

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

**Submission Time:** March 21, 2018 12:45 pm

## Meeting Details

<b>Meeting Venue:</b>	North
<b>AM or PM session?</b>	PM
<b>Which Learning Area is this Report for?</b>	Mathematics
<b>Which PM Meeting is this report for?</b>	Maths - Workplace Maths Level 2
<b>Moderation Leader Name</b>	Vic Boyes
<b>Moderation Leader Email</b>	vic.boyes@education.tas.gov.au
<b>Minute Keeper (if available)</b>	Liane Gordon

## 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 anyone who was extra on the day**

Vic Boyes  
Barbara Kay  
Kym Knights  
Grace Spry  
Ed Bastick  
Alison Purdon  
Gerard Leary  
Lisa Close  
Amy-Rose Bellenger  
Joel Beveridge  
Zane King  
Paul White  
Sam Mawer  
David Bennett  
Janette Boyle

Monique Austin  
Jono Arnold  
Robert Lewandowski  
Jodie Jarvis  
Sue Bennett

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

not available

**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**

not available

## Moderation and Annotations for Sample 1

**Sample 1 - Criteria assessed against**

C4

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

B

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

Group consensus B rating against the criteria standards

**What evidence would you need to see in order to assign a higher rating (or**

More accurate answers

ratings)?

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

- Aspects of task are not really designed for Criterion 4. However, it would be difficult to design a task that would do this. It is a balanced judgement over the year.
- Rounding to whole numbers from decimals would be one way of showing higher understanding.
- Having a question that takes the task and relates it to a car manufacturer would also be another way of demonstrating understanding.
- There was errors on the paper itself. Colour codes out of order and the timing of the recording of the sample.
- An answer sheet would be an advantage for next year, so that moderators could also have a definite answer. Egg - was it normal in that class for students to know to round two decimal places.
- Without a calculator if possible. Maybe could have a box that the students tick to determine if they had actually used a calculator or not. The order of operations should exhibit the correct answer for those who did not use a calculator. Should take the 'if possible' out and make a definite statement.
- Some of the parts of the paper need to be more explicit.

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C4

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

C+/B-

**What evidence supports the rating(s) the**

Related answers back to criteria standards

group has given

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

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

more correct answers

- Aspects of task are not really designed for Criterion 4. However, it would be difficult to design a task that would do this. It is a balanced judgement over the year.
- Rounding to whole numbers from decimals would be one way of showing higher understanding.
- Having a question that takes the task and relates it to a car manufacturer would also be another way of demonstrating understanding.
- There was errors on the paper itself. Colour codes out of order and the timing of the recording of the sample.
- An answer sheet would be an advantage for next year, so that moderators could also have a definite answer. Egg - was it normal in that class for students to know to round two decimal places.
- Without a calculator if possible. Maybe could have a box that the students tick to determine if they had actually used a calculator or not. The order of operations should exhibit the correct answer for those who did not use a calculator. Should take the 'if possible' out and make a definite statement.
- Some of the parts of the paper need to be more explicit.

### Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C4

What rating (or ratings) has the

C

**group assigned this Sample?**

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

Answers in accordance to criteria standards

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

More correct answers

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

- Aspects of task are not really designed for Criterion 4. However, it would be difficult to design a task that would do this. It is a balanced judgement over the year.
- Rounding to whole numbers from decimals would be one way of showing higher understanding.
- Having a question that takes the task and relates it to a car manufacturer would also be another way of demonstrating understanding.
- There was errors on the paper itself. Colour codes out of order and the timing of the recording of the sample.
- An answer sheet would be an advantage for next year, so that moderators could also have a definite answer. Egg - was it normal in that class for students to know to round two decimal places.
- Without a calculator if possible. Maybe could have a box that the students tick to determine if they had actually used a calculator or not. The order of operations should exhibit the correct answer for those who did not use a calculator. Should take the 'if possible' out and make a definite statement.
- Some of the parts of the paper need to be more explicit.

**Summary of any further samples moderated**

<b>Further samples - Criteria assessed against</b>	C4
<b>What ratings have the group assigned this/these Sample(s)?</b>	T
<b>What evidence supports the ratings the group has given</b>	Answers graded according to criteria standards
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	more correct/accurate answers
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	<ul style="list-style-type: none"> <li>• Aspects of task are not really designed for Criterion 4. However, it would be difficult to design a task that would do this. It is a balanced judgement over the year.</li> <li>• Rounding to whole numbers from decimals would be one way of showing higher understanding.</li> <li>• Having a question that takes the task and relates it to a car manufacturer would also be another way of demonstrating understanding.</li> <li>• There was errors on the paper itself. Colour codes out of order and the timing of the recording of the sample.</li> <li>• An answer sheet would be an advantage for next year, so that moderators could also have a definite answer. Egg - was it normal in that class for students to know to round two decimal places.</li> <li>• Without a calculator if possible. Maybe could have a box that the students tick to determine if they had actually used a calculator or not. The order of operations should exhibit the correct answer for those who did not use a calculator. Should take the 'if possible' out and make a definite statement.</li> <li>• Some of the parts of the paper need to be more</li> </ul>

explicit.

## Planning for September Moderation 2018

<b>Are you planning on:</b>	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
<b>Please list the criteria to be moderated:</b>	4
<b>Briefly describe the type of task you plan to look at:</b>	<ul style="list-style-type: none"><li>• Planning for September - What criterion do we want to look at? Criterion 4 is quite problematic so - thank you for looking at this for today. A variety of options are available.</li><li>• One option is have some before hand and then break into groups for ones we bring to the meeting.</li><li>• Gathering samples will need to be provided to the group. Request for some samples from the group. Liane Gordon said she is happy to provide some of the resources from Canvas.</li></ul>
<b>Please state the name of the person supplying the samples for the September moderation</b>	Liane Gordon
<b>Email</b>	liane.gordon@education.tas.gov.au

## Sharing Resources

<b>Please provide details of any resources or</b>	<ul style="list-style-type: none"><li>• Great Textbook from QLD - Prevocational Maths 1 and 2. Same author as Workable Maths. Very hand on book with online parts.</li></ul>
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**teaching or assessment strategies, useful links etc. that were shared in the meeting.**

- Canvas - Most working well. One school having difficulty. The including of marks in the Canvas system should work. As long as teachers keep a paper trail.

## **Course Support**

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

- Blended Learning Team are happy to come out and run courses with schools. Look into implementing this.
- Looking at getting annotated examples across all criteria so that people can refer to these.



## 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?**

**Any comments:**

Sample 1

was difficult to mark because there was no answer sheet. Task not specially set up to mark Criteria 4, problematic criteria to mark