



**ACT Board of Senior Secondary Studies**

**System Moderation**

**A Guide to Moderating Presentations**

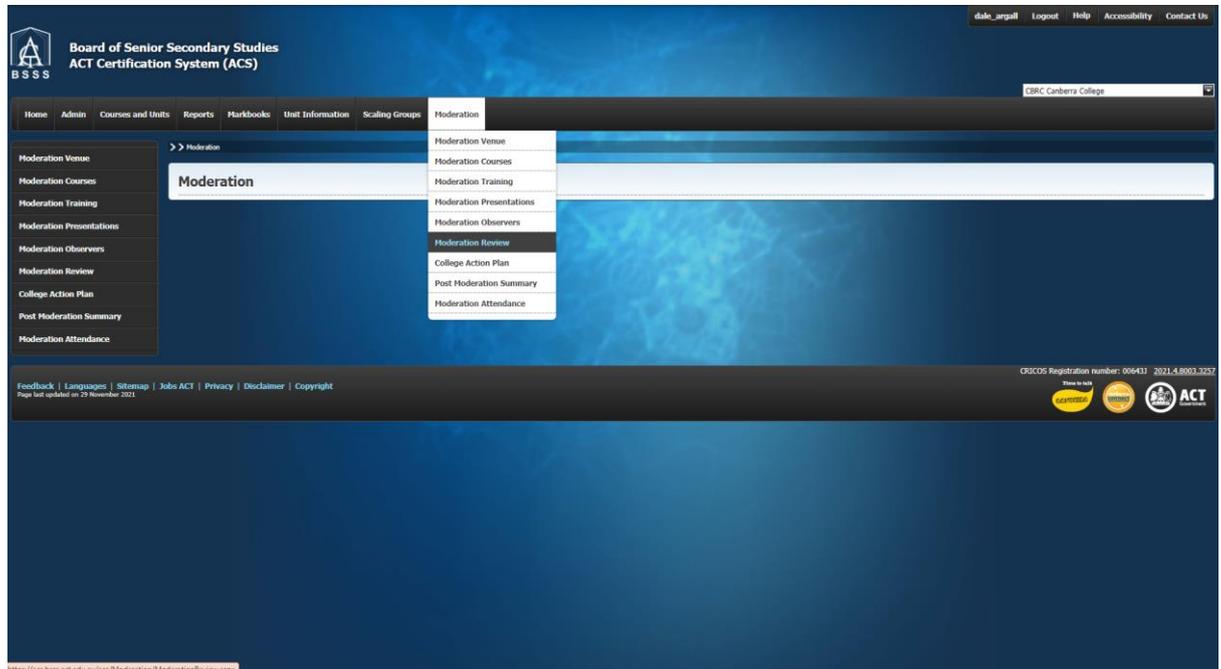
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## Accessing presentations

1. Login to Dropbox using the link provided.
2. Locate the course or course you have been allocated to review.
3. Open the presentation assigned for review.
4. Login to ACS and navigate to the Moderation Review Tab



5. Search for the allocated presentation in ACS – Moderation Review. Use the School and Course boxes to refine your search.
6. Click the + icon and to open the presentation.
7. Add a new Moderation Review Checklist (Pink MRC)
8. During the Moderation Review Checklist you will be reviewing the presentation documents and student evidence against the following criterion:
  - a. Curriculum Coverage of the suite of assessments
  - b. Reliability of the suite of assessments
  - c. Levels of Thinking asked in the suite of assessments
  - d. Feedback provided to students
  - e. Provision of materials (if required)
  - f. Grade agreement using the language and the Achievement Standards
9. Save the Review Checklist

## Resources to support the moderation process

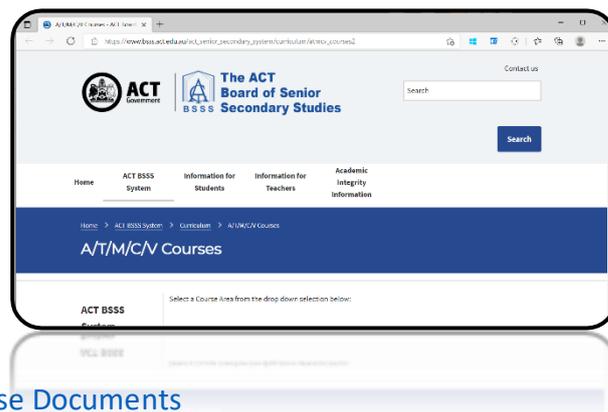
The following resources below will support the moderation process.

