

Appendix C.8 • Exemplar Moderation

A guide for use in conducting change team, whole-school, and inter-school moderation processes

Notes

- Remember that exemplars may focus on one or any number of students, one or any number of outcomes or individual dimensions, and one or any number of elements of authentic practice or their dimensions as well.
- Depending on your change team's, school's, or group of schools' focuses, you may choose to plan moderation sessions around specific outcomes, elements, or dimensions. Teachers might be aware of these focuses leading into or during their design of exemplars, or you may choose to moderate specific exemplars during specific moderations, depending on their focus. You may also choose to moderate whatever exemplars are available, regardless of focus.
- Even if your change team includes students, parents, and/or community members, it's likely those team members won't directly participate in the change team, whole-school, or inter-school moderation processes. While their engagement should be felt in the evidence included in the exemplars, and the results of the process should be shared with them, moderation is intended as a professional learning activity.
- While moderation processes will have similar elements, they'll necessarily look different depending on your context. Use this tool as a guide, but remember that "what's best" is what makes the most sense given your own unique circumstances.

Tools

- Learning Progressions (Appendix D)
- Learning Experience Rubric (Appendix G)

Moderation Process

1. After providing an appropriate amount of time for their completion, collect exemplars from any number of teachers within your school/s (they may or may not be change team teachers). Exemplars should be submitted in the format that makes the most sense for the purposes of moderation, whether that format is uniform or left to the discretion and creativity of each individual teacher. No matter the format, the exemplars will need to be made available to each moderation participant, whether online or copied in physical form.
2. In your change team or wider group, distribute or provide each participant with access to the exemplar (one at a time). Give each participant an appropriate amount of time (as determined by the exemplar's length, level of detail, number of focus outcomes or elements of authentic practice, etc.) to examine the exemplar individually and to determine ratings of the focus outcomes and focus elements of authentic practice (as identified within the exemplar), using the corresponding Learning Progression and the Learning Experience Rubric, respectively. Along

with their ratings, each participant should record the evidence used to make each rating, along with any instances in which further evidence is needed.

3. Break into groups ranging from three to eight members, depending on the total number of moderation participants. In your groups, discuss your ratings and the evidence behind them. Whenever there are disagreements, remember to look to the evidence. As a group, come to collective ratings on the focus outcomes, elements, or dimensions. Designate one group member to record notes throughout the discussion and another to report your team's evidence and ratings back to the wider group.
4. Come back as a full group to share your individual group ratings. Have each group's designated reporter share their individual findings in turn, with one participant recording each group's ratings alongside notes on identified evidence. After each group has shared, discuss where you are as a whole based on aggregated ratings from each individual group. The fact that the majority of groups rated a given element or dimension at a certain level doesn't necessarily indicate a final whole-group rating. Give each group the chance to discuss their ratings again based on all presented evidence and to adjust their ratings if need be. Report back again, and, as a full group, come to final collective ratings for the exemplar. Repeat with additional exemplars as necessary.
5. To close the session, talk about lessons learned and any action items that emerged from the moderation, including how to best share findings throughout the school/s and with other learning partners as need be. What was successful about this experience, and what could be improved for future moderations? What are some of the identified practices you can take back to your own classes, schools, and/or wider systems? What did the process reveal about strengths, opportunities for improvement; where further support is needed; and how can we act on each?

Source: The Learner First, 2018

Retrieved from the companion website for *Measuring Human Return: Understand and Assess What Really Matters for Deeper Learning* by Joanne McEachen and Matthew Kane. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for any local school site or nonprofit organization that has purchased this book.