

BSSS Quality Assurance Report



B S S S

Continuous Improvement Tool

Using the Quality Assurance Report Improvement Tool

Moderation Day feedback reflects the professional judgments of ACT Senior Secondary teachers and provides valuable opportunities for continuous improvement. The BSSS System Moderation Matrices and Risk Mitigation Plan encourages schools to actively engage with Moderation Day feedback to reflect on, and address where necessary areas of concern identified by their peers following a Moderation Day.

Whilst it is acknowledged that professional judgements may vary between teachers at Moderation Days, best practice would suggest all feedback is received has value. Where disagreement between reviewers and submitting teachers exists, a school leader may consider reviewing and reflecting on the feedback only. Where feedback suggests a more significant or an ongoing concern, the BSSS Moderation Matrices and Risk Mitigation Plan identify the timeline available for schools to make necessary adjustments.

The following mapping document has been designed for schools to engage with and reflect on Moderation Day feedback on some or multiple elements of a presentation before determining any adjustments that might be required. Each Moderation Day review criteria can be examined through a series of questions and reflection.

Additional support resources are available on the BSSS website to assist in this process:

- [*BSSS Quality Assessment Guidelines*](#) - Useful in the development and review of assessment tasks
- [*Writing Robust Rubrics*](#) –Online course whereby teachers work through activities evaluating rubrics and get access to the Rubrics Handbook which outlines Professor Griffin’s rubric criteria and gives examples. A final activity is focused on writing rubrics for the relevant subject area.
- [*Introduction to the ACT BSSS Frameworks*](#) – A variety of online courses for each BSSS Framework whereby teachers consider the learning and assessment requirements under a specified Framework.
- [*Differentiating Curriculum*](#) – Online course whereby teachers engage with differentiating the curriculum for Years 11 and 12 students based on the Achievement Standards.
- [*Writing a Program of Learning*](#) – Online course whereby teachers work through activities which focus on curriculum and how this is enacted in the classroom. The final activity is focused on writing a program of learning for the relevant subject area.

The Office of the BSSS is also available to support and assist schools in their continuous improvement associated with Moderation Day feedback. Please contact Curriculum and Quality Assurance Officers at bsssmoderation@act.gov.au to discuss these opportunities.

Curriculum Coverage

Do the assessment tasks cover the curriculum of the BSSS course and unit being delivered?

Key considerations:

- Is the suite of assessment tasks strategically planned for alignment with the course document, including the Achievement Standards, unit goals and content descriptions?
- Are or can the General Capabilities and Cross Curriculum Priorities be integrated in a meaningful way?
- Are the assessments of an appropriate size and structure, not too big: assessing irrelevant content; nor too small: missing important content?
- Is there content being taught and assessed from another unit within the course where it shouldn't be?

Addressing Moderation Feedback– Minimal or None

See Curriculum Coverage Mapping document below.

Curriculum Coverage		Moderation Day feedback:
Consideration	Criteria	Evidence, Reflection and Adjustment
Course Document	Does the language of the tasks (task requirements and questions) reflect the Achievement Standards for the relevant cohort?	
	Do the tasks clearly reflect unit specific goal or goals?	
	Do the tasks address specific content descriptions?	
General Capabilities and Cross Curriculum Priorities	Do the tasks integrate any General Capabilities in a meaningful and valid way?	
	Do the tasks integrate any Cross Curriculum Priorities in a meaning and valid way?	
Assessment Size	Do the tasks assess only relevant unit content and are of appropriate size. E.G., the task assesses elements only reflected in the Achievement Standards	
Overall Comment:		

Assessment Reliability

Are the assessment tasks reliable, clear and include informative rubrics or marking keys?

Key considerations:

- Are the instructions/ questions clear and unambiguous to student and teacher interpretation?
- Is their consistency of marking through the use of a rubric or marking scheme with clear alignment to the course Achievement Standards?
- Are the assessment conditions clear, consistent, and enforced?
- Are in-school moderation processes utilised for consistency of grading?

Addressing Moderation Feedback– Minimal or None

See Assessment Reliability mapping document below.

Assessment Reliability		Moderation Day feedback:
Consideration	Criteria	Evidence, Reflection and Adjustment
Task instructions and expectations	Are the instructions/ questions clear and unambiguous to student and teacher interpretation?	
	Are the assessment conditions clear, consistent, and enforced?	
Consistency of marking	Is consistency of marking achieved through the use of a rubric or marking scheme with clear alignment to the course Achievement Standards?	
	Are in-school moderation processes utilised for consistency of grading?	
Overall comment:		

Levels of Thinking

Do the assessment tasks all cater for a range of abilities by providing for a range of responses and levels of thinking?

