

# How do I know if I am marking comparatively?

## Frequently Asked Questions

### Purpose

To explain how teachers can determine if they are marking comparatively with other teachers of the same course. Providers must meet the requirement for moderation to ensure fairness and comparability of assessment.

### Commonly asked questions

- **What does marking comparatively mean?**

This is when:

- judgements are based solely on the criteria and standards in the course document against evidence provided by the student
- teachers are applying shared understandings of what each standard looks like in student work
- marking decisions would remain similar regardless of who marks the work, when it is marked, or which class the student is in
- assessment outcomes are fair, comparable and defensible.

- **How can I check how I am marking in comparison with my peers?**

You can be confident you are marking consistently when you:

- use only the TASC course criteria and standards to assess student work
- refer to annotated work samples, where available, to guide your interpretation
- compare your judgements with colleagues, looking for alignment or explaining differences through moderation opportunities
- find opportunities to share common tasks with other teachers and undertake moderation together
- make decisions based on evidence, not on effort, behaviour or perceived ability
- document the rationale behind your judgements so that another teacher could follow it.

- **What is effective moderation?**

Moderation of student work and teacher marking is effective when teachers:

- mark selected student work samples independently using the criteria and standards, then compare ratings and discuss any discrepancies
- identify where interpretations of the standard differ and agree on an approach
- apply adjustments that need to be made to align assessments across classes or teachers
- use outcomes of moderation to inform future teaching, task design, and ongoing assessment practice.

- **What opportunities should schools provide for moderation?**

Principals must ensure that all teachers of TASC courses have regular and meaningful moderation opportunities for the courses they deliver. These may include:

- participation in statewide Moderation Days
- school-based moderation meetings across all courses
- cross-school collaborations, especially for schools with small enrolments or sole teachers of a course.

### Alignment to [Standards for Providers](#)

Marking consistency is central to:

- **Standard 1 – Teaching and Learning:** ensuring comparability processes
- **Standard 2 – Assessment Validity and Reliability:** ensuring assessments are valid, fair and based on evidence
- **Standard 5 – Assessment Dispute Resolution:** ensuring that judgements can be explained, defended, and verified

### Where to get more information

Refer to [TASC course documents](#) for criteria and standards.

Moderation and assessment guidance are available through [DECYP's Communities of Practice](#).

Your TLO can contact TASC through TRACS for support or clarification.