**Australian Research Council Linkage Project (LP180100046) *Improving teacher assessment capability using scaled annotated exemplars of achievement standards in online moderation***

Our project aims to support teachers’ assessment practices and comparability of judgements. The internationally renowned research team includes Professor Claire Wyatt-Smith, Professor Michele Haynes and Associate Professor Lenore Adie (Australian Catholic University), Professor David Andrich and Associate Professor Stephen Humphry (University of Western Australia), Associate Professor Chris DeLuca (Queen’s University, Canada), along with the Queensland Department of Education, Western Australian School Curriculum and Standards Authority, and Catholic Education Western Australia.

Partnering with over 350 teachers across Queensland and Western Australia, the aim of the project is to develop an online platform consisting of exemplars of student work with related commentaries that explain how different features of the performances were taken into account in the overall judgement decision to assist consistency in teacher judgement. As all activities are undertaken online, the project can engage with geographically-distributed schools and teachers.

The project received funding in 2019 and will conclude in 2022.

Teacher participation offers a unique professional learning opportunity to enhance understanding of A-E judgements. Teachers will also benefit from the opportunity to develop their skills in constructing commentaries of their judgement decisions. Upon completion, teachers will receive a statement outlining the activities and number of hours of participation in the project which may be used as continuing professional development.

The project is to be implemented in 5 stages; teachers may choose to participate in stages throughout 2020-2022 at their discretion.

Approximate time requirements per stage are below:

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| Stage | Timeframe | What teachers are asked to do | Hours/teacher |
| 1 | Anytime Term 3, 2020 – Term 3, 2021 | Locate, de-identify and forward existing graded student assessment tasks (completed 2018 – 2020) | minimal |
| 2  | Anytime Term 4, 2020 – Term 4, 2021 | Participate in pairwise comparison of student work for your year level and discipline by comparing approx. 40 pairs of student performances online and making a judgement regarding which of each pair is of a higher standard. | 5 hr |
| 3 | 2021 | Judge a subset of 10-15 performances from Stage 2 in a modified pairwise comparison method, in this case comparing the work sample against a standard descriptor.  | 5 hr |
| 4a | 2021 | Write 2 - 3 cognitive commentaries for selected work samples that describe how the overall judgement was made, taking into account stronger and weaker aspects of the response. An instructional podcast on how to do this will be supplied. Teachers participate in an online meeting with other year level and discipline teachers who have also written cognitive commentaries to discuss and refine these. These meetings will be audio recorded. | 9.5 hr |
| 4b | 2021 | Participate in an online interview regarding how judgement decisions were arrived at and the process of writing cognitive commentaries. The interview will be conducted via an online video conference platform and will be audio recorded. | 0.5 hr |
| 5  | 2022 | Moderate examples of graded student work that have been uploaded to the online platform. Teachers will use the exemplars with associated cognitive commentaries from Stages 3 and 4 to confirm/ recommend adjusted grades.  | 5 hr |

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