

MARKING COORDINATOR HANDBOOK 2019

All Marking Coordinators employed by the Office of Tasmanian Assessment, Standards and Certification must follow the instructions in this handbook



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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ROLES AND RESPONSIBILITIES

SELECTION

The Office of Tasmanian Assessment, Standards and Certification (TASC) employs Marking Coordinators to assist with the external assessment process for each externally assessed course. TASC advises each applicant when an appointment to the position has been confirmed.

Applicants are selected on merit by TASC in accordance with the [State Service Act 2000](#) and their ability to meet the following criteria:

- Superior knowledge of the relevant course
- Understanding of criterion based assessment
- High level written and oral communication skills
- Capacity to provide team leadership to achieve outcomes by specified deadlines
- Capacity to adhere to marking procedures and policies
- Commitment to meet confidentiality and security requirements
- Receptiveness to receiving feedback and ability to apply any feedback
- High level professional standing within the teaching community.

DUTIES

TASC expects Marking Coordinators to act with competence, probity and integrity.

Your duties as a Marking Coordinator are to:

- Manage and monitor a team of Markers to complete complex assessment tasks complying with TASC external assessment policies and procedures, within specified timeframes.
- Create or assist to create solutions/tools/schemes/guidelines that aid Markers to consistently apply the standards to candidates' work
- Plan and implement appropriate information/training for the marking team to:
 - Clarify the nature of the evidence to be evaluated for external assessment
 - Explain the use of tools/schemes/guidelines
 - Explain TASC external assessment policies and procedures
- Allocate tasks, monitor and provide guidance, constructive feedback and support to the marking team
- Apply TASC guidelines to determine the minimum values for externally assessed criteria for a course
- Facilitate assessment panel considerations to review, on a case by case basis, all those awards that are identified by TASC as:
 - Displaying a lack of consistency (are discrepant)
 - Being one external rating away from the next higher award (borderline) or
 - Have a pattern of results that is significantly inconsistent (anomalous)
- Provide advice to TASC on specific queries arising from the marking process

- Compile the Assessment Report to be published on the TASC website
- Provide a report giving feedback to the Setting Examiner and Exam Critics
- Report on the external assessment process according to TASC specifications. Consequently you may be invited to contribute on the External Assessment Specifications Advisory Panel for your course.
- Provide a report giving feedback on the overall marking process and the performance of individual Markers
- If there are complex queries following the inspection process, assist TASC to formulate responses.

The Marking Coordinator title is only relevant to your role in the external marking process. It is not appropriate to use your Marking Coordinator "hat" to endorse a particular position not included as part of your agreed Marking Coordinator role. For example, course development.

APPOINTMENT

Marking Coordinators are appointed annually with invitation to be reappointed each year up to three years. After three years the position is thrown open to enable opportunity for others to apply. A current Marking Coordinator who has completed three years may apply to continue.

Marking Coordinators are paid a flat rate and then an individual rate per candidate over 100 students. The rate is outlined in the [Office of Tasmanian Assessment, Standards and Certification \(Fees\) Amendment Regulations 2013](#).

Courses with candidate numbers greater than 700 will have two Marking Coordinators to enable north and south Marker training meetings. Co-Marking Coordinators will each be paid the flat Marking Coordinator rate and then a rate based on half the number of students over 200.

Other courses may, with approval from TASC, have a shared Marking Coordinator role. This may be for mentoring of a future solo Marking Coordinator or to share particular parts of the role e.g. folios and written exams. Individuals sharing a Marking Coordinator role will each be paid half of the Marking Coordinator allowance and then a rate based on half the number of students over 100.

PAYMENT

OVERVIEW

The [Office of Tasmanian Assessment, Standards and Certification \(Fees\) Amendment Regulations 2013](#) sets out a payment schedule that relates remuneration levels to the complexity of tasks performed in marking senior secondary external assessments and associated tasks. The regulations clarify the roles of Markers and associated personnel. More detail is found on the TASC website under [Sessional Staff Payments](#).