### 1. ACT Board of Senior Secondary Studies Quality Assessment Guidelines

Click link [BSSS Quality Assessment Guidelines](#)

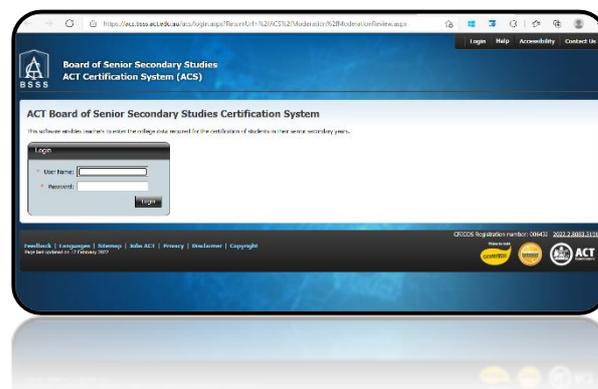


### 2. BSSS Course Documents



Click link [BSSS Course Documents](#)

### 3. ACS



Click link [ACS](#)

## Reviewing presentations

### Curriculum Coverage

Coverage of the curriculum refers to assessment that measures key knowledge, understandings and skills conveyed in the unit goals, content descriptions and Achievement Standards.

Review the suite of assessments using the following guiding statements and questions:

- *Do the assessment tasks cover the curriculum required according to the course document?*
- *Do the assessment tasks align with the Achievement Standards, unit goals, and content descriptions?*
- *Assessments are not too big or small: assessing irrelevant content or criteria or missing important content or criteria.*
- *Is the suite of assessment planned, aligned with, and suitable for the development of the skills of the course goals?*
- *Are the General Capabilities and Cross Curriculum Priorities seamlessly integrated?*

### Review Steps

1. Review the suite of assessments using the questions above
2. On your Pink Review Checklist choose the level of Curriculum Coverage for the suite of assessments implemented. Refer to the Quality Assessment Guidelines glossary at the end of this document to assist differentiating the levels of attainment.
3. Formulate a comment using specific evidence from the tasks which supports the chosen level. This is required.

#### - Curriculum Coverage

Indicate the level to which the suite of assessments covers the curriculum of the unit presented and integrates the General Capabilities.

- Outstanding Coverage: The suite of assessment tasks is strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Seamless integration of the relevant General Capabilities
- High Coverage: The suite of assessment tasks is thoughtfully planned for alignment with Achievement Standards and relevant General Capabilities
- Satisfactory Coverage: Tasks are appropriately planned: not too big (assessing irrelevant content), nor too small (missing important content). Engagement with General Capabilities is evident
- Minimal Coverage: Assessment requires refinement. Some are either too big or too small, distort the curriculum intent or provide minimal engagement with the General Capabilities
- No Coverage: Tasks are unplanned or uneven, either too big or too small. Curriculum intent is extensively distorted and offer no opportunity to engage in the General Capabilities

Comments - include specific details for the chosen level (required)

## Assessment Instrument Reliability

Reliability of assessment refers to minimising variance of non-relevant factors in assessment measurements through clarity of instructions, standardisation of assessment conditions, comprehensive and clear marking guides, school-based moderation, and consensus of grade level evidence.

Review the suite of assessments using the following guiding statements and questions:

- *Is the suite of assessment reliable? Do they have a clear marking scheme and rubric?*
- *Are the tasks and conditions designed to remove sources of non-relevant measurements?*
- *Are the assessment conditions clear, and consistent and enforced?*
- *Are the assessment instructions and rubric/ marking criteria clear to ensure consistency in student and marker interpretation?*
- *Is consistency of marking ensured through an identified moderation process? For example:*
  - *Single marker of task or sub-task*
  - *Double marking or sample double marking*
  - *Marking calibration activity*
  - *Sample scripts/ responses*
  - *In school moderation discussion*

### Review Steps

1. Review the suite of assessments using the questions above
2. On your Pink Review Checklist choose the level of Assessment Reliability for the suite of assessments implemented. Refer to the Quality Assessment Guidelines glossary at the end of this document to assist differentiating the levels of attainment.
3. Formulate a comment using specific evidence from the tasks which supports the chosen level. This is required.

