

SOCIAL MODERATION AND THE FORMATION OF ASSESSMENT-FOCUSED PROFESSIONAL LEARNING COMMUNITIES

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SOCIAL MODERATION

Teachers collaborating to reach agreement about their interpretation and use of qualitative descriptions of student achievement

RESEARCH FOCUS

- How and what do teachers learn about assessment through their involvement in social moderation?
 - Honed teaching as inquiry skills
 - Strengthened assessment for learning capabilities

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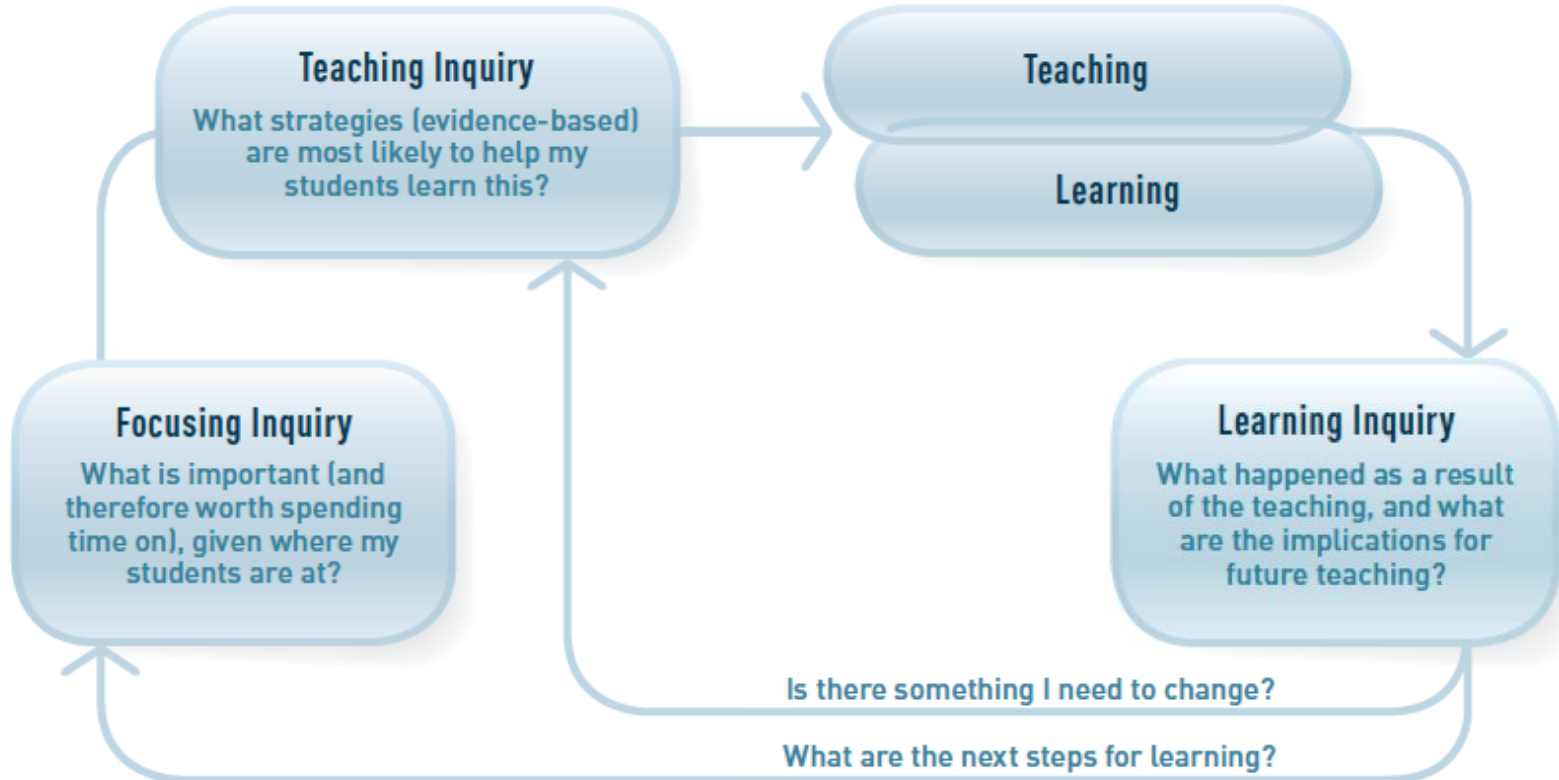
- How and what do teachers learn about assessment through their involvement in social moderation?
 - Honed teaching as inquiry skills
 - Strengthened assessment for learning capabilities
 - Formed **assessment-focused professional learning communities**