REIMBURSEMENT OF EXPENSES

Information on [travel and accommodation claims](#) is available on the TASC website.

Please note that reimbursement is payable for approved required travel. For Marking Coordinators this includes the Marking Coordinator and Marker Training meetings and the Assessment Panel meeting when

more than 60km from home. For the purposes of travel reimbursement, the first three days of marking, following the training meeting, with the marking team in a marking centre, although not compulsory, can be considered as required travel.

Relief may be claimed only by your school and only for compulsory meetings. Relief is not paid for written exam marking.

CONFIDENTIALITY OF INFORMATION

People employed by TASC to assist with the administration of external assessment will have privileged access to information relating to TASC assessment practices and procedures, assessment instruments such as exam papers, or to results, on an individual, school or statewide basis.

- All information about the marking process must remain strictly confidential. Under no circumstances should you discuss any results or the method used to arrive at results with anyone not directly involved in the process. Only the Executive Officer of TASC, or their nominee, can make public comments about assessment practices, procedures and results.
- You might become aware of the identity of particular candidates and the external assessment process may require knowledge of the school a candidate has attended. Under no circumstances should anyone involved in the marking process make any form of comment about the results of a particular candidate or school, or about the processes, be they usual or irregular, that have been employed in determining the results of a particular candidate.
- You must direct anyone with queries or concerns about results to TASC, who may then seek comment or action on the matter from you as appropriate.
- You must advise the TASC Program Officer-Assessment of any conflict of interest, real or potential, which might arise due to your involvement in any part of the external assessment process.
- Under **no circumstances** can Markers either retain or make copies of candidates' external assessment material, excluding de-identified sample bodies of work to use for training meetings.

ACADEMIC INTEGRITY AND AUTHENTICITY

TASC requires schools and colleges delivering TASC Level 3 or Level 4 courses with an external assessment component to have processes for ensuring the authenticity and academic integrity of work submitted by candidates for assessment.

The TASC [External Assessment Rule 3](#) (a) states:

Any material submitted by a candidate for external assessment must, except where the source of the information, images, ideas or words is explicitly acknowledged, be the work of the candidate.

If a Marker suspects the TASC External Assessment rule has been breached, you should first refer them to TASC's [Authenticity and Academic Integrity Guide](#) to check to see if it is a case of poor referencing by the candidate. If so, apply the course specific guidelines about how to deal with poor referencing.

If you believe, after fully reviewing the course specific guidelines, this is a case of more than poor referencing:

- Mark the material as though it were the candidate's own work
- Complete the Authenticity and Academic Integrity External Marker form provided
- Immediately return the completed report and, if paper-based, the folio and marking sheet to TASC.

TASC will investigate and determine appropriate action. You have no further responsibility in this process.

MARKING PROCESS

KEY DATES

Important dates for 2019 external assessment are available on the [TASC website](#).

PLANNING FOR MARKING

You may need to liaise with TASC to plan the processes that will be used when marking the external assessment of your course. This meeting, if required, will identify particular forms that will be required, clarify the use of ratings, consider the need for double marking of some sections etc.

You must develop or assist TASC to develop marking tools/schemes/guidelines and establish benchmark candidate responses at a range of rating levels to ensure consistent application of the standards.

Developing marking guides is important because they:

- Are directly linked to the standards
- Support consistent marking
- Distinguish between different levels of achievement.

For some courses TASC will provide a set of suggested solutions for you to refine as required. For all other courses the Marking Coordinator will be required to produce marking guidelines to support the marking process.

ORGANISING MARKERS

It is the responsibility of TASC to appoint Markers. Markers are employed in accordance with the [State Service Act 2000](#).

