

Moderation: a system's approach

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Learning Media



It is necessary to draw on multiple sources to develop a comprehensive picture of the:

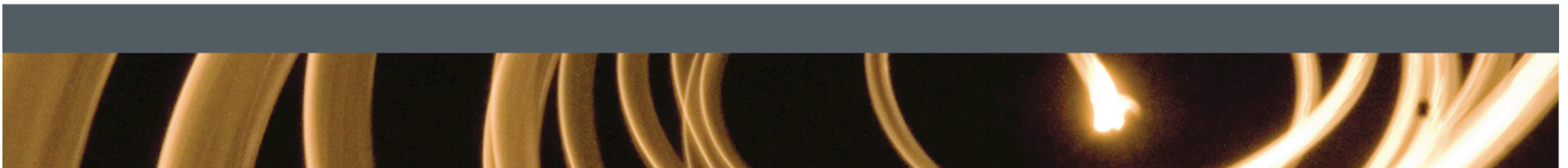
- areas of progress
- areas requiring attention, and
- what a student's unique progress looks like

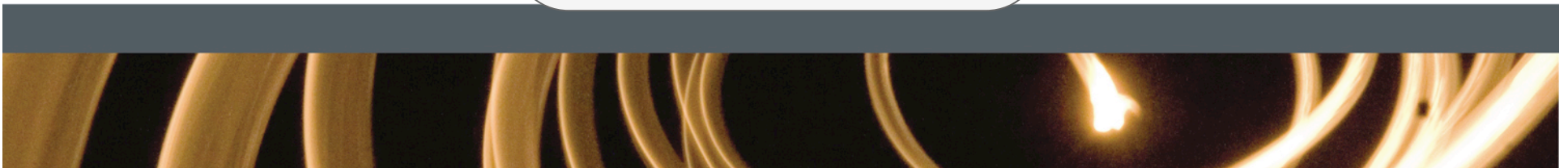
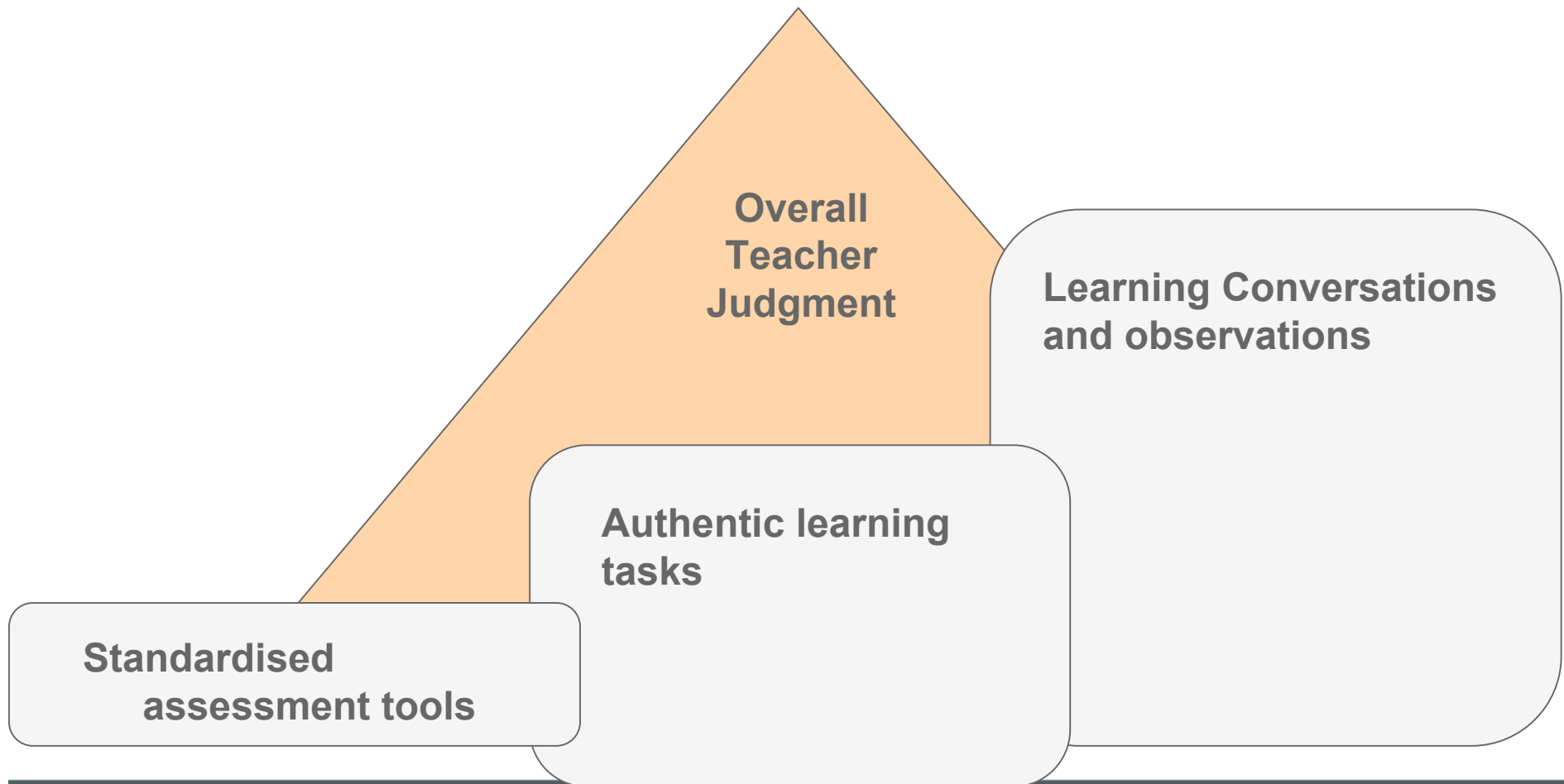
to support:

