

# Supporting Teachers to make Overall Teacher Judgments

The Consortium for Professional Learning



THE UNIVERSITY OF AUCKLAND



---

---

---

---

---

---

---

---

## The Purpose of OTJ workshops

Moderation - To deepen the quality of professional talk in order to establish shared understandings and improve teaching and learning.

To apply evidence based decision making to build the consistency and validity of teacher judgments.

To introduce frameworks as a tool to support decision making.

To provide materials to support professional talk and decision making.



THE UNIVERSITY OF AUCKLAND

---

---

---

---

---

---

---

---

## Workshop process

- Review the current context in relation to National Standards
- Discuss key considerations when moderating
- Examine the Frameworks and illustrations – a resource to build greater dependability
- Make an evidence-based judgment using the frameworks
- Engage in professional discussion about judgments



THE UNIVERSITY OF AUCKLAND

---

---

---

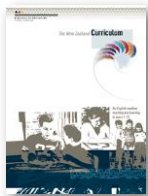
---

---

---

---

---



The New Zealand Curriculum



Literacy Learning Progressions & The Number Framework



2010



The National Standards




---

---

---

---

---

---

---

---

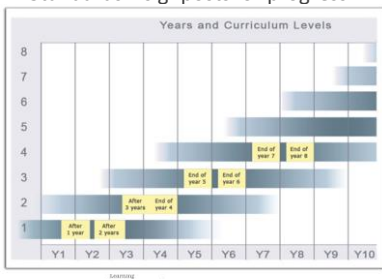
---

---



Current context

- Curriculum = outcomes
- Progression documents = indicators
- Standards = signposts for progress




---

---

---

---

---

---

---

---

---

---



Current context

- OTJs are made using multiple sources of evidence
- Evidence is collected in a variety of ways - learning conversations, observations and assessment tools
- OTJs are made using evidence that show application of the skills, knowledge and understandings across the curriculum
- Consistency is essential to the dependability of OTJs – moderation is the process.




---

---

---

---

---

---

---

---

---

---

## Monitoring and Evaluation Project

- Evidence suggests that OTJs do not yet have dependability.
- This does not mean that all OTJs are inaccurate.
- The inconsistency in teachers' ratings is likely a result of the relatively broad nature of the National Standards scale.
- The report indicates principals and teachers perceive a need for further support around OTJs.



Reference 2013

---

---

---

---

---

---

---

---

## Monitoring and Evaluation Project

- Moderation – more common in the area of writing than reading or maths.
- There has been an increase in the understanding of moderation as an 'evaluation discussion informed by evidence of student achievement.'
- Number of schools moderating effectively has increased



Reference 2013

---

---

---

---

---

---

---

---

How do the findings from this report fit with your school's current practice?




---

---

---

---

---

---

---

---



**Moderation** is the process of sharing expectations and understanding of standards in order to improve the consistency of decisions (reaching agreement).  
(TKI Assessment)

**Professional talk:**

- Planned
- Informal

What are the planned and informal opportunities that are currently happening in your school?



---

---

---

---

---

---

---

---



## Moderation

1. Shared understanding of the reference materials used to make decisions, including definition of terms
2. Shared understanding of progressions in the reference materials
3. Shared understanding of what to notice and recognise when making decisions
4. Processes to ensure judgments in relation to reference materials are made in a similar way.



---

---

---

---

---

---

---

---



Moderation is most effective when:

- it is conducted in a **spirit of professional learning and quality improvement** (there may be dissonance).
- teachers have **appropriate knowledge of content area, assessment practices**, and policies and procedures.
- it is carried out regularly.
- it is **begun at the planning stage** -prior to teaching and assessment (ensuring teachers share understandings about important learning and indicators of it).



---

---

---

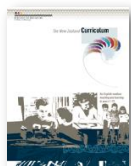
---

---

---

---

---



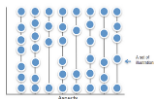
The New Zealand Curriculum



Literacy Learning Progressions & The Number Framework



The National Standards



Framework

---

---

---

---

---

---

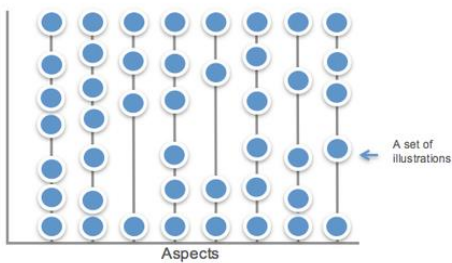
---

---

---

---

### Framework



---

---

---

---

---

---

---

---

---

---

**Conversations & Observations**

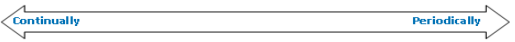
Student:  
Self-assessment  
Peer-assessment  
Discussions  
Explanations  
Conferences  
Questions  
Observations

**Tasks**

Student:  
Class work  
Assessment Resource Bank (ARBs)  
Record keeping  
Tasks and assignments