CO-CONSTRUCTION OF CRITERIA

- Provided teachers with multiple learning opportunities
- Applicable at all teaching levels
- An under-researched area

TEACHING AS INQUIRY

Teaching as Inquiry



TEACHING AS INQUIRY

Learning Inquiry

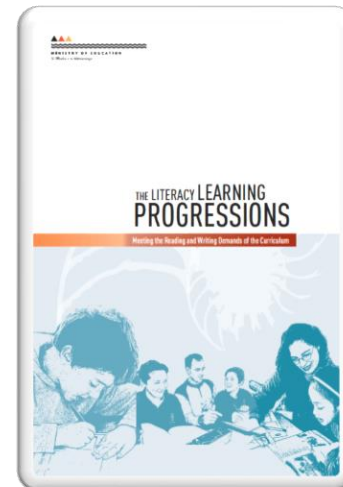
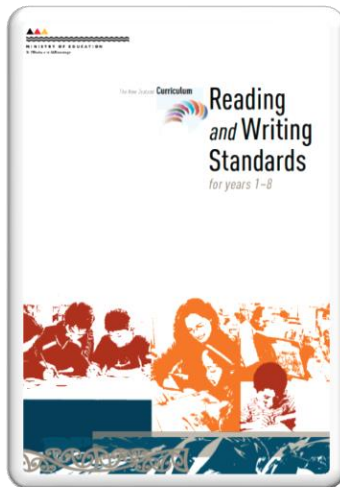
What happened as a result
of the teaching, and what
are the implications for
future teaching?

LEARNING INQUIRY: PHASE 1

- Identifying what happened as a result of the teaching
 - Gather dependable student assessment evidence
 - Arrive at dependable judgements of student achievement
- Develop shared understandings of standards & criteria

HOW CRITERIA DEVELOPMENT PROMOTES SHARED UNDERSTANDINGS

- Teachers developed shared understandings of:
 - School-specific assessment criteria
 - Success Criteria: School A
 - Must, Should, Could charts: School B
 - Centrally developed standards


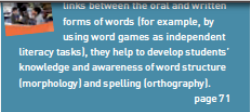




MUST, SHOULD, COULD CHARTS

- Written in child-friendly language & shared with students
- Described what writing **must**, **should** and **could** exhibit by the end of a given year level
- **Could** category described skills and abilities that were **required** at the next year level

