

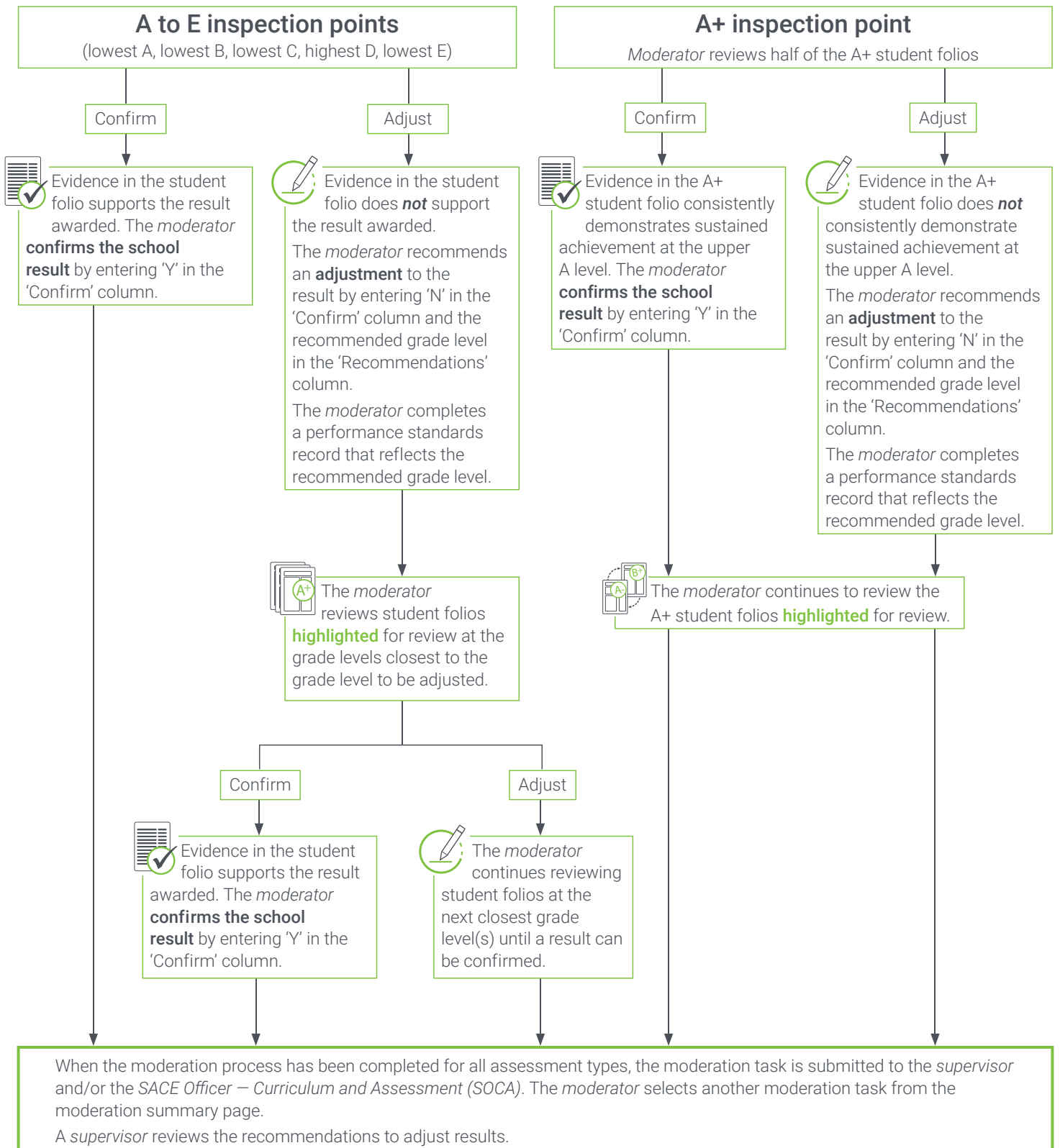
# Online moderation workflow

## MODERATOR

The *moderator* logs in to **Schools Online** and selects a moderation task from the **moderation summary** page.



The *moderator* uses the review guidelines to independently review student folios at the inspection points **highlighted** for review for each assessment type using the following **workflow**.



# Review guidelines

## MODERATOR



The Moderator Review Guidelines will help *moderators* in identifying some key features of the moderation sample in reviewing assigned grade levels. *Moderators* work individually in the online and the paper (white bags) moderation space.

### Moderator review guidelines:

- Begin with the Performance Standard Record (PSR). Note the school result and profile of achievement recorded by the school.
- Note if Variations in Moderation Materials (VMM) is provided before viewing student materials.
- Focus on the knowledge and learning of the assessment design criteria demonstrated at the grade level assigned by the school. In most subjects it is not necessary to review each individual specific feature.
- Actively look for evidence that is consistent with the grade level(s) assigned by the school.
- Recognise unexpected evidence of the performance standards (e.g. any evidence of the assessment design criteria can be used to inform the *moderators* decision to confirm the school results).
- Scan the assessment type as a whole, and then focus on evidence in specific tasks. It is not necessary for *moderators* to open and review every task or every detail in a task. A more detailed review is only necessary when doubt is raised about the grade level(s) assigned.
- Avoid distractors and evidence that is not relevant to the performance standards (e.g. effort, untidy work, teacher comments).
- When it is difficult to find evidence that is consistent with the grade level(s) assigned by the school, identify the criteria that are consistent with the assigned grade level(s). Consider whether there is obvious or substantial evidence of the identified criteria (or specific features for Research Project) at a different grade level.
- Obvious evidence is important, significant, and easily recognizable. Obvious evidence is not nuanced or subtle. Substantial evidence is defined as evidence that is considerable size, frequency or worth.
- *Moderator* recommendations must be aligned to the performance standards and calibration activities.