The process is as follows:

- TASC circulates a request for expressions of interest in marking
- New Markers, or those who were last approved 3 years ago, apply for approval to mark by submitting an application. TASC approves Markers as suitable to mark
- Each year Markers register their interest to be a Marker for a specific course(s) and for particular types of assessment i.e. oral/practical/folio/written exam, in order of preference. Markers can apply to mark a combination of different courses and assessment types. Markers can undertake part loads or, when a marking team does not have a full complement of Markers, more than a full load, in consultation with the Marking Coordinator.
 - TASC works with Marking Coordinators to select a marking team, from the list of approved, registered Markers, with a balance of new and experienced Markers, with representation from different sectors and regions.
 - TASC notifies Markers of their inclusion in a team(s).
 - Marking Coordinators distribute exams equitably amongst their marking team.

You cannot use Markers other than those appointed by TASC. If a Marker who is not on the list provided by TASC arrives on the first day of marking, they cannot mark and must not be given any marking material. You must refer them to TASC.

MARKER TRAINING MEETING

Before any marking can commence, you must meet with your marking team to:

- Clarify the nature of the evidence to be evaluated for external assessment
- Explain the use of tools/schemes/guidelines
- Explain TASC external assessment policies and procedures.

The TASC Program Officer-Assessment will work with you to determine the venue(s) and date of the Marker training meeting and the Assessment Panel meeting. The [Decollation Survey](#), completed at the Marking Coordinator training meeting, will enable you to indicate to TASC how to sort each section of the paper, where each section of the paper needs to be sent for marking and whether you want samples copied and available for your Marker training meeting.

The nature of Marker training meetings will vary depending on the size of the marking/examining team and the nature of the assessment. Generally, a sample(s) of actual candidate work will be used as training to ensure that true and fair results are being attained. See [Appendix 3](#) for an example Marker Training meeting agenda.

When a course has two discrete segments to its assessment program there may be a need for two distinct meetings (for example, a course with an exam and a folio).

TASC will schedule your Marker training meeting in consultation with you. Courses with written examinations will generally hold their Marker training meeting in the week following the written exam. Except in the case of marking panels visiting schools, all Marker meetings will be held at central venues organised by TASC, usually Newstead College, Hobart College and the Professional Learning Institute. In a number of courses video conferencing is used to minimise travel.

Courses that involve marking panels visiting schools will hold their meeting at the first school being visited. Courses with external assessment that is solely folio-based may hold their meetings at times to suit the Marking Coordinator and Markers.

TASC aims to publish the schedule of training meetings and venues in mid-September for written exams and communicate details individually to Markers of folios, orals and practicals in early September.

OBSERVERS

Please note that observers are not permitted at any Marker meeting without the explicit written permission of the Office of TASC. In general, TASC's policy is that observers are not allowed during the marking process. Observers at Marker training meetings are present by invitation only and with the consent of the Marking Coordinator and the Office of TASC. It is expected that observers are teachers new to the course who intend to mark in the following year, benefitting from the professional learning at the Marker training day.

TASC does not pay relief, allowances or catering for observers. Before the start of the meeting observers must identify themselves to the Marking Coordinator as an invited observer and sign the TASC declaration form.

MARKING PROCESS

Marking needs to be organised so that it is completed at the time specified by TASC. Assessment Panel meetings, in general, will commence the week following completion of marking.

It is your responsibility to manage the evidence that has been collected during the assessment process. The material, be it examination booklets, folios or records of performances, must be returned to TASC once all processes have been completed. A collection schedule from marking centres will be available at the end of October.

You are required to allocate tasks and provide guidance, support, and feedback to the marking team. You must monitor the progress of marking, check for systemic problems, and, where possible, use data to monitor the performance of individual markers. You must give feedback to Markers on the consistency of the application of the standards to their marking.

TASC encourages Markers to mark with their marking team at the marking centre, where possible. Although not compulsory, this enables Markers to promptly clarify questions with the team and Marking Coordinator.

