

2020 March Moderation - Report



Meeting Details

Which Learning Area is this Report for?

Preliminary to Level 1 Courses

Meeting took place in:

South

Which meeting is this report for?

Preliminary to Level 1 suite of courses

Moderation Details for Calibration - Sample 1

Sample 1 - What STAGE has the group assigned this sample?

Sample 1 - identified as Stage 2 both Criteria 1 AND 2

Sample 1 - What evidence supports the decision the group has given?

Much discussion as to what the sample demonstrated.
Ambiguous meanings of task at times and interpretations of what was demonstrated
Overall across all elements it was seen as Stage 2 evidence.

Sample 1 - What evidence would you need to see in order to assign a higher Stage?

- * the student would need to show a simple personal design for solving a problem rather than one already done.
- * perhaps an indication of what was communicated via the PODD book would provide guidance on how to progress the student's skills and knowledge.
- *evidence that the student knew the purpose and need, was this discussed beforehand? Did they choose to make the wraps to solve the rubbish problem?

Sample 1 - Summary of group consensus with comments to element level if applicable.

Stage 2
Submitted online results saw a fairly healthy split down the middle of the group between Stage 2 and 3 and the discussion certainly teased out what was being demonstrated in this task as per the elements in both criterion.
Discussion also highlighted the need for task to be clearly identified and annotated to assist with assessment and understanding.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher

Plan a similar task that asks the student to design for a problem that follows steps and sequences;
intro to how to problem solve

stage?

*Sample needs more details - how many steps?, was this a one off task or a familiar one?

*Clarity around prompt level - states the student completed task independently but also states required a verbal prompt for each step which isn't independent.

How did the student communicate with the PODD book? Did they point to "happy" or is that an assumption they were happy with end result? What does happy look like?

Moderation Details for Calibration - Sample 2

Sample 2 - What STAGE has the group assigned this sample?

Stage 2 in both criteria

Sample 2 - What evidence supports the decision the group has given?

Criterion 1

Evidence of written work demonstrates listing, numbers and attempt at instructional language

Found numbers in PODD book,

Stage 2 - explores and responds to

Criterion 2 - Stage 2

**Doesn't identify what type of prompting was used.

Clarified understanding of 'design solution' for group as while meeting teachers work in the prelim space not all working with the Technologies course

Much discussion re what needs to be evidenced

Look at different task design to better demonstrate the Criterion 1 evidence.

Sample 2 - What evidence would you need to see in order to assign a higher Stage?

Student input into design process

different task that enables student to address the criteria.

Evidence that the student was able to represent the step rather than copying/recognising.

Clarity on how the PODD was used and what level of prompt was used

Sample 2 - Summary of group consensus with comments to element level if applicable.

Pre-meeting scales

Stage 2 and Stage 3 submissions very similar

Some evidence of stage 3 i.e. level of writing ability but Stage 2 with evidence given

Sample 2 - What actions would you recommend for

Student input into design process

teachers to help the student attain a higher stage?

different task that gave student opportunity to achieve at a higher level

State the prompt levels and level of PODD use

What was the support person doing to keep student focussed - verbal prompts?, visual contracts? gestural prompt etc.

Moderation Details for Calibration - Sample 3

Sample 3 - What STAGE has the group assigned this sample?

Stage 4 in both Criteria 1 and 2

Sample 3 - What evidence supports the decision the group has given?

Criterion 1 - Stage 4: strong feeling of being at Stage 4 - level of independence - independent completing of task; teacher gave opportunity to list ingredients and methodology

Criterion 2 - Stage 4
all elements evidenced.

Sample 3 - What evidence would you need to see in order to assign a higher Stage?

Student completing task independently of completing instructions for another task that they commonly do and to identify the steps to complete this task

Sample 3 - Summary of group consensus with comments to element level if applicable.

Criterion 1 - Stage 4: strong feeling of being at Stage 4 - level of independence - independent completing of task; teacher gave opportunity to list ingredients and methodology

Criterion 2 - Stage 4
all elements evidenced.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher stage?

as above

Video evidencing

Planning for September Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for

Preliminary Arts Courses - Criteria 1 and Preliminary Science

moderation.

State the name of the person who will be providing the samples for September moderation.

Peta-Maree Revell-Cook, Anna Newstead and Darren Sangwell.

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

Discussion on 9- 12 Curriculum Framework

Wondering about ability to share resources through Microsoft Teams for the Preliminary subjects

Conversation re changes to current courses and a feeling that people should have been told, especially since the only course that showed there was a change was Preliminary English. Teachers will need to completely change scope and sequences and some communication around the changes would have been appreciated. Great concern about Number being removed in its entirety rather than being differentiated.

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

Collaborative task design in courses

Was hard having North and South moderation for this subject at different times as we couldn't collaborate at the time around next moderation subjects. The formstacks therefore weren't all up to date for the North that moderated in the morning

Comments from the Southern moderation from participants that didn't enter their moderation online - they didn't realise that they had to moderate if they weren't teaching the subject. Moderation leader clarified that if you were attending moderation you are expected to have moderated. With the Preliminary levels it doesn't matter if you don't teach the subject if the evidence samples are clear then teachers should be able to look at course documents and decide on a stage. Participants were asked to please ensure they had entered their ratings PRIOR to the next meeting.

Question was raised whether for Preliminary Arts video evidence could be submitted. Moderation leader commented they couldn't see why not as long as names weren't used.