Key considerations:

- Do the assessment tasks allow students to engage at progressively higher cognitive demands, supported through a range of levels using verbs from the Achievement Standards to clearly articulate the cognitive requirements?
- Do the tasks demonstrate 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 are included?
- The suite of assessment tasks is flexible and varied, using a range of assessment modes as advised in the Task Type table in the course document?

Addressing Moderation Feedback– Minimal or None

See Levels of Thinking mapping document below.

Levels of Thinking		Moderation Day feedback:
Consideration	Criteria	Evidence, Reflection and Adjustment
Progressive higher demands	Do all assessments allow for students to engage at progressively higher cognitive demands?	
	Are students supported meeting a range of levels through the use of verbs from the achievement standard (or align)?	
High expectations	Do all tasks have high expectations for all learners?	
Higher order thinking skills	Do the assessments offer students the opportunity to exhibit higher order thinking skills such as creativity, problem solving, abstract thinking or synthesis of ideas?	
Modes of assessment	The suite of assessment tasks is flexible and varied, using a range of assessment modes as listed in the Task Type table in the course document?	
Overall Comment:		

Feedback to Students

Is feedback to acknowledge strengths and future improvements provided to students on all tasks?

Key considerations:

- Do all tasks contain feedback to students identifying strengths of their work?
- Do all tasks contain feedback to students on how they can improve in the future?
- Is all feedback relevant to student performance against the Achievement Standards and the expectations of the task?

Addressing Moderation Feedback– Minimal or None

See Feedback to Students mapping document below.

Feedback to Students		Moderation Day feedback:
Consideration	Criteria	Evidence, Reflection and Adjustment
Feedback on tasks	Do all tasks contain feedback to students identifying strengths of their work?	
	Do all tasks contain feedback to students on how they can improve in the future?	
	Is all feedback relevant to student performance against the Achievement Standards and expectations of the task?	
Overall Comment:		

Provision of Materials

Do all materials provided to students contain the necessary and correct information and has all materials required for accurate moderation been provided in the presentation?

Key considerations:

- Do all tasks have an assessment cover sheet which contain accurate information and instruction (consistent dates, policies and procedures, instructions, assessment conditions etc)?
- Do all tasks have a tailored rubric or marking scheme?
- Do all student assessments have a clearly visible mark and A-E grade which is identical to that in ACS?
- Has all the necessary student evidence been submitted, is clearly labelled to identify student, and its accessibility has been checked to allow for accurate moderation to occur?
- Are there appropriate explanations when student evidence is unavailable such as where an estimate or non-submission has occurred?
- Has the correct grade portfolio been provided, or explanation provided for an alternative?

Addressing Moderation Feedback– Incomplete

See Provision of Materials mapping document below. An additional document (Presentation Preparation Checklist) is available to support preparation of presentations for moderation on the BSSS website [here](#). This is based on the checklist used by BSSS staff when assessing the Provision of Materials criterion.

Provision of Materials		Moderation Day feedback:
Consideration	Criteria	Evidence, Reflection and Adjustment
Assessment Documents	Do all tasks have an assessment cover sheet which contains accurate information and instruction (consistent dates, policies and procedures, instructions, assessment conditions etc)?	
	Do all tasks have a tailored rubric or marking scheme which reflects the Achievement Standards of the course?	
	Do all student assessments have a clearly visible mark and A-E grade which is identical to that in ACS?	
Student Evidence	Has all the necessary student evidence been submitted, is clearly labelled to identify student, and its accessibility has been checked to allow for accurate moderation to occur?	
	Are there appropriate explanations when student evidence is unavailable such as where an estimate or non-submission has occurred?	
Moderation requirements	Has the correct grade portfolio been provided, or explanation provided for an alternative?	
Overall Comment:		

Grade Affirmation

Does the grade allocated to the work in each assessment/ overall portfolio reflect what is required by the Achievement Standards for its awarding?

Key considerations:

- Was the Achievement Standard applied correctly to the student work?
- Did a task or tasks, through their design, limit a student from demonstrating the necessary standard against the Achievement Standard?
- Did missing or inaccessible evidence mean the reviewer could not confidently, based on the evidence provided, affirm the grade resulting in an Insufficient Evidence (IE)?

Consider undertaking a mapping or annotations exercise on the suite of assessments against the Key Considerations. See Grade Affirmation mapping document.

Addressing Moderation Feedback– Grade disagreement or Insufficient Evidence

See Grade Affirmation mapping document below.

Grade Affirmation		Moderation Day feedback:
Consideration	Reflection and Adjustment	Evidence, Reflection and Adjustment
	What evidence was provided by reviewers to suggest that the Achievement Standard was applied incorrectly?	
	What evidence was provided by reviewers to suggest a task or tasks, through their design, limited a student from demonstrating the necessary standard against the Achievement Standard?	
	Did missing or inaccessible evidence mean the reviewer could not confidently, based on the evidence provided, affirm the grade resulting in an Insufficient Evidence (IE)?	
Overall Comment:		