

Navigating the marking process in schools

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Preparing for marking

Training and Practice Marking

- Completing the NESAs Marking package and other resources
- Check or set up your login for the RAP data on Schools Online

Time for marking and documentation

- For the course (not each teacher, NESAs has allocated time and funding for marking. eg. 24 students = 2 hours + 4 hours. - Principal's letter)
- Timeline & calendar of events and requirements sent to school senior executive/admin coordinators.

Spaces and conditions

- Marking spaces set up to enable effective viewing and discussion - could be similar to itinerant marking set - up

Switching hats - teacher to marker

How do we avoid bias? How do we *un-know* what we know?

We need to re-set for the task

- Purpose, process and criteria are different to internal assessment marking.
- Teacher-provided mark for NESAs is the final mark measuring achievement against marking standards exemplified in the benchmarks and comments.
- Internal marking (formal or informal assessment) provides feedback for development and / or measure their engagement with and understanding of their practice as it progresses.

Switching hats - teacher to marker

Critical distance

- Remove the “back stories” and all aspects of previous assessment task results, support, advice etc as you commence the marking of the BOWs.

Using your knowledge from the Marking Pack - build a vision of the standards within the Marking Guidelines:

- Marking guidelines & the Benchmarks
- Critical Dialogue & Critical Friends
- The role of Practice marking

Switching hats - teacher to marker

Reflect on our syllabus, what is being examined & the language of the marking guidelines

- The Body of Work is a world of infinite possibility

eg: from Stage 6 Syllabus page 18:

The Artmaking Objective | “Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.”

“Judgement also entails the practising of skills to develop mastery of technique as well as experimentation and research to provide greater access to strategic knowledge of ways to proceed with artmaking.”

Switching hats - teacher to marker

& from Stage 6 Syllabus page 31:

The development of a body of work – HSC course. The body of work, the practice of artmaking.....

“.....Works produced over time provide the possibility for students to establish their intentions as artists and to develop courses of action for their own practice. Their decisions, actions and intentions are developed and realised through the development of the body of work in increasingly sophisticated ways and contribute to their understanding of the nature of practice.”

Marking the Body of Work

The Body of Work and the syllabus

The Stage 6 syllabus encourages unique, individual practices where students select appropriate artworks that form a Body or Work by utilising particular Expressive Forms.

- These works will represent student understanding, decisions and intentions of practice.
- The curation of these selected artworks within an Expressive Form are referred to in the classroom and in the examination criteria as a means to enabling the demonstration of a coherent point of view.

Marking the Body of Work

“students are asked to demonstrate their knowledge, understanding and engagement with artmaking practice”

This is evident in the assessment criteria of the marking guidelines i.e. **conceptual strength & meaning and resolution.**

- The standards found in these criteria require unpacking in your marking of the Body of Work

Marking the Body of Work

- Organise the BOWs into Expressive Forms
- Set up devices to show Expressive Forms benchmarks - may need more than one.
- Engage in a critical dialogue about the works and consider the criteria in the marking guidelines and exemplified in the benchmarks in the work in front of you.
- Compare qualities in the submitted BOW with qualities in the works on the benchmarks and the accompanying comments before your final judgement.
- Confirm marks with RAP data from other years where possible, at the conclusion of your marking

Marking the Body of Work

- Don't rank or compare marks across the cohort or to any other BOWs.
- Measure and align student achievement relative to the standards outlined in the **marking criteria and exemplified in the benchmarks and accompanying comments.**
- Be open to the possibilities of what constitutes a body of work.
- Mark with a positive mindset - we work in a Standards Referenced Framework; to enable a mark that clearly aligns to what students have achieved and you should always avoid comments about what could have been done in a BOW.
- **Only Year 12 teachers award marks for their students.**

Documentation

Written documentation

- NESAs have provided a form that could be used.
- Markers' comments in the marking package provide a good guide for Section 1 of that form.
- For the **description**, provide precise details that complement the photos.
- For your **judgements**, refer to criteria in the marking guidelines and the benchmarks' comments and always avoid comments that are based on other information from your background knowledge of the student.
- You could make notes about the judgements as you engage in the critical dialogue.

Documentation

Photographic documentation

- Shot of the whole body of work as the student intended it to be viewed
- Shots of individual works within the BOW, inc. multiple views for 3d works
- Close ups where necessary
- Include a familiar item to show scale - film box, box of lead pencils, Opal card etc

Size, weight, duration etc

- It could be helpful to record these details in the documentation or an annotation
- Subject rules around these and prohibited materials still apply

Resources and further support

Department of Education Resource

<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stage-6/visual-arts/visual-arts-resources#Assessing0>

Discussions tab on Marking Package

- Lots of good questions with answers from NESAs on this page

Other Resources?

- Other VADEA Collaborate events on this issue
- Professional association and other system networks

Good luck!

&

Showcase! Celebrate the finished artworks with the students, staff & the school community...in particular the incoming 2021 Year 12 group....and start the journey again.....