

Online moderation workflow

MODERATOR

The moderator logs in to **Schools Online** and selects a moderation task from the **moderation summary** page.



The moderator uses the review guidelines to independently review student folios at the inspection points **highlighted** for review for each assessment type using the following **workflow**.

A to E inspection points

(lowest A, lowest B, lowest C, highest D, lowest E)

Confirm

Adjust

Evidence in the student folio supports the result awarded. The moderator **confirms the school result** by entering 'Y' in the 'Confirm' column.

Evidence in the student folio does **not** support the result awarded. The moderator recommends an **adjustment** to the result by entering 'N' in the 'Confirm' column and the recommended grade level in the 'Recommendations' column. The moderator completes a performance standards record that reflects the recommended grade level.

The moderator reviews student folios **highlighted** for review at the grade levels closest to the grade level to be adjusted.

Evidence in the student folio supports the result awarded. The moderator **confirms the school result** by entering 'Y' in the 'Confirm' column.

The moderator continues reviewing student folios at the next closest grade level(s) until a result can be confirmed.

A+ inspection point

Moderator reviews half of the A+ student folios

Confirm

Adjust

Evidence in the A+ student folio consistently demonstrates sustained achievement at the upper A level. The moderator **confirms the school result** by entering 'Y' in the 'Confirm' column.

Evidence in the A+ student folio does **not** consistently demonstrate sustained achievement at the upper A level. The moderator recommends an **adjustment** to the result by entering 'N' in the 'Confirm' column and the recommended grade level in the 'Recommendations' column. The moderator completes a performance standards record that reflects the recommended grade level.

The moderator continues to review the A+ student folios **highlighted** for review.

When the moderation process has been completed for all assessment types, the moderation task is submitted to the supervisor and/or the SACE Officer – Curriculum and Assessment (SOCA). The moderator selects another moderation task from the moderation summary page.

A supervisor reviews the recommendations to adjust results.

Review guidelines

MODERATOR



The Moderator Review Guidelines will help *moderators* in identifying some key features of the moderation sample in reviewing assigned grade levels. *Moderators* work individually in the online and the paper (white bags) moderation space.

Moderator review guidelines:

- Begin with the Performance Standard Record (PSR). Note the school result and profile of achievement recorded by the school.
- Note if Variations in Moderation Materials (VMM) is provided before viewing student materials.
- Focus on the knowledge and learning of the assessment design criteria demonstrated at the grade level assigned by the school. In most subjects it is not necessary to review each individual specific feature.
- Actively look for evidence that is consistent with the grade level(s) assigned by the school.
- Recognise unexpected evidence of the performance standards (e.g. any evidence of the assessment design criteria can be used to inform the *moderators* decision to confirm the school results).
- Scan the assessment type as a whole, and then focus on evidence in specific tasks. It is not necessary for *moderators* to open and review every task or every detail in a task. A more detailed review is only necessary when doubt is raised about the grade level(s) assigned.
- Avoid distractors and evidence that is not relevant to the performance standards (e.g. effort, untidy work, teacher comments).
- When it is difficult to find evidence that is consistent with the grade level(s) assigned by the school, identify the criteria that are consistent with the assigned grade level(s). Consider whether there is obvious or substantial evidence of the identified criteria at a different grade level.
- Obvious evidence is important, significant, and easily recognizable. Obvious evidence is not nuanced or subtle. Substantial evidence is defined as evidence that is considerable size, frequency or worth.
- *Moderator* recommendations must be aligned to the performance standards and calibration activities.