RECORDS OF MARKING

You must discuss the following with your marking team.

- **Use of standards:** The marking must be based on the criterion standards in the course document indicated for external assessment. You must ensure that you are fully conversant with the documented standards for your course and that any marking guides/ tools reflect them.
- **Terminology to be used when making assessments:** One of either A; B; C; D; Z or A+; A; A-; ... D; D-; Z or numbers from 0 to an upper limit will be used. It is allowable to mix these alternatives. It should be noted that the examination instrument will often force markers to use a particular method.
- **Combining results:** The two main method(s) to be used when combining results to form a particular rating are:
 - 'averaging ratings' i.e. B+ and C+ equates to B- which is a final rating of B; and
 - 'using cut-offs' i.e. C=20 points, B=30 points etc.

ISSUES WITH MARKING

TASC is responsible for all results issued as a result of the external assessment process.

- If TASC becomes aware of an issue with an assessment task, including in a written paper, which impacts on the marking of that task, TASC will inform you how it is to be managed.
- If you become aware of a problem during the marking process you must contact the TASC Program Officer-Assessment immediately to determine a strategy to deal with the issue ensuring the fairest possible outcome for all candidates.

TASC will document any issues with papers and the strategies determined to deal with them.

ASSESSMENT PANEL RESPONSIBILITIES

TASC will ask you to form a panel with at least two experienced markers in whom you have confidence. If the external assessment process involves different tasks, it would be appropriate to include markers from each of those tasks. For example, folio and written examination.

DETERMINING MINIMUM VALUES

Panel members will assist TASC to determine the minimum values for awards. TASC will give you a report showing the past and current distribution of awards and minimum ratings or numeric values for each criterion.

You must adjust the minimum values for each rating until you are satisfied that the criterion ratings awarded to candidate work are consistent with the standards expected for external assessment. TASC will check that the relative variation between internal and external ratings per criterion, is acceptable and there is year-to-year comparability.

- **Numeric marks:** the panel will adjust the numeric value for each rating for each criterion e.g. A=25/30, B = 20/30, C = 13/30
- **Extended ratings:** a combination of evidence may receive extended ratings which are then turned into numbers i.e. A+(12), A (11), A- (10), B+(9), B (8), B- (7), C+(6), C (5), C- (4), D+(3), D (2), D- (1).

These values are added when more than one piece of evidence is used to determine the rating.

The initial (default) minimum values when using one piece of evidence are A=10 B=7 C=4. For two pieces of evidence, the defaults are A=19 B=13 C=7 and for three we start with A=29 B=20 C=11.

BORDERLINE AND ANOMALY REVIEWS

You will be asked to reconsider the results for candidates who are identified by TASC as:

1. One rating away on only one externally assessed criterion from gaining a higher award (borderline candidates):
 - consider these on a case-by-case basis and determine whether an upgrade is warranted and identify which criterion is to be upgraded. This may require externally assessed material to be reconsidered. Marks are not changed in this process.
 - some candidates are granted borderline consideration by TASC. These awards must be upgraded and the panel is asked to identify which rating is to be upgraded to move to the higher award.
2. Having a pattern of results that is significantly inconsistent, either between the internal and the external ratings or between external ratings (anomalous results).

MARKING TEAM REPORTS

The following reports are required to be provided to TASC:

ASSESSMENT REPORT - PUBLISHED REPORT

You are required to produce a report on the external assessment. The target audience for the report is future candidates and teachers.

The report should be in the template provided by TASC and include each of the following:

- Solutions to the examination paper or a marking tool, where applicable
- General comments on candidates' answers, including what should or should not have been included in an answer

- Comments on particular criteria/questions, markers' expectations or standards used for ratings.

TASC will supplement your report with statistical information including the award summary and gender breakdown.

You must provide the report electronically (a template will be provided) and emailed to TASC by 17 December 2019 so that reports are available at the start of the 2020 academic year.

