

VCE Product Design and Technology VCE Systems Engineering

Process of moderation

Moderation process

1. Before undertaking outcome learning tasks, determine the teachers who will be involved in the moderation.
2. Teachers meet to discuss performance descriptors/assessment criteria, topics and approaches used for the assessment task.
3. Students undertake learning activities to develop their understanding of the key knowledge and key skills of the outcome.
4. Students undertake assessment task to determine ranking.
5. Student assessment tasks are marked, ideally blindly, to help ensure results are fair and equitable.
6. Teachers of the moderation group, meet formally, to review student results to ensure consistency across the entire student cohort.

When should moderation occur?

- During the development of teaching and learning activities.
- During the development of effective School-assessed Coursework.
- Throughout the evolution of the School-assessed Task.
- At the conclusion of any school-based assessment.

Moderation is a formal process

Minutes serve as a record that may

- Inform professional development
- Improve teaching and learning in support of school-based assessment
- Clarify understanding of assessment criteria, indicators and levels of performance
- Improve communication of assessment criteria ...
- Identify key knowledge and key skill foci
- Support improved learning, teaching and assessment school-wide.

Elements within the moderation process

- Collaborative discussion, collegial.
- A positive process, focus is on improvement.
- Clear assessment criteria, indicators and levels of performance.
- An openness to discussion.

Possible outcomes

- Identification of exemplars.
- Identification of opportunities for assessment.
- Identification of cohort-specific contexts.
- Identification of effective levels of performance.

Cross-curricula, whole-school opportunities

- Processes should encourage cross-curricula participation.
- Processes should encourage whole-school development.
- Processes should identify backward-planning opportunities.
- Processes should be action-oriented.

For further information

**Dr Leanne Compton, Curriculum Manager–Design
and Technologies**

leanne.compton@education.vic.gov.au

t: 9059 5145