**Assessment and Moderation: Key points**

**There are two major purposes of assessment[[1]](#footnote-1):**

1. To improve students’ learning and teachers’ teaching at perscribed levels
2. To award qualifications.

**There are three types of assessment:**

* Diagnostic assessment – occurs at the ***beginning*** of learning
* Formative assessment – occurs ***during*** learning
* Summative assessment – occurs at the **end** of a block of study

**There are three major purposes of moderation[[2]](#footnote-2):**

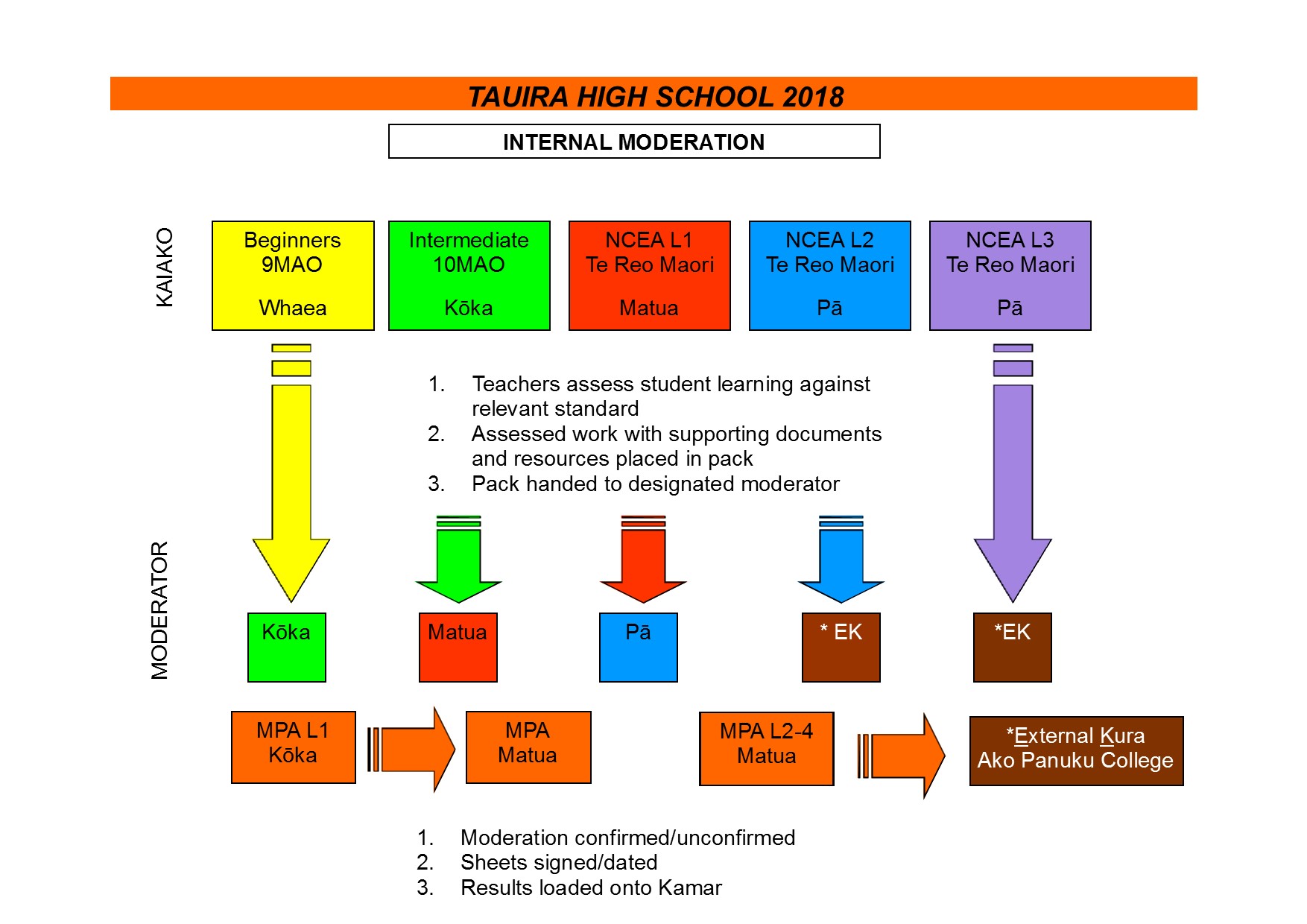
1. Provides a process for teachers to share student assessment of learning
2. To improve consistency of decisions regarding student learning
3. To sanction (or not) assessment grades, pre-qualification

**There are two types of moderation:**

* Internal – performed by peers within your own environment (school/ kura)
* External – performed by specialist peers contracted to NZQA

**Establishing your Internal Moderation Model: Best Practice Tips**

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| --- | --- | --- |
| Considerations | Begin with the end in mind | Tick Box |
| Manageable | Each stage of the moderation process is clear. Consider a Flow Diagram: See example on reverse side |  |
| Accountability | Model in mind of who will want to see it as stakeholders for end use ERO, Internal Auditors- Tumuaki, BOT, Faculty HOF, others |  |
| Quality | Moderation should be actioned by a peer who is proficient in delivering within the same curriculum domain, at the level or above. NOTE: This may require seeking a moderator outside your own kura. Contact NZQA for reccomendations of a ‘Best Practice’ provider |  |
| Open | The student knows:   * Their learning is in moderation stage * Moderation has concurred with assessment grade * Advise student of grade. NEVER before moderation * Credits have been loaded for transaction to NZQA |  |



1. http://assessment.tki.org.nz/Assessment-in-the-classroom/Underlying-principles-of-assessment-for-learning [↑](#footnote-ref-1)
2. http://assessment.tki.org.nz/Moderation/Why-moderate [↑](#footnote-ref-2)