It is your responsibility to ensure all parts of the report are received by TASC. If you have given individual Markers responsibility for particular sections or questions, their comments must be sent directly to you, not to TASC. You are to collate and revise (if necessary) all comments before forwarding the complete report to TASC. You will not receive payment until the complete report (with solutions, where applicable) is received.

FEEDBACK FOR SETTING EXAMINER AND CRITICS

In addition to (but separate from) the report for publication, you are required to provide to TASC constructive feedback to the Setting Examiner and Critics

This might include:

- Patterns your marking team saw in candidate responses to particular questions
- Questions that seemed disproportionate to the number of marks
- Questions that would have benefitted from additional information, different format, etc.
- Questions that seemed beyond the scope of the course

FEEDBACK FOR TASC

- Comments about the process and logistics including selection of Markers
- Individual Marker feedback – Potential categories to indicate suitability of Markers could be: competent, needs development, and not suitable to mark. The latter category would need to be supported by comments and, where possible, evidence.
- Exam paper issues encountered. For example, do the external assessment specifications provide scope for the Setting Examiner to adequately address the course content in the examination?
- Practical / folio issues encountered
- Any suggested improvements for next year for consideration by TASC.

APPENDICES

APPENDIX 1: CHARACTERISTICS OF EXTERNAL ASSESSMENT

All TASC courses designed at Senior Secondary Level 3 or Level 4 difficulty will have an externally assessed component.

The external assessment for a course should have all the following characteristics:

1. Candidates are given common tasks that are:
 - 1.1. designed by people other than the candidates' own teachers
 - 1.2. designed so that all candidates are assessed against the same criteria
 - 1.3. performed under specified conditions, which guarantee, as far as possible, that the work presented by each candidate is indeed his or her own
 - 1.4. assessed using common procedures
 - 1.5. assessed by a common group of assessors who are predominantly from outside the candidate's own institution.
2. Each candidate's results on the external assessment tasks have a direct input into the candidate's final award.

An overall award will be derived from both the internal and external ratings for each Level 3 or Level 4 course successfully completed according to a rule documented in the course.

APPENDIX 2: CONDITIONS FOR EXTERNAL ASSESSMENT

TASC will use one or more forms of external assessment to determine a rating for each externally assessed criterion for each candidate.

The standards applied when determining external ratings for a criterion will be the same as those used by teachers when determining internal ratings on the same criterion.

All course documents will specify the forms of external assessment to be used and specify which criteria they will assess. Where a course requires more than one set of tasks to be undertaken then the course needs to specify which of the criteria will be assessed in each of the tasks.

Examiners design the externally assessed tasks, consistent with the current course document, external assessment specifications, in accordance with the following five criteria.

1. **Candidates are given common tasks which are designed by people other than the candidates' own teachers.**

Each type of task will require candidates to undertake some activities. In some instances these activities will be identical for all candidates: in other cases, they will be selected from a list of possible activities or will fall within specified guidelines.
2. **Candidates are given common tasks that are designed so that all candidates are assessed against the same criteria.**

Where candidates have a choice of activities, all allowable combinations of activities must have the potential to provide sufficient equivalent evidence for each criterion.

Where alternatives are offered to candidates, the same criteria must be assessed in each of the alternatives.

Individual activities within tasks will need to specify which criteria are being assessed.

3. Candidates are given common tasks that are performed under specified conditions which guarantee, as far as possible, that the work presented by each candidate is indeed his or her own.

4. Candidates are given common tasks that are assessed using common procedures.

All Examiners will have available to them the same documentation as is available to the teachers of the course. It will be the responsibility of the Marking Coordinator to ensure that all Examiners are adequately briefed with regards to the standards for each criterion.

5. Candidates are given common tasks which are assessed by a common group of Examiners who are predominantly from outside the candidate's own institution.

There are three broad types of conditions under which candidates can undertake externally assessed tasks.

