

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 13, 2018 11:58 am

Meeting Details

Meeting Venue:	South
AM or PM session?	AM
Which Learning Area is this Report for?	Health and Physical Education (HPE)
Which AM Meeting is this report for?	HPE - Athlete Development Level 2
Moderation Leader Name	Sarah Hardy
Moderation Leader Email	sarah.hardy@education.tas.gov.au
Minute Keeper (if available)	Anthony Coe
Minute Keeper Email	anthony.coe@education.tas.gov.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding

Dale Wickham
sarah hardy
jamieson smalley
Sam Norton
Michael Gowans
Glenn Freeman
Kim White
Paul Jones
Anthony Coe
Sam Manson

anyone who was extra on the day

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

NA

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend

NA

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C2

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

C-

What evidence supports the rating (or ratings) the group has given

A series of goals that don't reference the SMART goal setting model

No medium and long term goals identified

Not aligned to the task itself when a template for the task was provided.

What evidence would you need

Explicit Short, Medium and Long term goals using the SMART Model as specified in the given task.

to see in order to assign a higher rating (or ratings)?	Linking Short to Medium to Long term goals.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Scaffold the SMART principle so that it is evident for each short, medium and long term goal. Provide an example of this to allow students to see what is expected. The standard alone on the task is not enough for this task.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against	C2
What rating (or ratings) has the group assigned this Sample?	C-
What evidence supports the rating(s) the group has given	Lacking in depth. At a stretch some goals are not able to be measured but this is debatable.
	Structured with Short, Medium and Long term goals.
	Just above a t as has addressed the task at hand.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Use of the SMART model for the goals set that would allow for some measures and to be more specific.
What actions would you recommend for teachers to help the student attain	Again scaffold the task using the SMART model template for each goal set.

a higher rating (or ratings)?

Examples of goals would be useful and how they relate to each other (Short to Medium to Long)

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C4

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

C

What evidence supports the rating(s) the group has given

NOTE: This is Sample 1 but assessing Criteria 4

Communicated well with written grammar, spelling etc

Easily understood written text

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

Address the task in the answer

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

Template provided for the answer of the question.

Summary of any further samples moderated

Further samples - Criteria assessed

C4

against	
What ratings have the group assigned this/these Sample(s)?	C
What evidence supports the ratings the group has given	NOTE: This is Sample 2 assessing Criteria 4 Can read and understand what is written although very brief
What evidence would you need to see in order to assign a higher rating (or ratings)?	More depth of analysis as it relates specifically to the setting of goals. Use a wider range of terms, specific to the setting of goals
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Provide some scaffolding for students, use the SMART model as a template to assist with the use of a wider range of goals.

Planning for September Moderation 2018

Are you planning on:	Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing
Please list the criteria to be moderated:	2 and 4
Briefly describe the type of task you plan to look at:	Review of goals using the information provided in the March Moderation task with a refinement of the task used in March that will include a template for the SMART goals for each Short, Medium and Long term goal.

Students will reflect on their original goals and use the feedback to inform their next phase of goal setting.

Criteria 2 and 4 to be added into the task sheet to used by students.

Please state the name of the person supplying the samples for the September moderation

Glenn Freeman

Email

glenn.freeman@education.tas.gov.au

Sharing Resources

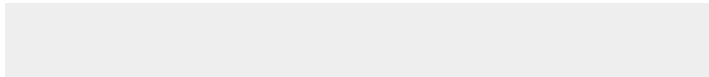
Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

Discussion around Training Journal. Variety of options discussed:

- Training Peaks
- Strava
- Google
- MyPT Hub
- Paper Based

Discussion around the type of Athlete in the subject whether we are aiming for the elite or for the athlete wanting to be as best as they can be.

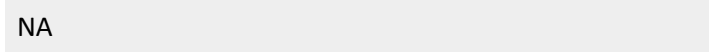
Sporting reference coming from parents as coach and in some cases a teacher where a student in participating in individualized sports.



Course Support

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

NA



Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Sample 1
Sample 2