HOW CRITERIA DEVELOPMENT PROMOTES SHARED UNDERSTANDINGS

AFTER TWO YEARS AT SCHOOL

READING	WRITING
<p>In their second year at school, students are engaging with a wide variety of texts for a number of purposes, although the texts that they read, largely by themselves, are still mostly those that have been selected for instructional reading.</p> <p>After two years at school, students are reading, responding to, and thinking critically about a variety of fiction and non-fiction texts at Turquoise level. They read longer texts with increasing independence and with appropriate intonation, expression, and phrasing. They flexibly use the sources of information in text, in combination with their prior knowledge, to make meaning and consider new ideas. (Their prior knowledge includes ideas and information from their culture, from their language, and from other texts they have read.) With teacher guidance, students draw on a wider range of comprehension strategies to help them think more deeply about what they read.</p> <p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> understand that texts have purposes and are written for different audiences take appropriate action when they lose meaning in larger sections of the text, without affecting their overall understanding use comprehension strategies to: <ul style="list-style-type: none"> locate and interpret ideas and information in text or illustrations respond to ideas, plots, and characters think critically about aspects such as the author's purpose and point of view make appropriate choices of texts for independent reading <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> automatically recognising between 300 and 500 high-frequency words in their instructional texts; decoding unfamiliar words by: <ul style="list-style-type: none"> using their knowledge of grapheme-phoneme relationships to identify both consonant sounds (e.g., s, t, p, sh, th, ch, ng) and vowel sounds (e.g., e, a, o, ai, ow, igh, ou, ee) recognising common chunks of words and making analogies to words that look similar using their developing knowledge of morphology (such as knowledge of prefixes and suffixes); finding the meanings of unknown words by using strategies such as: <ul style="list-style-type: none"> rereading text to gather more information looking for definitions in the text using prior and subsequent information in the sentences inferring from the illustrations; understanding the meaning of punctuation features such as parentheses and of print features such as bold print and italics. 	<p>In their second year at school, students create texts for instructional writing purposes as well as to support their other learning across the curriculum. They write in order to think about, record, and communicate experiences, ideas, and information that relate to a curriculum topic.</p> <p>After two years at school, students understand their purpose for writing and use an appropriate simple process to help them achieve their purpose. They generate their ideas in many ways, including brainstorming with peers, with the teacher, and independently.</p> <p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> use simple planning strategies to organise their ideas and then apply their planning as they write use simple planning strategies to organise their ideas and then apply their planning as they write <p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> use simple planning strategies to organise their ideas and then apply their planning as they write <p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> use simple planning strategies to organise their ideas and then apply their planning as they write <p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> use simple planning strategies to organise their ideas and then apply their planning as they write
<div style="border: 2px solid black; padding: 10px; background-color: #fff; margin: 0 auto; width: 80%;"> <h3 style="margin: 0;">Composing mainly simple and compound sentences, with some variation in their beginnings</h3> </div>	
<p>From <i>The King's Birthday</i> by Dot Maharry, <i>Ready to Read</i> (Turquoise)</p> 	<p>links between the oral and written forms of words (for example, by using word games as independent literacy tasks), they help to develop students' knowledge and awareness of word structure (morphology) and spelling (orthography). page 71</p> 
<p>'Stories along the River'</p> 	<p>The Tupperware Party</p> 
<p>frequency words in essential lists 3 and 4:</p> <ul style="list-style-type: none"> encoding (spelling) unfamiliar words by: <ul style="list-style-type: none"> using their knowledge of diverse phoneme-grapheme relationships to write some of the sounds of English in different ways (e.g., <i>photo, laugh, Friday</i>) applying strategies such as sounding out words, making analogies to words that sound or look the same, and using known chunks and rimes using their increasing knowledge of morphology to correctly spell word endings and other morphemes (e.g., <i>greatest, florist</i>) applying their knowledge of simple spelling rules (e.g., using -es for plural nouns ending in s, such as <i>buses</i>); attempting some variety and precision in the use of adjectives, nouns, and verbs; forming all lower-case and upper-case letters correctly with increasing speed and automaticity; using appropriate text structures for text types such as simple recounts, descriptions, and reports; composing mainly simple and compound sentences, with some variation in their beginnings; using simple conjunctions correctly, with subject-verb agreement and noun-pronoun agreement; using full stops, question marks, or exclamation marks to end sentences and using capital letters correctly to begin sentences (and for familiar proper nouns). <p>¹³ These lists are in Croft (1998). They are examples only, and teachers may refer to other reputable lists of high-frequency words.</p>	

Most students will be working at level 1 of the New Zealand Curriculum.

