



C-SALT Resource: MODERATION - in practice

Some moderation practices to consider:

Create transparency: Design assessment tasks with clear specifications about what is expected. Make assessment criteria explicit. Discuss these with students and all markers in the teaching team.

Self moderation: Try to avoid inconsistency across marking – check back on assignments marked earlier and create a bank of feedback comments to draw on for consistency. This helps ensure that scripts marked earlier and later have been treated similarly.

Expert moderation: Using an independent external/ or suitably qualified person as moderator. This person may scrutinise samples of work and provide professional opinion about the achievement of academic standards. This may be useful for **moderation across courses**, to obtain broader opinion, and coordinate to monitor standards across programs and linkages between markers in different courses.

Blind re-marking: Moderator is not informed of the previous marker's judgment of an assessment item. Have no marks on script, and then see if similar mark is recommended. Discussion is needed to resolve the difference and reach common agreement. May often lead to refinement of the standards/ descriptors in rubric as well.

Synchronous marking: – at the same time – useful for assessment tasks that are at the same time – oral presentations, studio or lab work. Have more than one marker present, and reach consensus through discussion according to the detail of the assessment rubric. May be useful to keep an audio recording of the verbal feedback to provide to each student.

Rotational marking: the assessment task is divided into sections, and then each section marked by the same marker

Student anonymity: Wherever possible use de-identified marking practices to reduce subjectivity.

References - a few relevant readings and an OLT (previously ALTC) project website

Assessment Moderation Toolkit 2010

<http://resource.unisa.edu.au/course/view.php?id=285&topic=1>

Brown, N. 2010 Adopting new practice: using feedback to develop a university-wide moderation process that closes the assessment loop ATN Assessment conference, UTS, Sydney, viewed 11 Feb, 2013 <http://www.iml.uts.edu.au/pdfs/Brown.pdf>

Thuraisingam, T., Kaur, P., Yeo, S., Briguglio, C., Sanderson, G. , Mahmud, S.& Wallace, M. 2012 An Activity Theory Approach to Fair Assessment Moderation in Transnational Education, **Journal of Interdisciplinary Research in Education**, 2 (1) viewed 11 Feb, 2013

<http://www.taylors.edu.my/jire/downloads/01.pdf>

Activity - Moderation checklist – prompts to consider in your practice.

NOTE: These are all practices that would be nominated as moderation

A. Planning – prior to assessment	What do I do?
1. Have your assessment items been subject to review?	
2. Does the assessment match the course learning outcomes?	
3. Are assessment items objective and fair – accounting for learning styles, English language, cultural and tacit knowledge?	
4. Do you vary types of assessment?	
5. Do you negotiate assessment criteria with your teaching team?	
6. Are your assessment criteria clear and detailed for students and all markers? – in a detailed rubric?	
7. Have you held a marking discussion with all markers on course requirements, task criteria, standards and possible divergent types of responses to assessment tasks?	
B. Point of assessment – implementation	
8. Do markers cross mark assignments in your course?	
9. If there are multiple markers, has there been a markers meeting?	
10. If markers are marking large numbers over an extended period of time, do they review earlier marked items?	
11. Is a sample of assessment items double marked and compared?	
12. Does the same marker mark all of the same assessment items?	
13. Are student assessment items anonymous?	
14. Do you discuss student work that attains very high or very low marks with the markers?	
15. Do you give timely and sensitive feedback to markers who may be marking too 'high' or 'low' so they can adjust their marking?	
16. Do you provide markers with a spreadsheet (or such) showing all marks and the range of marks for each marker?	
C. Post assessment – review and evaluation	
17. Have you avoided post-assessment scaling of marks?	
18. Have you completed a moderation report for each assessment item?	
19. Has your teaching team contributed to the moderation report?	
20. In these discussions and reports have you identified any communication issues between yourself and the teaching team?	
21. Have you completed a course report that includes analysis of moderation, actions for improvement in curriculum / assessment when the course is next offered?	