

Unitec Tertiary Teaching Badge

Marking Schedule – Post-Moderate Assessor Decisions

Learning Outcome: Post-moderate assessor decisions in line with relevant Unitec’s policy and procedures

Note: For the purpose of this course you are required to post-moderate only four assessor decisions.

Badge Level drawn from Pohatu’s Mauri Model	Judgement Statements	
	1. Artefacts <i>Documents that provide evidence of Post-Moderating Assessor Decisions</i>	2. Narrative (up to 500 words) <i>A clear explanation of the thinking behind key artefacts submitted, including how your practice relates to a specific badge level.</i>
<p>Mauri Oho Emerging “You have begun to explore opportunities to practise and develop this aspect of teaching competency but are not yet consistently demonstrating it.”</p>	<p><i>Evidence by way of artefacts and narrative will show the moderator has post-moderated assessor decisions against one set of assessment materials and learning outcome(s) that supports good assessment practice. The moderator must provide evidence of:</i></p> <ul style="list-style-type: none"> a. latest course/standard descriptor b. assessment brief with marking criteria, and a marking guide (Note: where unit standards are concerned ‘assessment schedule’ is required with assessment brief) c. four marked student assessment samples d. completed post-moderation form e. original and revised version of assessor decisions of student work in case of disagreement with assessor decisions f. course evaluation and planning (CEP) report if issues were identified with assessment materials (Note: the issues must be captured by the teacher in the CEP report) <p>In the narrative the moderator has justified why they believe there are no issues with assessor decisions and/or assessment materials OR there are one or more issues that need addressing (make reference to any specific principles were applicable, from relevant Unitec’s policy and procedures or other source(s) that informed the decision).</p>	
<p>Mauri Tū Demonstrating “You consistently demonstrate this aspect of teaching competency and actively look for opportunities for further growth.”</p>	<p>As above (for Mauri Oho/Emerging), but evidence of post-moderating four assessor decisions each against two different sets of assessment materials and learning outcome(s) that supports good assessment practice. At least one set of post-moderated materials must identify issues with assessor decisions and/or assessment materials that need addressing.</p> <p>In the narrative the moderator has explained how they have developed their post-moderation skills and are applying them in their context.</p>	
<p>Mauri Ora Modelling “You are considered a role model for this aspect of teaching competency and support others to develop in this area.”</p>	<p>As above (for Mauri Tū /Demonstrating), plus Additional evidence from external moderator or any other relevant stakeholder who may have commented on the moderator’s post-moderation skills. This evidence can be from recent (2 to 3) semesters.</p> <p>AND In the narrative the moderator has explained how they share their expertise, or support others to develop in this area.</p>	