5.1. All candidates undertake the set activities at the same time under supervision.

5.2. All candidates undertake the set activities, one after another, with the time between the assessments of the first and the last candidate being minimised.

5.3. All candidates undertake the set activities, each candidate being required to complete the tasks by a specified date.

Some tasks can be categorised under two types. In these cases they would need to meet the requirements of both types. Displayed or performed work could be considered to display aspects of both 5.2 and 5.3.

In order to ensure that the above requirement is met there are different conditions and procedures for each of the three types.

5.1 *All candidates undertake the set activities at the same time under supervision (for example, written examinations).*

- Candidates and teachers have no knowledge of the specific tasks until the commencement of the specified time allocated to the tasks.
- All candidates are supervised to ensure that:
 - there is no communication between candidates relating to the tasks.
 - candidates use no resources other than those specified. The course document lists all resources that candidates may use to help them.
 - all resources that are to be provided to the candidates are indeed available to each candidate as required.

TASC is responsible for the provision of appropriately qualified supervisors. For efficiency of supervision TASC has organised a number of examination centres to be established. All candidates will attend one of the centres to undertake the set of activities.

5.2 *All candidates undertake the set activities, one after another, with the time between the assessments of the first and the last candidate being minimised (for example, oral examinations, music performances).*

This is appropriate where candidates are required to produce evidence which involves them saying or doing something which cannot be reasonably 'captured' and transported to a single central location for subsequent assessment. In particular they relate to oral, performance and display oriented criteria.

The Marking Panel will travel to schools and colleges to undertake this form of assessment. The timetable will be made available to candidates and teachers as early as is possible.

5.3 *All candidates undertake the set activities, each candidate being required to complete the tasks by a specified date (for example, folios of work, research projects, art displays).*

Due to the inherent lack of external supervision of candidate work it is essential that there is a process of verification as to the authenticity of the material submitted for assessment. TASC requires schools and colleges that deliver TASC Level 3 or Level 4 courses with an external assessment component that involves folio or other project work to have processes for ensuring the authenticity and academic integrity of work submitted by candidates for assessment.

For courses where folios are submitted as a hard copy:

- Candidates will be required to sign a declaration that asks them to verify that the work submitted is their own and contains no unacknowledged material.
- Teachers will be required to sign a declaration which asks them to verify that the work presented is the candidate's own work, that they have sighted the work in progress and that it was submitted by the due date.

For courses where folios are submitted digitally:

- Folios will be uploaded by the school into TRACS
- Teachers will be required to verify that the work presented is the candidate's own work, that they have sighted the work in progress and that it was submitted by the due date.

Where Markers have doubts or concerns about the authenticity of a candidate's work they must contact TASC immediately. TASC will determine what action will be taken based on the information provided by the Marker and subsequent investigation.

APPENDIX 3: SAMPLE AGENDA FOR MARKER TRAINING MEETING

MARKER TRAINING MEETING

Before any marking can commence, Marking Coordinators (MC) must meet with their marking team to:

- Clarify the nature of the evidence to be evaluated for external assessment
- Explain the use of marking tools/schemes/guidelines
- Explain TASC's external assessment policies and procedures.
- Explain employment payment and processes including short training in navigating TASC website

The nature of the Marker Training meeting will vary depending on the size of the marking/examining team and the nature of the assessment e.g. essay answers, short answers, calculations.

Generally, samples of candidate work will be used as training to ensure that true and fair results are being attained.

Please note that observers are not permitted at any Marker Training meeting, excluding a new teacher of the course who has committed to marking in the subsequent year with the permission of the Office of TASC.

HINTS FOR NEW MARKING COORDINATORS

Ensure that Markers are all using criteria for the course as per the TASC website rather than creating their own documents that may inadvertently not match the course criteria.

When determining agreement on standards for each grade (A, B, C etc.) use the wording of the element descriptors to clarify what is not negotiable for a C (a passing standard).

