

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Essential Skills - Mathematics Level 2

## Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall  
Criterion 3 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

C for C1 and C3

Sample 1 - What evidence supports the rating (or ratings) the group has given?

The evidence that supported the rating is the students basic understanding of all skills assessed in the task.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

To achieve a higher rating it is recommended that the student correctly responds to the questions on decimal place value.

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

Staff generally agreed that errors were minor and should not contribute towards a negative rating. Some staff believed that the rating should be a 't' due to not meeting all the required elements.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

It is recommended that staff support the student to address their misunderstandings.

### Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall

Criterion 3 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

There was a split between c- and t for both criteria. C- won out.

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Staff supportive of a 'c' noted that the student demonstrated basic understanding of all skills assessed in the task.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Staff generally agreed that errors were minor and should not contribute towards a negative rating. Some staff believed that the rating should be a 't' due to not meeting all the required elements. There were concerns that more working out would be required to be confident in a 'c' rating.

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

Staff generally agreed that errors were minor and should not contribute towards a negative rating. Some staff believed that the rating should be a 't' due to not meeting all the required elements.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

It is recommended that staff support the student to address their misunderstandings. From the sample, it was hard to determine if errors were a result of skill errors or gaps in knowledge.

### Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall

Criterion 4 = Overall

Sample 3 - What rating (or ratings) has the group assigned this sample?

C for both C1 and C4

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Staff noted that the student demonstrated a basic understanding of all skills assessed in the task in accordance with the standard elements.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Staff generally noted that despite the task not requiring it, written working out would be useful to determine the level of student understanding.

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

Staff generally agreed that errors were minor and should not contribute towards a negative rating.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

It is recommended that staff support the student to address their misunderstandings. From the sample, it was hard to determine if errors were a result of skill errors or gaps in knowledge.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall  
Criterion 4 = Overall

Sample 4 - What rating (or ratings) has the group assigned this sample?

C- and t+

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Staff noted that the student did not consistently demonstrate, there were too many errors to assume the student has an understanding of the content.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Staff generally noted that despite the task not requiring it, written working out would be useful to determine the level of student understanding. There was a discussion around errors for question 14, however, this error relates more to criteria not assessed in this task.

Sample 4 - Summary of group consensus with comments to element level if applicable.

There were conversations about the weighting of the task, e.g. what is the pass requirement?

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

It is recommended that staff support the student to address their misunderstandings. From the sample, it was hard to determine if errors were a result of skill errors or gaps in knowledge. It is also recommended that clearer photocopies are provided, with a marking guide (as some questions and responses were unclear).

Planning for March Moderation 2022 - Statewide Samples

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

Criteria 2, 6 and 7.

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

Adrian Baron

Sharing Resources

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

N/A

Course Support

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

N/A