#### - Assessment Instrument Reliability

**Indicate the level to which the assessment tasks are reliable and display clear marking schemes or rubrics.**

- Outstanding Reliability: The suite of assessment tasks is strategically designed to remove all sources of non-relevant measurement. Assessment conditions are clear and consistent. Marking schemes and rubrics are clear and ensure consistency in student and assessor interpretation using the language of the Achievement Standards
- High Reliability: The suite of assessment tasks is thoughtfully designed to remove sources of non-relevant measurement. Assessment conditions are clear and do not advantage or disadvantage individual students. Marking schemes and rubrics are clear and aim to reduce marker variation using the language of the Achievement Standards
- Satisfactory Reliability: Assessment tasks and conditions are designed with some considerations for reducing sources of non-relevant measurement. Marking schemes or rubrics developed for tasks using language of the Achievement Standards and applied appropriately
- Minimal Reliability: Assessments are designed with minimal consideration of reducing sources of non-relevant measurements. Assessments could be interpreted differently by different students. Marking schemes or rubrics are underdeveloped, difficult to interpret or without link to the Achievement Standards
- No Reliability: Assessment requirements not clearly stipulated to students. No rubric or marking key provided or language used may be interpreted differently or is highly contestable

Comments - include specific details for the chosen level (required)

## Levels of Thinking

Levels of thinking refers to assessment that makes provision for a range of cognitive demands and levels of understanding based on theoretical models, such as the Bloom or SOLO taxonomies.

Review the suite of assessments using the following guiding statements and questions:

- *Does the suite of assessment allow for the full range of levels of thinking?*
- *Assessment tasks are designed to allow students to engage at progressively higher cognitive demands*
- *Students are supported through a range of thinking levels and verbs clearly articulating cognitive requirements such as Bloom or SOLO taxonomy*
- *Do assessments demonstrate that there are high expectations for all learners at all levels of learning?*
- *Higher order thinking skills such as creativity, problem solving, abstract thinking, and synthesis of ideas across concepts and domains are included in all tasks?*
- *The suite of assessment is flexible and varied using a range of assessment modes?*

### Review Steps

1. Review the suite of assessments using the questions above
2. On your Pink Review Checklist choose the Level of Thinking for the suite of assessments implemented. Refer to the Quality Assessment Guidelines glossary at the end of this document to assist differentiating the levels of attainment.
3. Formulate a comment using specific evidence from the tasks which supports the chosen level. This is required.

#### - Levels of Thinking

##### Indicate the level assessment tasks expect progressively higher cognitive demands.

- Outstanding Levels of Thinking: All assessment instruments are comprehensively designed and provide opportunities for engagement within progressively higher cognitive demands. Students are supported in a range of thinking levels in questions and tasks using verbs which clearly articulate the cognitive requirement. High expectations for all learners and opportunities for extensions are planned
  - High Levels of Thinking: All assessment instruments are clearly designed and provide opportunities for engagement at progressively higher cognitive demands. Students are presented with a range of thinking levels and verbs articulate most cognitive requirements. There are high expectations for all learners at all levels of learning and opportunities for extending learners is evident
  - Satisfactory Levels of Thinking: Assessment instruments are designed around the thinking progression of the Achievement Standard. Students are presented with some opportunities to demonstrate a range of thinking levels and verbs articulate the cognitive requirements. There are some high expectations for most learners and extension opportunities may be possible
  - Minimal Levels of Thinking: Assessment instruments are limited for the top students who are unable to show the extent of their thinking. High expectations for all learners are not evident or lacking opportunities to extend their thinking. Questions are restricted or narrow in conception with minimal opportunity for the student to demonstrate higher order thinking skills or application of knowledge, understanding and skills
  - No Levels of Thinking: Assessment instruments are one dimensional and do not encourage a range of thinking levels. There are no expectations for learners to extend their thinking. Assessment mode is narrow
- Comments - include specific details for the chosen level (required)

## Feedback to Students

Helpful, future focused and growth promoting feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent. (Seven Keys to Effective Feedback, 2012)

Review the feedback provided to students on all assessment instruments using the following guiding questions:

- *Does the feedback identify areas of strength and deficiency?*
- *Is feedback targeted to the goals of the assessment and unit?*
- *Is the feedback clear and constructive to support future growth?*
- *Is specific and detailed feedback provided on all assessment instruments?*

### Review Steps

1. Review the suite of assessments using the questions above
2. On your Pink Review Checklist choose the Level of Feedback on the student evidence submitted.
3. Formulate a comment using specific evidence from the feedback provided to students which supports the chosen level. This is required.