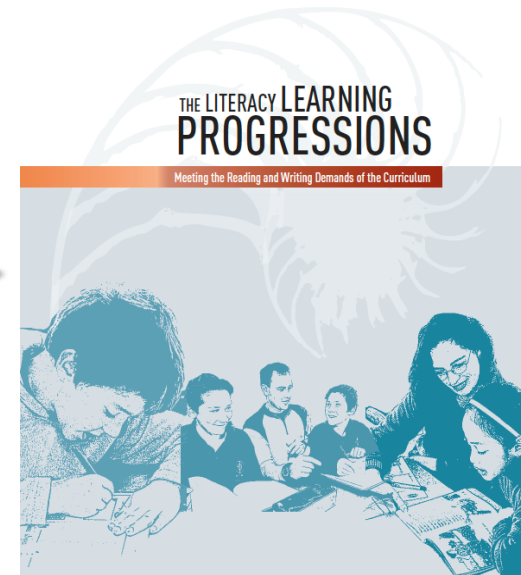
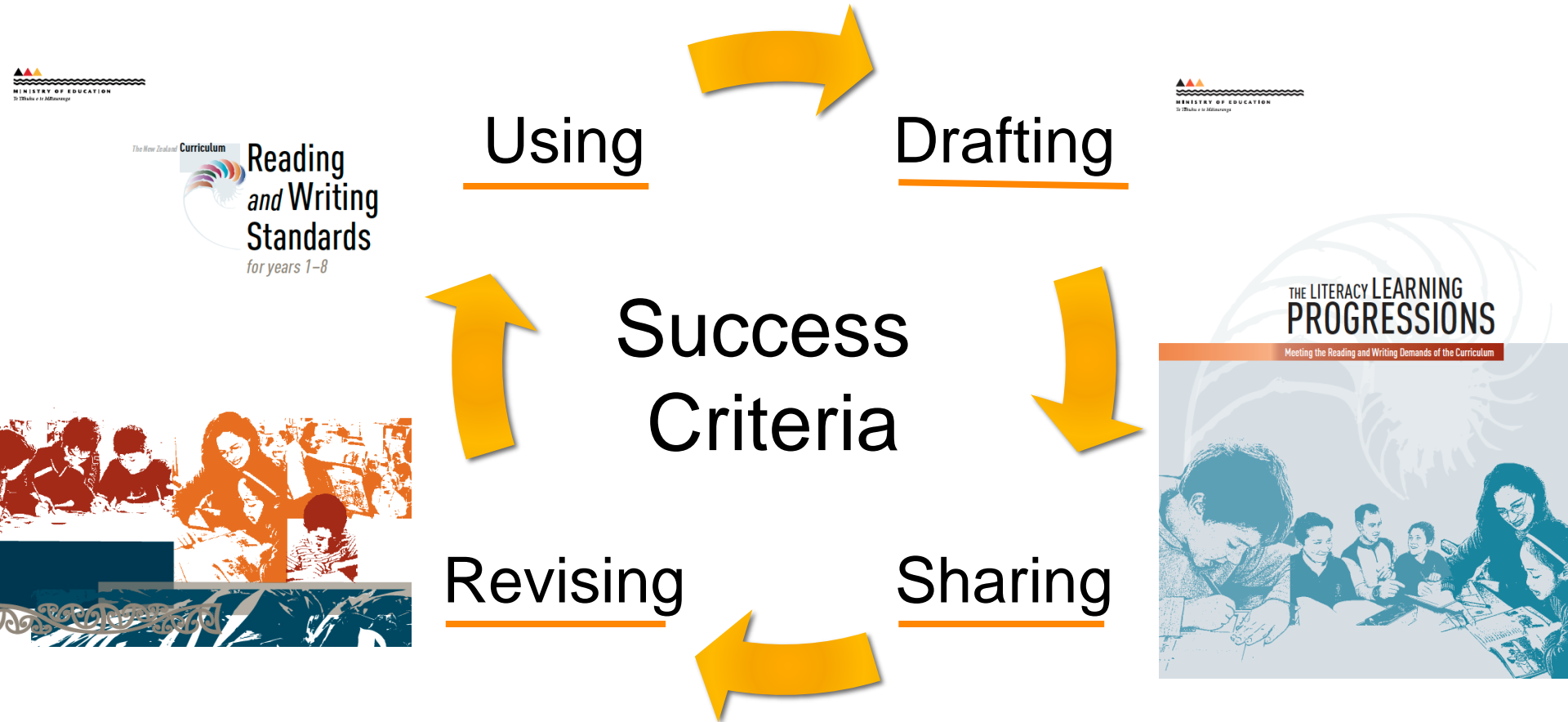
HOW CRITERIA DEVELOPMENT PROMOTES SHARED UNDERSTANDINGS