**Tools**

Student assessment tools include:  
PAT, STAR, GLOSS, IKAN, e-asTTle



---

---

---

---

---

---

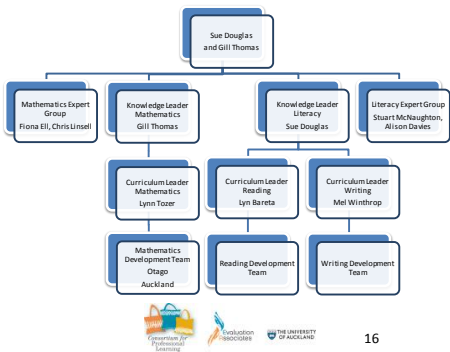
---

---

---

---

## Framework Development Team



16

---

---

---

---

---

---

---

---

---

---

## The components of an illustration

- A unique **title**.
- An **annotation** that highlights the key features of the student response.
- The **problem** (for mathematics) **or the text and task** (reading and writing), which are the focus of the illustration. This also includes the conditions under which the task was completed, for example, independently or with support.
- The **student response** details how and what the student did in response to the problem or task. The response may include a work sample and or a transcript of a discussion with a teacher.




---

---

---

---

---

---

---

---

---

---

### 1

## Activity One:

Look at the illustrations and become familiar with the components and the type of information they provide.

How does a moderation activity such as this build consistency?




---

---

---

---

---

---

---

---

---

---

### Sets of Illustrations

- The observable steps of learning in each aspect are described through **sets** of illustrations.
- Each **set** has been developed to illustrate big or important ideas in the learning progressions.
- Each **set** describes the important features that teachers should notice and recognise about **what each student knows and can do**.




---

---

---

---

---

---

---

---

2,3

### Activity 2

Order these illustrations to show the progression through the learning steps.

- Making sense of text: Vocabulary knowledge (white paper)
- Acquiring and using information and ideas in informational texts (green paper)




---

---

---

---

---

---

---

---

How does a moderation activity such as this build consistency?




---

---

---

---

---

---

---

---

### Illustrations

The illustrations are **NOT** assessment tasks to see if students can do them.

They should prompt questions such as:

- What evidence do I have?
- Is this the type of level that \_\_\_\_\_ could demonstrate?
- Is this the 'kind of way' that \_\_\_\_\_ would solve these problems?
- Is this the 'kind of way' that \_\_\_\_\_ would write ideas, experiences or information
- Is this the 'kind of way' \_\_\_\_\_ would respond to a text




---

---

---

---

---

---

---

---

### 3

### Activity 3

Use the material provided , or the evidence and knowledge you have brought for a student in your school, to make a decision about the student's achievement in relation to Aspect 3: Making sense of text: vocabulary knowledge.

Purpose

To use professional talk as a form of moderation




---

---

---

---

---

---

---

---

### Activity 4

Align the illustration and the knowledge/evidence to the Literacy Learning Progressions and the National Standards illustrations.




---

---

---

---

---

---

---

---



## Using the frameworks to support moderation

- Moderate what?
  - aspects teachers are finding difficult
  - sample selection of students.
  - students for whom making aspect decisions was difficult (gaps in evidence or *where making a decision about a student's achievement was difficult*)




---

---

---

---

---

---

---

---

## The value of common frameworks

- Builds consistency of what to notice and recognise
- Highlights gaps in learning opportunities
- Gives a consistent framework within and across schools
- Progress through learning steps is made visible




---

---

---

---

---

---

---

---

## 4

### Moderation – systems and processes

How is moderation organised in your school?

- When does moderation need to take place?
- Who is involved?
- Within school / across schools?

[Examples of student reporting cycles](#)




---

---

---

---

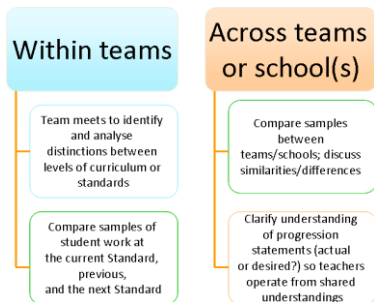
---

---

---

---

## Within and across schools




---

---

---

---

---

---

---

---

## Quality moderation involves:



29

---

---

---

---

---

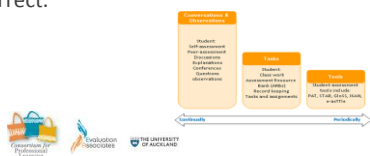
---

---

---

## 4 Role of standardised tools

- Standardised test information is an important form of evidence and has a function in moderation.
- For example, correlation between standardised tool and OTJ can provide a degree of confidence.
- Non-correlation does not necessarily mean an OTJ is incorrect.




---

---

---

---

---

---

---

---



### Links

- [The Framework](#)
- [Overall Teacher Judgments](#)
- [Moderation](#)
- [The National Standards School Sample Monitoring and Evaluation \(NSSME\) Project](#)
- Support material from this workshop will be available on the [CPL website](#).




---

---

---

---

---

---

---

---



### Reflection

Consider Handout 1 and the four facets of moderation.

In what ways will this workshop impact on moderation practices in your school?

- What are your current strengths? (as an individual, as a team, as a school, as a community of schools)
- What are your next steps in building dependability?




---

---

---

---

---

---

---

---