Meeting Details

Meeting Venue:	North
AM or PM session?	AM
Which Learning Area is this Report for?	Mathematics
Which AM Meeting is this report for?	Maths - General Mathematics Foundation Level 2
Moderation Leader Name	Rick Smith
Moderation Leader Email	rick.smith@stpatricks.tas.edu.au
Minute Keeper (if available)	Andrew McKenzie-McHarg
Minute Keeper Email	andrew.mckenzie-mcha@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	Thomas Cotterell Andrew McKenzie-McHarg Marion Ferguson Heath Richardson Cameron Rogers kent Poulton Steve Robinson Reima Wall Michelle Hays Amy-Rose Bellenger Caroline Massey Storm Pooley

anyone who was extra on the day	MARGARET HUGHES Michelle Kellly David Buchanan Michael Stocks Sam Gleeson Sue Bennett Rick Smith Mark Evans Kurt Crawford
Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:	Marion Smith
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	Asha West, Barbara Kay

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against	C7
What rating (or ratings) has the group assigned this Sample?	C
What evidence supports the rating (or ratings) the group has given	The 'basic' skills are present, but little of the 'applied' skills were present. The student has demonstrated enough understanding to achieve the numeracy tick.

What evidence would you need to see in order to assign a higher rating (or ratings)?	More evidence of applied skills.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Give more opportunity to demonstrate applied skills.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against	C7
What rating (or ratings) has the group assigned this Sample?	B-/C+
What evidence supports the rating(s) the group has given	Graphing skills effect the grade of this student.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Given the borderline nature of this test (between B/C) Another test/investigation would be needed to determine the final grade, in particular the ability to analyse and draw conclusions.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Further testing.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against	C7
What rating (or ratings) has the group assigned this Sample?	B
What evidence supports the rating(s) the group has given	Demonstrate understanding of difference types of standard deviation. Included units. Recognised a distribution. Only some graphs labelled. Marks are bordering on A level, but the standards indicate a B level. not enough of the analysis questions were completed.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Demonstrate greater understanding of analysis questions.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Pie-charts are not part of the course document, however a pie-chart question is included. Perhaps this question could be omitted. Instruct student to included labels on all graphs.

For box plots, standards indicate an A standard can be achieved for 2 or more data sets, however this question only has two data sets.

Provide more graphs for the student to analyse, rather than getting the student to draw up the graphs.

Summary of any further samples moderated

Further samples - Criteria assessed against	C6
What ratings have the group assigned this/these Sample(s)?	None
What evidence supports the ratings the group has given	None
What evidence would you need to see in order to assign a higher rating (or ratings)?	None

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	C1

moderated:	
Briefly describe the type of task you plan to look at:	An assignment which assesses criterion 1.
Please state the name of the person supplying the samples for the September moderation	Michael Stocks
Email	mstocks@sbsc.tas.edu.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.	Michael Stocks plans to provide the assignment and solutions (which will be used for September Moderation) to teachers at this meeting. SharePoint was mentioned as a resource.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	Rick proposed a method for linking standards to questions within assessment tasks. This was similar to the way maths Applied was marked (prior to the implementation of the General Maths courses) with questions linked to elements at A, B and C standard. The question was raised regarding to what changes can be expected for General Maths Foundation next year. Rick shed some light on the changes.

Ideas regarding appropriate student access to tests were discussed. Colour coding of questions at different levels and sectioning tests, starting with C level, and progressing through to B and A level were two ideas presented.

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?

Other: None.