- **Phillip [Y4]:** I would put, you *could* . . . use different sentence beginnings.
- **Sophia [Y2 & Y3]:** I would say *should*.
- **Susan [Y3 & Y4]:** *Should*, yeah. I think so. Yeah.
- **Phillip [Y4]:** Oh, you reckon *should*?
- **Sophia [Y2 & Y3]:** I would expect mine to be using them [variation in sentence beginnings] as a *should*. They should not be doing “and then, and then and then.”
- **Phillip [Y4]:** Year 2 is the year level that I have got the least experience with.

HOW CRITERIA DEVELOPMENT SUPPORTS JUDGEMENT MAKING

“So, I think that’s where, you know, if we’ve got something that we’ve . . . identified together, in this stage [the criteria-development stage], when you look through at a kid’s piece of work, I mean, sure . . . if you were going to be really picky there might be some things that you didn’t quite agree perfectly on, but not a lot”.

HOW CRITERIA DEVELOPMENT STRENGTHENS TASK DESIGN



HOW CRITERIA DEVELOPMENT STRENGTHENS TASK DESIGN

“It will be hard to get impact out of the Settlers [Museum]. . . . Because that’s looking very like personal recount, as opposed to an experience which in some way tantalises you. Do you know what I mean? To me there’s a difference.”

LEARNING INQUIRY: PHASE 2

Learning Inquiry

What happened as a result
of the teaching, and what
are the implications for
future teaching?

HOW CRITERIA DEVELOPMENT GENERATES OWNERSHIP & PROMOTES UTILITY

"Because those [National] Standards were imposed on us, rather than consulted, it's very difficult to feel any affinity with them. Whereas I feel really that we have got a lot of ownership of what we have done here because we have been involved in it [the development of the Success Criteria] and that's why I think we feel so much happier about using something like this [the Success Criteria] than something that's just been dumped on us and we've had no input."

HOW CRITERIA DEVELOPMENT GENERATES OWNERSHIP & PROMOTES UTILITY

“You don’t feel, with the Musts, Shoulds, and Coulds . . . when you see the bits that are missing, you don’t feel so bad if they are missing full stops, just working on where full stops go.”

HOW CRITERIA DEVELOPMENT GENERATES OWNERSHIP & PROMOTES UTILITY

“Now there is a clear framework in place [the Must, Should, Could charts] . . . you are going to get more discussion of pedagogy. You know, how [do] you go about doing this? How [do] you address these issues? Well, this kid’s not doing this, this, and this. What more can you [the teacher] do? . . . So suddenly you’re getting into the real core of our job.”

HOW CRITERIA DEVELOPMENT GENERATES OWNERSHIP & PROMOTES UTILITY

“I think that you get a bit more confidence because of it [the Success Criteria]. You are quite confident telling the parents about what their [child’s] next step is because you know it and it’s clear and you’re working on it.”

