

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

Submission Time: March 19, 2018 2:13 pm

Meeting Details

Meeting Venue:

South

AM or PM session?

AM

Which Learning Area is this Report for?

Mixed Field (SDI, Work Readiness, Career and Life Planning)

Which AM Meeting is this report for?

Mixed Field - Student Directed Inquiry Level 3

Moderation Leader Name

Natalie Robinson

Moderation Leader Email

natalie.robinson@education.tas.gov.au

Minute Keeper (if available)

Jill Abell

Minute Keeper Email

jillian.abell@telstra.com

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

Natalie Robinson
Dr Jill Abell
Belinda Brannam

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:

Dr Julie Rimes

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

nil

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

North and South agreed that some of the clarifications and evidences cannot be contained in the product alone and presentation performance involved. Though some pre-meeting ratings had included assessments above the C standard, participants noted gaps in the Skype discussion and it was an on balance judgement of a C standard.

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

Evidences required to assign a B rating or higher involved agreed areas such as:

* significant metacognitive reflection statements in the conclusion sections of the inquiry product against the

stated 'success indicators'

* Element 1 - going beyond mere articulation to innovation

* Element 2 - explaining new learnings not just describing

* Element 3 - provides justifications for decisions not just articulating feedback in the surveys and interviews

* Element 4 - critical analysis for future action not just limited feedback

* Element 5 - critically evaluating own learning not just describing

* Element 6 - critical analysis of usefulness and effectiveness of sources and resources not just assessment

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

Teachers discussed the need for greater inclusion of critical analyses in both the Results sections addressing the inquiry question, but also the reflective journal wherein the student addresses how they approached each element and explicitly addresses the new learnings.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C7

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

none

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

none

What evidence would you need

none

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)?

none

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C7

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

none

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

none

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

none

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

none

Summary of any further samples moderated

Further samples - Criteria assessed against	C7
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
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	none

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:	C8
Briefly describe the type of task you plan to look at:	A good example of a high-achieving student
Please state the name of the person supplying	Alana Lane

**the samples for
the September
moderation**

Email

alana.lane@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.**

Nat passed on set of criterion based questions for helping to guide students during their process. Discussed the need for learning designs (Nat forwarded hers to CTL). Nat also made some other skill building tasks available. Jill shared information about useful links.

Course Support

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

Teachers would like to see high achievement samples so they know what to expect within the standards.

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: New different samples would be better.

