performance. We need to be able to interpret the language or levels of performance in order for us to make an appropriate discrimination between levels of achievement and it needs, of course, also to be an openness to discussion. From year to year, cohort to cohort, it may well be that the understanding or application of levels of performance will change depending on the circumstances that we find ourselves in.

Possible outcomes from moderation processes that are done with purpose. We can find exemplars and these exemplars can be of high performance or moderate performance. It gives the learners as well as our colleagues some type of anchor that allows us to match the language for levels of performance, with actual examples themselves.

It helps us to identify opportunities for assessment. Sometimes when we finish a school-based assessment activity, we may have found upon reflection, that there were some opportunities to really gain a deeper understanding of student outcomes if we're perhaps given a different activity or a different breadth of activity, or asked our questions in a different way or a different focus or a different context.

It allows us also to identify cohort-specific contexts. The strength of school-based assessments, that they allow us to design school-based assessment, which are tailored to the cohort with whom we are working. And it is not reasonable to have all students working on exactly the same task across the state for school-based assessment. It needs to be context specific for our particular cohort. So, moderation allows us to identify those cohort specific contexts, which will help to motivate and enthuse the learners.

It also allows us to identify effective levels of performance and allows us to find those sorts of responses, which can inform a judgement with regard to level of performance.

Moderation should be cross-curricular, whole-school. It's an opportunity for people to work across learning areas and to learn from each other. VCAA moderation processes are universal, as well as the principles of assessment. All studies are equal in this regard. So it is important that we participate across with our colleagues in different learning areas. So, processes should encourage cross-curricular participation. They should encourage whole-school development from K through to 12.

Things that students could be offered with regard to school-based assessment to evoke a really rich response to stimulus materials, trying to satisfy a determination of an outcome can be used at all year levels. Processes should also identify backward planning opportunities. So, those processes and activities that we undertake at VCE can be backwards planned to help inform richer activities at levels that are before VCE. And these processes would be action-oriented.

Purposeful moderation really aims towards improving school processes and practises and activities. And moderation activities, which are minuted and have action items for how things might be different or change the sorts of moderation activities, which are highly worthwhile for schools.

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