It is important that Markers do not have a mental list of what you as a Marker think the student *should* put in their answer and then marking them down if they don't provide the answer you want.

Where possible pair a less experienced Marker with a more experienced one to mentor.

Keeping running notes of common vocabulary, grammar problems (especially important for languages as this then serves as a teaching guide for teachers). This will make the production of the Assessment Report a lot easier after the event.

Ask all Markers to make notes on the section(s) they have marked, so that the Assessment Report can provide substantial feedback across the whole suite of papers. (This means what students did well, as well as what the common problems were).

APPENDIX 4: MARKER TRAINING MEETING OUTLINE

LEARNING INTENTION

- We are learning to work collaboratively to make comparable and consistent judgements of student work.

SUCCESS CRITERIA

- We consistently apply assessment standards.
- We apply constructive feedback from colleagues to improve professional knowledge and practice.

This is important to improve the quality of our assessment both individually and as a professional community.

SAMPLE MARKER TRAINING MEETING AGENDA

DATE	TASC will schedule Marker training meetings in consultation with MCs.
VENUE	TASC will provide a venue to suit the majority of markers. For large subjects, meetings may be held in the north and south on consecutive days or concurrently using Skype.
ATTENDEES	TASC approved Markers for this course Marker Coordinator(s) <i>Note: Teachers who are new to the course and who have committed to marking the following year may attend as PL at their own or their school's expense with approval from TASC and the Marking Coordinator</i>

MEETING

MC will provide preliminary solutions and/or marking guide.
Markers should bring their own copy of the course standards document.

PREPARATION

Where possible Markers should know which section(s) they will mark prior to the Marker Training Meeting. Markers to have developed own solutions to paper/ their assigned sections prior to the meeting.

Note: Some MCs send 3 scanned papers representing an A, B and C to markers to scope out student response to the exam.

TIME	AGENDA
9:45 am – 10:00 am	Arrival and coffee Sign in – attendance list returned to TASC for Marker payments
10:00 am – 10:30 am	SESSION 1 – Welcome, TASC information and meeting overview <ul style="list-style-type: none"> • Explain TASC external assessment policies and procedures. • Markers to sign TASC Declaration form (collected by MC and handed to TASC officer) • Recognition of marking of exams as professional learning • Refer Markers to TASC Employment page for information on payments and reimbursement.
10:30 am – 12:30 pm	SESSION 2 – Establishing Expectations and Confirming Standards <ul style="list-style-type: none"> • Clarify the nature of the evidence to be evaluated for external assessment <ul style="list-style-type: none"> • General discussion of nature of paper, issues and anomalies • Look at marking guides/preliminary solutions and modify through consensus • Aim for consistency in marking through application of the marking guide and/or the solutions <p>Notes:</p> <p><i>A marking guide and/or solutions have been developed for the 2019 paper by setting examiner/critic/marketing coordinator. On training day this marking guide and solution paper is refined with feedback from markers, following a collaborative marking process.</i></p> <p><i>Large marking groups may prefer to work in smaller groups e.g. develop a marking scheme/confirm solutions for one section/question of the paper and make suggestion re cut-offs for section when marking numerically.</i></p> <p><i>Course specific instructions re marking is documented and disseminated to Markers e.g. half marks written as decimals, use red pen, what to write on front cover of booklet. Records of marking explained.</i></p> <p><i>Marked sample sections or questions representing A, B and C standard used as references. Print all the examples on coloured paper and annotate A, A-, B+ etc. Then Markers can refer to the samples to keep on track.</i></p>
12:30 pm – 1:00 pm	Lunch
1:00 pm – 2:30 pm	SESSION 3 – Applying Standards Consistently Mark a sample set of papers then cross mark and discuss differences, identifying how standards would be applied consistently. Discuss how to apply marks and come to a consensus. Annotate marking guide as needed.
2:30 pm – 3:00 pm	Final discussion with whole group and meeting close