**Indicate the level of feedback is that is provided to students to support future growth and improvement.**

- Outstanding Levels of Feedback: Comprehensive feedback provided to students on all assessment instruments which identifies areas of strengths and future improvements regarding assessed knowledge, skills and understanding. All assessments include targeted and constructive feedback for future growth.
- High Levels of Feedback: Detailed feedback provided to students on all assessment instruments which identifies areas of strengths and future improvements regarding assessed knowledge, skills and understanding. All assessments include constructive feedback for future growth.
- Satisfactory Levels of Feedback: Satisfactory feedback provided to students on all assessment instruments which identifies aspects of strengths and areas for improvement regarding assessed knowledge, skills and understanding. Some assessments lacking feedback for future growth
- Minimal Levels of Feedback: Feedback to students is minimal or inconsistent across the suite of assessments. Lacks clarity in areas of strength and future growth. Feedback lacks relevance to the assessed knowledge, skills and understanding. Solutions not provided to students.
- No Level of Feedback: Specific feedback is missing or extremely limited on all tasks.

Comments - include specific details for the chosen level (required)

## Provision of Materials/ Organisation of Presentation

This section is only required if the provision of materials or their organisation inhibits or affects the review process. For example, digital evidence is not provided, student work is not clearly identified, excessive sub folders make navigation difficult. A comment is required if any criterion is incomplete. Multiple boxes can be selected.

- Provision / Organisation of Materials (Enter N/A if no comment required)

### Tick boxes where appropriate.

- Presentation is complete (no omission of evidence or documentation).
- Presentation folders are identified and organised as per requirements and is easy to navigate.
- Presentation contains appropriate evidence for review, such as, practical, digital, and audio visual.
- Presentation materials are accessible to reviewers

Comments - Include specific details where incomplete

## Unit Grade Decisions

This section requires reviewers to identify evidence to support the allocation of the grade for the presentation. Your review will be informed by the relevant Achievement Standards.

Affirmation or disagreement with the grade awarded by the college must make reference to the Achievement Standards.

ACS coding has not been updated to reflect a comment for both affirmation and disagreement. As such a comment will not appear for a compulsory comment when a grade is affirmed as it does for a disagree.

A comment explaining the reviewers judgment should be commented for **all** agreements and disagreements.

For example – See comment below.

- Unit Grade Decisions (this section must be filled in before completing)

Portfolio Number	Grade awarded by College	Grade awarded by Reviewer	Reason/s for change of grade by REVIEWERS: Please use terms from Course Framework grade descriptors
1	A	A ▼	Lab Report 1- Demonstrates student ability to analyse the fundamental properties and functions of system components, processes and interactions. Student analyses the nature, function and limitation of theories. Student designs, conducts and improves safe and ethical enquiry. Research Report 2- Student communicates concisely, effectively and accurately Exam 3 - Student explains properties and functions of theories and models
2	C	D ▼	Lab Report 1- Student identifies properties and functions. Student identifies without description nature and function of theories and models with some evidence. (D) Research Report 2 - Student communicates demonstrating some scientific literacy, in a range of modes, representations, and genres with some evidence and inconsistent referencing (D) Exam 3- Student describes the fundamental properties and functions of system components, processes and interactions, and how they are affected by factors (C) Reviewers believe that evidence according to the Achievement Standard aligns with a D Grade

## Generating the presentation review proforma

If allocated the Green labelled (Maths, English, RE) or a Standard labelled (Course Name, unit value) presentation in Dropbox you will be required to generate and complete the Presentation Review Proforma.

**Note** – If allocate the Pink Labelled (Maths, English, RE presentation in Dropbox or are reviewing at an international school you **will not** complete a Green PRP

Use this Presentation Review Proforma (PRP) to record your final decisions on the presentation. The comments on this form will be returned to the college, following review by the OBSSS.