HOW CRITERIA DEVELOPMENT GENERATES OWNERSHIP & PROMOTES UTILITY

“When you come to giving feedback on the writing, we’ve actually got specific things that we can give feedback on. So you don’t feel like you are trying to pull something out of the ether for every child. . . . You’ve actually got something concrete to say about what they can do and what their next steps are. And that’s really good.”

HOW TO EMBED LEARNING INQUIRY WITHIN MODERATION

- Systematically integrate the identification of next steps into the judgement-making process
- Schedule regular judgement-making meetings
- Ensure meetings are expert-led

REALISING THE BENEFITS OF MODERATION

Margaret: Even after just doing 3 or 4 [samples] each. . . .
Well I know what I'll be doing next. . . .

William: Right, that's the [student's] next learning step. So,
I obviously need to change . . . my language programme.

Margaret: So that becomes a teaching point doesn't it. . . .

William: That's where I've got to do my next teaching step
as well, not just the kids' learning steps. Well they need that
teaching first, don't they?

ASSESSMENT FOR LEARNING

- Ministry-funded efforts to strengthen teachers' assessment for learning capability
 - Assess To Learn (AtoL) Project
- Synergies exist between:
 - Moderation
 - Learning inquiry
 - Assessment for learning

HOW MODERATION STRENGTHENS ASSESSMENT FOR LEARNING CAPABILITY

Most teachers participating in AtoL focused their professional learning on:

- Developing their skills in giving feedback and feed forward
- Developing and co-constructing learning intentions and success criteria with students
- Using student achievement information to adjust programmes
- Encouraging students to use self and peer assessment
- Using assessment tools ... effectively and using samples of student work as a basis for discussion

(Poskitt & Taylor, 2008)

HOW MODERATION CAN STRENGTHEN ASSESSMENT CRITERIA & LEARNING GOALS

- To attain a learning goal a student must understand that goal and be able to identify what is required to achieve it
- Effective learning goals are:
 - Relevant
 - Measurable
 - Distinct

HOW MODERATION CAN BE USED TO PROMOTE SELF-ASSESSMENT

- Self-regulating, autonomous learners know how to inquire into and assess their own learning
- “When you get them [the students] to buy into that [the Must, Should, Could system], it’s brilliant because then they start being self-evaluative. And that’s when they really take off.”

REALISING THE BENEFITS OF MODERATION

“I put ‘could underline the tricky part of a word’ . . . Because I’d just introduced it . . . I wasn’t expecting any of them [the students] to try it. Every single one of them . . . tried underlining the tricky part of the word, because it was on the ‘could’ And that was amazing. Like normally I’d have to drum that in and make a thing about it . . . They all tried it.”

HOW TO FORM AN ASSESSMENT-FOCUSED PROFESSIONAL LEARNING COMMUNITY

How and what do teachers learn about
assessment through their involvement
in social moderation?

HOW TO FORM AN ASSESSMENT-FOCUSED PROFESSIONAL LEARNING COMMUNITY

ESTABLISH SHARED RESOURCES AND SYSTEMS

- Provide teachers with opportunities to co-construct and develop common understandings of local assessment criteria
- Ensure teachers **routinely** use:
 - Their local assessment criteria to inform discussions about student work
 - Their discussions about student work to identify next teaching and/or learning steps

HOW TO FORM AN ASSESSMENT-FOCUSED PROFESSIONAL LEARNING COMMUNITY

DRAW ON ASSESSMENT FOR LEARNING TO MOTIVATE AND INFORM MODERATION ACTIVITY

- Use the principles and practices of assessment for learning to highlight the benefits of moderation and identify reasons for participating
- Ensure that moderation processes are informed by an assessment for learning expert

HOW TO FORM AN ASSESSMENT-FOCUSED PROFESSIONAL LEARNING COMMUNITY

MAKE TIME FOR MODERATION

- Provide teachers with frequent, ongoing opportunities to participate in moderation activities
- Schedule at least 2 moderation meetings per term

ACKNOWLEDGEMENTS

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