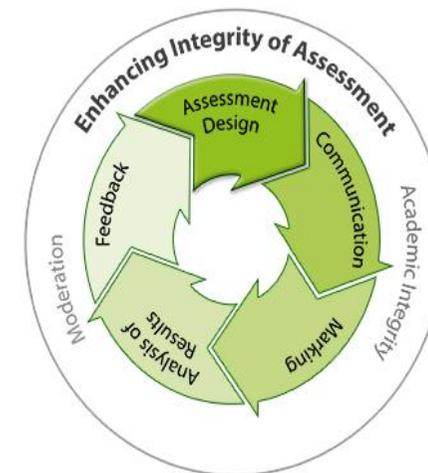


Assessment Moderation Strategies

- Moderation:
 - ensures fair and consistent assessment marking and feedback practices for all students;
 - is required for all assessment tasks
 - occurs across three phases - pre-marking, intra-marking and post-marking;
 - uses a range of strategies;
 - is necessary for all units, whether there is one or multiple markers; and
 - involves staff (with teaching and marking duties in the unit) from all study locations.
- Moderation practices should be communicated to the student in the unit outline.
- Some moderation strategies involve random and/or purposive (i.e. for all fails) sampling of students' assessment artefacts.
- Evidence of the moderation action taken should be recorded/retained by the unit coordinator, e.g. records of a moderation meeting.
- Unit and course moderation processes will be reviewed by Assessment Quality Panels.

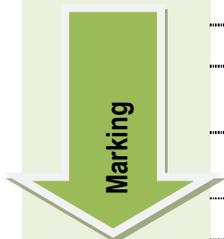


Below are some suggested ideas you can select from and adopt to minimise the marking and feedback variation in a unit.

Classification	Assessment workflow	Category	Explanation
Pre-marking <i>A quality assurance process undertaken pre-release of assessment details to ensure the assessment task, and planned marking processes and feedback provision are rigorous, fair and consistent.</i>		Annual Review (AR) and Course Review (CR)	During AR and CR the assessment design and management of the task related to moderation practices are considered. Planned tasks are reviewed against the unit learning outcomes and syllabus, and the fairness of the assessment judged.
		New assessments	When a new assessment is planned, outside of the course review process, it is a good time to discuss moderation practices. The involvement of the teaching team in the design of the task and relevant marking practices will assist towards gaining consistency in marking practices.
		Study location	Where the same unit is offered across more than one study location the same (or equivalent) assessment tasks, and marking and feedback processes must be achieved.
		Examinations	The unit coordinator, as the examiner, is responsible for the format and content of examination papers. The co-examiner should assist in the validation of the paper before the paper is sent to the Examination Office.
		Repeat assignments/ examinations	Assessment tasks should distinguish themselves from those used in previous semesters to provide equitable opportunities for all students.
		Pre-marking review and consensus meeting	The unit coordinator organises a meeting with all staff involved in the teaching and marking processes from all study locations to consider and develop assessment tasks and marking criteria for the unit. At the same time feedback practices are discussed to seek consistency and fairness in the nature and extent of feedback can be provided to all students. Model answers can be prepared and considered in the consensus marking meeting. The meeting may be held face-to-face, on-line, or through another medium (e.g. teleconference). When only one staff member is involved in the unit the staff member is required to conduct the same deliberation with another appropriate academic or external reviewer.
		Student discussion	The requirements of the assessment task, and marking and feedback practices are explained to students. Changes arising from this discussion can be made to the marking guide/rubric to improve its clarity and the modified document(s) shared with all students prior to the assessment task being undertaken.
		Peer review	Students may be involved in providing feedback to peers on an assessment task using the marking guide/rubric prior to its final submission for summative marking. The review may result in the identification of changes required to the guide/rubric to improve marking consistency. Any modifications made are shared with all students prior to the assessment task being undertaken.

Intra-marking

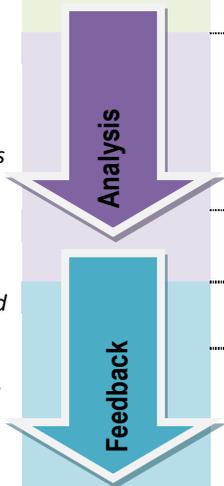
A quality assurance process undertaken **after submission of assessments and before marking is commenced** to ensure consistency, accuracy and fairness in marking and feedback can be reached.



