

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

Submission Time: March 29, 2018 2:54 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	PM
Which Learning Area is this Report for?	Mathematics
Which PM Meeting is this report for?	Maths - Workplace Maths Level 2
Moderation Leader Name	leahanne reid
Moderation Leader Email	leahanne.reid@education.tas.gov.au
Minute Keeper (if available)	andrea dare
Minute Keeper Email	andrea.n.dare@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

Jane Morrison
Teresa Blizzard
Adrian Eberle
Christine Goninon
Ineke McGuire
Andrea Dare
leahanne reid
Paul Barron
Ron McGuiness

Karen Gatehouse

anyone who was extra on the day

Angela Lapham

Hannah Wilde

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

Patrick McLean

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

Sam Nogajski, Penny Carlyle

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

focussed on elements 1,2 and 6

only issue was with rounding in the task.

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

task struggled to be an 'A' task unless it was perfectly done.

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

the thought was that, apart from possible element 6, elements 1 and 2 were not present at the A standard.

this was an introductory task given early in the year, a snapshot only, ensure that there is ample opportunity for the student to achieve at an A standard in future tasks.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C4

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

B

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

issues with rounding, did not make the connection in question 9 that you should only have 6 white cars, and the total number of cars were 18 less, instead divided denominator AND numerator by 4 (quarter).

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

greater understanding in questions similar to question 9.

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

this misconception may have just been an interpretation of the question, give feedback to student, check understanding again in near future. if need reinforcement, consider using questions similar to this as class/lesson starters in the future to help reinforce idea.

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	<p>there were a large amount of C standard answers correct.</p> <p>more evidence needed to consider element 2 at a B standard.</p> <p>did not adjust the 'total' number of cars in question 9 (denominator).</p> <p>no rounding in question 1, just 'chopped' off the decimals.</p>
What evidence would you need to see in order to assign a higher rating (or ratings)?	would like to see student understanding/fluency between fractions, decimals and percentages improve. improve rounding skills.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	further opportunities for student to develop and show their understanding in future tasks. proportional reasoning within all content criteria so opportunities will present throughout the year to assess against.

Summary of any further samples moderated

Further samples - Criteria assessed against	C4
What ratings have the group assigned this/these Sample(s)?	t+

What evidence supports the ratings the group has given

assistance in question 1 and 3 given, element 2. not convinced student did not rote answer the tables, did not attempt question 9 which could have raised the mark. little understanding of order of operations, element 6, but did use the calculator well to convert fractions to decimals with only 1 mistake.

question 4 completely wrong, again showing little understanding of what a percent means, element 2.

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

if student had completed question 4 and 9 correctly, without obvious assistance, then would have given evidence for element 2.

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

criterion 4 imbedded in each content criteria, give further opportunities to further develop understanding/fluency and to display this understanding in further assessment tasks.

if this was an end of year task, then it would appear difficult for the student to pass criteria 4, as it is a task very early in the year the student has the opportunity to improve.

Planning for September Moderation 2018

Are you planning on:

Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing

Please list the criteria to be moderated:

criterion 8

Briefly describe the type of task you plan to look at:

project based learning task.

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

ineke McGuire

moderation

Email

imcguire@gyc.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.

is there a portal that non DOE staff can share resources?

can we get an electronic copy of the alpaca task from last years moderation, Kathleen Oleary (collegiate)submitted it.

What can we share in classrooms?

- Face to face classroom teaching. Students get an exercise book, work like within a traditional classroom.
- Concrete materials, hands on activities.
- Practical tasks for measurement- e.g. following a recipe, then adjusting the recipe to make a larger/smaller amount.
- Kahoots- #rosny #Workplace- has been hard to find.
- 90 minute lessons split into two different concepts- game based learning. Heads and tails. 2-3 games with a reward for the winner. Do this, do that (do that is wrong, sit down)
- Blended learning booklets and CANVAS.
- ESSI money
- Resolve Maths- sign up and you will have access to their scaffolded tasks

Course Support

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

will we have access to the new workplace maths document by the next moderation?

would like to have opportunity to discuss any changes in this at next meeting.

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: task does not lend itself to an A standard.