**Before Moderation: Aligning the Achievement Standard, Unit Plan, assessment, and teaching & learning.**

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| What are the targeted aspects of the achievement standard being assessed? |  |
| How does the assessment interrelate understandings and skills to gather evidence of student learning and achievement? |  |
| How does the Unit plan, including the assessment conventions of the summative assessment task, correlate to the Year and/or Band plan? |  |
| How are the assessment conventions appropriate to the nature of the curriculum, and appropriate to the age, nature, and diversity of the learners, to provide authentic and appropriately challenging contexts? |  |
| How are the task-specific standard descriptors on the marking guide aligned to the targeted aspects of the achievement standard being assessed, with the achievement standard providing the fixed reference point for describing expectations about the quality of student work at the ‘C’ standard? |  |
| How are the cognitive verbs reflected in the design of the assessment task and range of performance (using a five-point scale) described on the marking guide? |  |
| How is teaching, learning and assessment inclusive, ensuring all students can access and engage with the summative assessment task and demonstrate their learning and achievement? |  |
| How is assessment and reporting data used to select pedagogical practices and teaching strategies for differentiated teaching and learning in ways that will respond to the diverse needs of students in the class? |  |