Consensus marking meeting	This is required if it was not able to be undertaken in the pre-marking phase. The unit coordinator organises a meeting with the staff responsible for marking in the unit. The marking and feedback requirements are examined to ensure all markers have the same understanding of the marking and feedback expectations to resolve any potential issues prior to marking. Model answers can be prepared and considered in the consensus marking meeting as well as a rudimentary review of submitted papers.
Marking checks	Using a variety of methods and a sample of papers marking variation can be determined. This may lead to the refinement of marking guide/rubrics to improve the clarity of marking and feedback requirements. A suitable sample size may be determined by the square root of n or 10 assessment artefacts, whichever is the greatest. 1. <i>Consensus marking</i> - Markers gather together and mark a sample of the same papers whilst addressing consistency issues as they arise. 2. <i>Blind marking</i> - A second marker assesses a marked assessment task. A 'clean' assessment (devoid of marking annotations from the first marker) is provided to the second marker for this purpose. The results of the two markers are compared for consistency. 3. <i>Sample marking</i> - Using the established marking criteria, two (or more) markers assess an assessment task independent to each other. The results of the two markers are compared for consistency
Marking criteria	Wherever possible use marking guides/rubrics to minimise variation across the marking team. This also assists the individual marker to maintain consistency when marking multiple assessments.
Rotational marking	The assessment is divided into sections; each section is marked by the same marker.
Subjective assessments	Consider the use of a panel of markers to minimise subjectivity in marking. If a panel is not available try to ensure student anonymity during the marking process.
Individual marker check	Where a large volume of assessments are marked by the same person, marking typically occurs over days. A sample of papers marked earlier in the marking process should be reviewed by the marker for consistency.
Student anonymity	Wherever possible use de-identified marking practices to reduce subjectivity.
Solo marking	A single marker must arrange for another academic to check for marking consistency in a random sample of marked papers.
External moderators	Individuals external to the teaching/marketing team review a sample of marked assessments.
Double marking	A random selection of assessment artefacts are assessed independently by two or more markers and the graded work compared. This may not be necessary where other moderation marking activities have been conducted during the marking phase. A suitable sample size may comprise 10% or 10 items whichever is the greatest.

Post-marking

A quality assurance process undertaken **post marking and before release of marks/grades** to ensure marking was rigorous and feedback expectations were met according to the criteria provided in the unit outline and in order to meet the University assessment standards.



Second marking	A remark of a student's graded assessment, either conducted 'blind' whereby a clean copy of the assessment artefact is used and the second marker is unaware of the mark/comments made by the first marker or 'check' whereby the artefact is remarked with the marks and comments of the first marker are known to verify the marking conducted by the first marker. This should be undertaken for all fails and a random sample of all papers. A suitable sample size may be determined by the square root of n or 10 assessment artefacts, whichever is the greatest.
External moderators	Individuals external to the teaching/marketing team review a sample of marked assessments.
Post-marking review	The unit coordinator conducts a review of the marked assessments prior to release of marks to students. This may involve: 1. <i>Statistical analysis</i> - The marks are analysed to see if there are variations in the marks. Consider using distribution and mean (standard deviation) as well as graphical means. 2. <i>Spot checks</i> - Select random papers to check marking. 3. <i>Check outliers</i> - Identify extreme 'high' and 'low' scoring assessments to check marking. 4. <i>Check borderline assessments</i> - Identify borderline pass or fails to check marking.
Post-marking review meeting	The unit coordinator organises a marking team meeting to discuss marking analytics. Marking inconsistencies are identified if present and where anomalies are detected the assessments are re-assessed.
Check feedback	The unit coordinator checks for the extent and consistency of feedback provision. Where there are anomalies consider returning assessments to markers for attention.
Student feedback	The unit coordinator/markers advise students of the moderation processes undertaken to ensure fairness. Students are invited to review their papers and if any inconsistencies are apparent to discuss with the unit coordinator.

