Online moderation workflow

MODERATOR

The *moderator* logs into 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

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

Adjust

Evidence in the student folio does **not** support the result awarded.
- Moderator recommends an **adjustment** to the result. Enter 'N' in the 'Confirm' column.
- Select the grade level in the 'Recommendations' column.
- Complete performance standards record that reflects the recommended level.
- Complete the comments boxes of "Obvious" and "Substantial" (optional).
- Use the S.E.A comment format.

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

Confirm

Evidence in the student folio supports the result awarded. Moderator confirms the school result by selecting 'Y' in the 'Confirm' column.

Adjust

Moderator continues reviewing student folios at the next closest grade level(s) until a result is confirmed.

A+ inspection point
(*Moderator* reviews half of the A+ student folios)

Confirm

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.

Adjust

Evidence in the A+ student folio does ***not*** consistently demonstrate sustained achievement at the upper A level.
- *Moderator* recommends an **adjustment** to the result by entering 'N' in the 'Confirm' column.
- Select the grade level in the 'Recommendations' column.
- Complete performance standards record that reflects the recommended grade level.
- Complete the comments boxes of "Obvious" and "Substantial" (optional).
- Use the S.E.A comment format.

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.*
The moderator selects another moderation task from the moderation summary page.
A supervisor reviews the recommendations and comments 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 moderation space.

Moderator review guidelines:

- Begin with the *Grade level* indicated by the school for the sample. This is the result that the moderation process is seeking to confirm. Note the Performance Standard Record (PSR) as an additional source of evidence.
- Note the LAP and 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 (PSR). In most subjects it is not necessary to review each individual specific feature in all Assessment Types.
- 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 following this, then focus on evidence in specific tasks.
- 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, text choice).
- When evidence is inconsistent with the grade level(s) assigned by the school, identify the criteria that are aligned with the recommended grade level(s).
- Consider whether there is obvious or substantial evidence of the identified criteria at a different grade level.
- Using the S.E.A comment format, *moderators* can provide what Specific Features and Evidence they are using to make their recommended shift.
- Comments should use the word "sample" as the subject rather than, "the student" or "the teacher" where possible.
- Obvious evidence is important, significant, and easily recognisable. Obvious evidence is not nuanced or subtle.
- Substantial evidence is defined as evidence that is of considerable size, frequency or worth.
- *Moderator* recommendations must be aligned to the performance standards and calibration activities.