- Unit Grade Decisions

Portfolio Number	Grade awarded by College	Grade awarded by Reviewer	Reasons for change of grade by REVIEWERS: <small>Please take notes from College Framework grade descriptors</small>
1	A	<input type="text"/>	
2	B	<input type="text"/>	
3	C	<input type="text"/>	

- Curriculum Coverage

Comments:

- Assessment Instrument Reliability

Comments:

1. Click on the button to Add a new Presentation Review Proforma
2. This will open a Green PRP
3. All Pink review Checklists will also be viewable for use (minimum of 1 for Standard labelled and 2 for Green labelled and those also reviewed by international schools labelled with an \*)
4. Use the comments in the Pink Checklists to create a final comment for each criterion
5. Comments in the Green PRPs are visible to the submitting college and should therefore be detailed and considered in their construction
6. Grade disagreements should be discussed with other colleagues, Head of Faculty or SGL if available (contact through Moderation Coordinator)
7. Save and submit to SGL once all sections have been complete
8. Be available for any SGL questions

## Glossary

Term	Definition
Ability	having skills or proficiency in an area.
Academic Integrity	the assurance that student work is the genuine product of the student being assessed.
Appropriate	sound, suitable, relevant, some connection between variables, fulfilling foundation requirements, major issues addressed and planned.
Assessment Plan	comes from the Program of Learning and has 3 steps: Step 1: What do we want students to show evidence of? (what are the big ideas in the unit?) Step 2: What evidence do we need to collect to support these claims? Step 3: What task will allow this evidence to be collected?
Bias	favouring a student or students over others based on factors other than the key knowledge, skills, and understandings of the student in the unit.
Capability	the capacity of a student to perform a specific task.
Conceptual understanding	refers to students who grasp ideas in a transferrable way and apply ideas across domains.
Cognitive understanding	refers to the mental processes involved in gaining knowledge and comprehension.
Curriculum Coverage	assessment covers the curriculum and its intent without being 'too small' (construct under-representation) and failing to assess what it should or 'too big' (construct irrelevant variance) assessing things which it should not.
Embedded practice	seamless and frequent high-quality practice, which is evidence based, practice aligns with curriculum.
Fair and equitable	fair consideration means students receive non-discriminatory practices regardless of their personal situations. Equitable consideration means students receive the same opportunity to reach a specific objective while specific considerations are in place. See <a href="#">BSSS website</a> for more information.
Knowledge, understanding and skills	knowledge is discrete information, ideas and facts, understanding is building connections between inter-related ideas of a concept, skills relates to the ability to apply knowledge and understanding in familiar and unfamiliar contexts.
Learning progression	a continuum that maps key stages in the development of a learning domain (e.g. reading and mathematics) from simple beginnings through to complex interpretations and applications.

Levels of Thinking	using theoretical frameworks such as <a href="#">Bloom's Taxonomy (1956)</a> , <a href="#">Anderson and Krathwohl's Taxonomy (Bloom's revised taxonomy) (2001)</a> or <a href="#">SOLO Taxonomy (Biggs &amp; Collis, 1982)</a> to describe phases of understanding and application, and the interconnectedness with other concepts or ideas.
Marking Bias	factors which influence marking and cause marking to be skewed. See here for <a href="#">an overview</a> .
Non- relevant variance in measurements	factors other than knowledge, understanding and skills in the unit.
Program of Learning	A plan that a college develops to implement a course for a subject to ensure that the content descriptions are taught and learned.
Reliability	valid inferences of student knowledge, understanding and skills in the domain, by minimising the influence of non-relevant factors in the measurement.
Sensitive and empowering	having or displaying an appreciation and consideration of others' points of view.
Strategic	deliberate, evidence based, future focused, acutely focused on the needs of students, having breadth and depth, alignment of all variables.
Student Engagement	students who are unmotivated to complete an assessment will not produce reliable or valid assessment results as they will not demonstrate what they truly know or understand.
Thoughtful	reflective, attentive to the present context, responds to the needs of students, has breadth, purposeful.
Types of marking/ in school moderation	see here for <a href="#">an overview</a> of in-school marking and moderation.
Validity	how fit for purpose the assessment is for the domain being assessed.