Toolbox: Parity in Assessment

Links to related useful resources and further reading

Assessment Moderation Toolkit
http://resource.unisa.edu.au/course/view.php?id=285&topic=1

This UniSA website includes a number of very useful resources:

Checklists
- Moderation checklist
- Reviewing Moderation Procedures

Documents
- Moderation Flowchart
- A sample moderation policy
- A sample moderation report
- Moderation Strategies
- Using marking schemes effectively
- Intercultural Communication (University of Melbourne)
- Handbook of Cultures (ACT Department of Disability, Housing and Community Services).

Presentation (powerpoint)
- Managing Cultural Issues.

Effective Assessment and Moderation in Transnational Education (TNE) Operations
http://www.auqa.edu.au/gp/search/detail.php?gp_id=3180

The AUQA Good Practice database presents a case study from USQ. Maintaining academic integrity in the assessment process is a fundamental component of the assessment and moderation process. Introduction of the online training processes and more formalised communication processes between course leaders and TNE academics have led to a much faster convergence of marking outcomes. The provision of detailed marking guidelines has reduced instances of major differences in marking approaches. Moving to moderated assessment has not led to any immediate unexpected deviations to the historical grade distributions. Over time, academic performance of TNE student population in moderation based partnerships has shown steady incremental improvement.

Assuring academic achievement standards: from moderation to calibration
Sadler, D. R. (2013). *Assessment in Education: Principles, Policy & Practice*, 20:1, 5-19.
http://dx.doi.org/10.1080/0969594X.2012.714742

The course (module) grades entered on higher education academic records (transcripts) purportedly represent substantive levels of student achievement. They are often taken at face value and accepted as comparable across courses. Research undertaken over several decades has shown that the underlying standards against which student works are appraised are poorly understood and can vary widely from assessor to assessor. At the same time, it is commonly held that academic judgements should be respected and form the basis of any quality assurance scheme. This article is about some of the conceptual foundations relevant to a particular approach to assuring academic achievement standards. The final concept discussed is that of 'calibrated' academics who are able to make grading judgements consistent with those which similarly calibrated colleagues would make, but without constant engagement in moderation. The overall aims are to achieve comparability of standards across institutions and stability of standards over time.