**[Leanne Compton]:** Hello, my name is Leanne Compton and I'm the Curriculum Manager for Design and Technologies at the Victorian Curriculum and Assessment Authority. With me today, I have the state reviewer for Product Design and Technology, Simon Van Dillen, and the state reviewer for Systems Engineering, Colin Chapman.

This video is one in a series of videos we are developing to support teachers of Product Design and Technology and Systems Engineering to moderate student work. The focus of this particular video is the purpose of moderation.

The copyright message that this recording is owned by the VCAA. And I'm going to hand over now to Colin and to Simon to do this presentation on the purpose of moderation. So over to you guys. Thanks.

**[Simon Van Dillen]:** Thank you, Leanne. To start off, we're going to look at VCE moderation and what is it. So, teacher moderation, it's a process which by teachers who are currently from the same VCE study and/or have had previous experience in their particular VCE study meet to review students' work samples based on the VCE units outcome's key knowledge and key skills and how each student has performed in relation to assessment criteria.

School-based assessment has two categories, two areas: school-assessed coursework and school-assessed tasks. Within our school-assessed coursework, it provides for the development of the key skills through the exploration of the key knowledge as detailed in the areas of study. And also, the learning and teaching activities should support the exploration, informing the development of meaningful school-assessed coursework processes. How we go about teaching the key skills and knowledge before we assess.

Our School-assessed Task can provide for the development of the design brief, intentions, processes, evaluation, and the recording of evidence or the Product Design folio that goes along with that. It also once again, looks at the learning and teaching activities that should scaffold, support, and critically engage with the evolution of the School-assessed Task. And we look at, how do we make sure our students undertake those parts of the folio or the parts of the process that they need to follow.

**[Colin Chapman]:** The moderation process really should be a 360 degree process for the whole school. And it should have purpose. Some of those purposes include auditing the effectiveness of the teaching and learning activities which are being used for development of school-based assessment. It's an important idea in the VCE that school-based assessment is embedded in learning and teaching practises and processes. It also helps us develop effective as well as efficacious school-based assessment.

So school-based assessment which uses sufficient time in order to arrive at a reasonable measure of achievement as well as measuring what we're looking for with regards to the outcomes for the study. It also allows us to assess the strengths, opportunities, and any omissions that occur during the assessment. And this helps us develop ideas for how assessment might be improved in the future, how we might utilise strengths, and also were there any opportunities to go a bit further in the explorations that we're looking at for the school-based assessment. It also is concerned with whether the assessment is coherent, and has a contextual understanding of the assessment criteria, indicators, and levels of performance as applied to any particular cohort at any particular year in the study that you're working with.

We're also interested of course in determining satisfactory completion. And this is the first port of call when we're looking at students' responses to the sorts of activities you might give them for school-based assessment. Satisfactory completion is asking the question: is there sufficient evidence across the rubric that the student is engaged in the material and outcomes, skills, knowledge, and thinking in the study? It also allows us to arrive at a safe judgement for a level of achievement after we have determined satisfactory completion. And what we mean by safe judgement is is this judgement robust when we consider the student's work from multiple perspectives? So working with our colleagues to see whether we've all able to arrive at the same idea with regard to level of achievement. It also provides an opportunity to improve school-based assessment by utilising contexts, which are rich and useful for the students concerned. Also allows us to improve our learning and teaching activities. And it also helps us improve the processes and activities that we may engage with as we lead our students along through school-based assessment processes.

**[Simon Van Dillen]:** So looking at the principles of VCE assessment and these should be the four tools that go back to each time when we're doing our moderation. And when we're looking at our first is it valid or reasonable so... Is the assessment, activity, or task that we're getting the students to do, is it valid? Does it meet what would be expected of a VCE student? And is it reasonable? Are we making sure that we are being fair to each of the students that are undertaking it and that the task and what we're asking them to do is reasonable and within the study design. The VCE assessment should be equitable. So making sure that we are being fair across all students in our cohort. That we're not favouring one type of student to another but at the same time too, we're giving students the opportunity to show their strengths and show their performance. And we're creating assessment tasks that do provide that opportunity.

**[Colin Chapman]:** And VCE assessment should be balanced. And what we mean by this is that there should be a variety of theoretical and practical contexts and opportunities for the students to be able to demonstrate achievement. So we're not favouring one mode of expression with regard to school-based assessment. And moderation helps us really audit whether we've given that sort of opportunity. And VCE assessment should be efficient. There should be sufficient opportunity for the students to demonstrate satisfactory completion as well as level of achievement but it shouldn't be so onerous time-wise that the students are doing more work than is necessary to demonstrate those things.

Moderation practises should be a whole-school process at all levels, for all programs. It really should be an activity that is undertaken from K through to 12. The reason we think this should be the case is that students need the assurance that the teachers have reflected meaningfully about the assessment tools and instruments, the contexts and opportunities that they are providing in order for students to demonstrate that. And if this is a whole-school process, it means that the entire school can be on board with effective and efficient means to determine whether they're on board with regard to these ideas.

It's also important that it's a formal, documented activity. Minutes really ought to be taken because these minutes are a reflective tool that can be used across the school in order for it to improve its practises. Not just with respect to how it might design and implement assessment ideas, but also improving the moderation process in itself. And it should be open to participation across learning areas and programs. There have been opportunities where we've gone and visited moderation practises in other learning areas and able to take some of their ideas across into our studies. And we think this is of benefit to all teachers in all schools.

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