<p>POST MEETING</p>	<p>MCs should be in regular contact with their team throughout the marking period and must be available by phone or email.</p> <p>MCs look at samples of marking across the teams so any problems should become apparent and be dealt with in a timely manner. MCs will cross mark random sections/papers especially with new Markers.</p> <p>Markers should meet frequently in pairs/small groups during marking period to randomly check scripts and clarify marking. New Markers to work with a more experienced Marker.</p> <p>Markers will be asked to contribute comments on the marking of the exam for the Assessment Report to be published on the TASC website.</p> <p>MC will appoint markers to the Assessment Panel. Where possible, the Assessment Panel will include a person who marked each section.</p>
<p>EXAMPLE OF PRACTICE – ESSAY BASED</p>	<p>Prior to the Marker training meeting example papers are sent out. Markers asked to produce their own marking guide for their section to be collaboratively developed/refined at meeting.</p> <p>Compulsory introductory session to cover TASC information with all Markers.</p> <p>The rest of the day is broken into sections. Markers know in advance which sections they are marking and can choose to attend the appropriate meetings or all three sessions as PL.</p> <p>Introduction 10:00 am – 10:30am Section A 10:30am - 11:45am Section B 11:45am – 12:45pm Section C 1:15pm - 2.30pm Final discussion and allocation of papers to individual Markers 2:30pm – 3.00pm</p>
<p>EXAMPLE OF PRACTICE – SHORT ANSWER / SOLUTION</p>	<p>Prior to the meeting each Marker completes own set of solutions.</p> <p>Compulsory introductory session to cover TASC information with all markers.</p> <p>Discuss paper as a whole. Comparison of solutions with exam setter solutions and with sample set of student papers to identify different approaches and potential problems, misinterpretation of questions etc. Identify what would lead to mark deductions e.g. units not included and then maximum deductions for each section/ question.</p> <p>Then look at individual questions in section sub groups. Sample mark a set of 20 papers and cross mark. Monitor spread of marks. Look at standard across these. Amend marking guide following discussion.</p> <p>Whole group feedback on individual questions and approaches in each section.</p>

APPENDIX 5: PROFESSIONAL LEARNING RECOGNITION

The Marker training meeting and marking provide a valuable professional learning opportunity. TASC will provide formal recognition of learning aligned with the Australian Professional Standards for Teachers. Specifically:

- 5.3 Make consistent and comparable judgements
- 6.3 Engage with colleagues and improve practice
- 7.4 Engage with professional teaching networks and broader communities

APPENDIX 6: SAMPLE DECOLLATION SURVEY

DECOLLATION SURVEY	
Course	General Mathematics MTG315115
Exam Date and Time	Friday, 16 November 2018, 9:00am
Number of Candidates	1435
Training Meeting Date	Friday, 23 November 2018
Venue	Hobart and Newstead College
Instructions for sorting of exam	
Description of paper structure	5 sections 36 min
Paper is not split	Paper delivered to:
OR	
Split each exam into sections as below	Sections delivered to:
Section A Bivariate Data Analysis	Newstead College
Section B Growth and Decay in Sequences	Hobart College
Section C Finance	Newstead College
Section D Trigonometry	Hobart College
Section E Graphs and Networks	Hobart College
Scanner sheet in each booklet <i>This is for recording marks in some subjects</i>	NOT APPLICABLE
For a section, collate answer booklets into each individual question answered Details	NOT APPLICABLE
Some Marking Coordinators request a range of sample papers to be used for the Marker training meeting. TASC can select and scan samples from each section for you but does not guarantee that samples will be representative of A, B and C etc. You may choose to come into the TASC office to select suitable papers. Please phone the office to arrange a suitable time to ensure the papers are available.	
I would like 10 sample papers to be scanned and sent to me before the training meeting	YES
I will make an appointment with TASC to select some sample papers	NO