- students in understanding their learning and next steps
- parents and other stakeholders to best support student learning
- a process of review and improving current assessment practices

<http://assessment.tki.org.nz/Overall-teacher-judgement>

<http://nzcurriculum.tki.org.nz/National-Standards/Professional-development/Professional-learning-modules/Knowledge-of-the-learner>



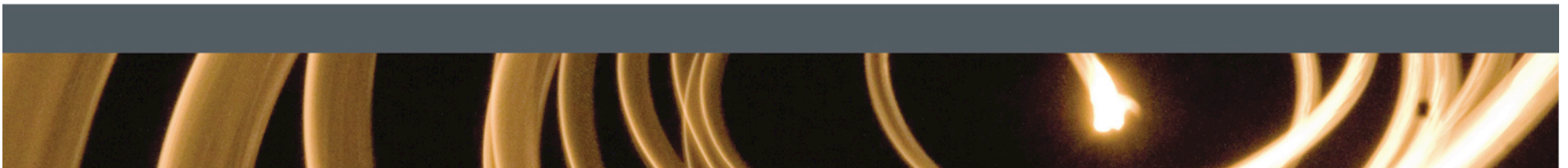


These judgements need to be **defensible**

There needs to be **school-wide moderation processes** that leads to:

- Shared understanding of the expectations and the standards
- Consistency in the decisions about student learning

<http://assessment.tki.org.nz/Moderation>



Effective moderation improves teaching, learning, assessment and reporting

Fundamental to moderation is teacher and school leader knowledge of content, assessment, teaching and learning processes

Moderation leads to more accurate, comparable and equitable teacher judgments that lead to more effective classroom and school-wide decisions about supporting student learning

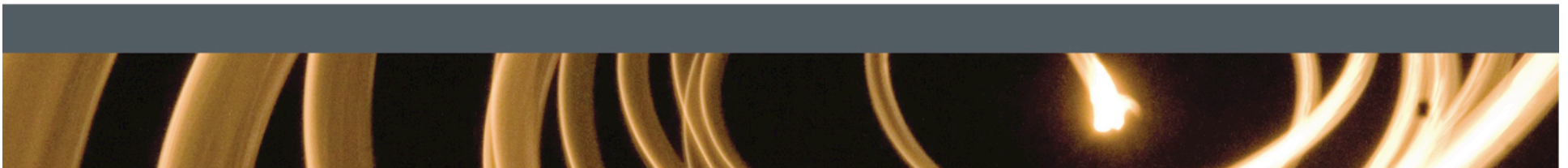
Based on first draft of Moderation module



The process:

- **Starts** with the planning of teaching, learning and assessment
- Involves **teachers working together**
- **Specific shared criteria** used for evaluation of evidence
- Specific shared criteria are **exemplified**
- There are roles for **school leaders, teachers** and **students** in the process

<http://nzcurriculum.tki.org.nz/National-Standards/Key-information/Fact-sheets/Moderation>



Process over time	Moderation for 1 assessment tool e.g. <u>asTTle</u> writing	Moderation for many artefacts ¹	Description of different responsibilities		
			Leaders	Teachers	Students
Planning	<ul style="list-style-type: none"> Choosing a purpose that is appropriate for school curriculum Developing a shared expectation of the: <ul style="list-style-type: none"> Criteria for judgement Administration processes Purpose of the task Deciding who to use the tool with (e.g. which ELL not to include) Understanding of the whole task Developing a timeline for the whole process Ensuring students understand the purpose and usefulness of the assessment 				
Implementation	<ul style="list-style-type: none"> Checking the administration is followed Having a catch up system Linking the task into class learning 				
Evaluation	<ul style="list-style-type: none"> Developing shared understanding before marking for consistency in decisions Developing processes for: <ul style="list-style-type: none"> Mark/cross check Loading data/ cross check Using the analysed information in ways that involve students/ teachers/ leaders 				
	One judgement	An overall judgement			



The Principal knows the years 1 - 3 teachers have used running records and wedge graphs but the data has never been collected in a school system.

The school has been involved in the Numeracy project over the years and the teachers effectively use GLOSS and asTTle maths.

A school has used STAR at the beginning of the year and end of the year to report to the Board and to group students in the classroom.

The school has been involved in writing professional learning and have a sound understanding of the criteria for asTTle writing and level 1 writing. This data is collected in the SMS for all year levels.

