

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

Submission Time: March 22, 2018 5:44 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	PM
Which Learning Area is this Report for?	Mixed Field (SDI, Work Readiness, Career and Life Planning)
Which PM Meeting is this report for?	Mixed Field - Work Readiness Level 2
Moderation Leader Name	Lou Christie
Moderation Leader Email	lou.christie@education.tas.gov.au
Minute Keeper (if available)	Anna Smee
Minute Keeper Email	anna.smee@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

Richard Reed, Rosy Davies, David Brown, Lou Christie, Anna Smee, Sue Le Messurier,

Tristan Ferguson, Rachael Turner, Matylda Chugg, Julieanne Booth, David Turfrey, Denise Arnold

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:

none

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

none

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C6

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

C

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

The sample required a greater focus on the legalities around communication preferably citing laws and Acts that are applicable to the case study. The students work in the Journal section, where they seemed to have a better opportunity to demonstrate their understandings was considered a C rating by all attendees.

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

The vocabulary used would require more "educational words" relevant to the question. More information around the legal requirements is necessary to be included to demonstrate knowledge here. Students could perhaps make mention of the role of Unions, the importance of documentation etc.

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

The assessment task was quite closed in that the questions and space available only allowed for a particular answer and didn't allow the student to further discuss or extend their answers. With more space, perhaps a more open ended question, students who were capable of extension would be able to answer in more detail.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C6

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

C+

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

This student provide more descriptive writing and their answers (particularly in the Journal) were more expressive. Their ideas were more adaptive and they provided explanation in their answers. This sample demonstrated how their communication could be modified. Overall the responses were more cohesive and had greater detail.

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

Similar to the first sample, it would be expected that the student make greater connection to the legalities surrounding the scenario. For example, Sex Discrimination Act.

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

The teacher could provide greater opportunity for the student to extend themselves in their answers. A more open ended worksheet that allowed for more than a simple response. Students could, for example use graphic organisers (mind maps) to further communicate their ideas.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C6

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

C-

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

Single idea answers with little elaboration. Responses around communication were again, simple and repetitive and needed to explain more how their opinions differ from others. Response to Q4 was not necessarily valid or correctly answered.

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

Answers need to have greater detail around the legalities of discrimination in the workplace. Some questions were answered very briefly and the students opinion wasn't necessarily valid. More consideration in the answers as the responses to the article questions appeared that the student was not able to comprehend the content. These answers were particularly brief and we would expect more emphasis on Laws and relevant Acts. Where the student has stated "I think this needs to change and it should be equal" requires more consideration around what needs to change and how it can be changed.

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

More discussion around the topic perhaps prior to answering. This student might benefit from comprehension strategies particularly where they were required to respond to an article as their answers appeared that they hadn't actually read the information. Greater scaffolding prior to presenting the task might allow students to draw on more foundation knowledge thereby making their responses more detailed, accurate and expressive.

Summary of any further samples moderated

Further samples - Criteria assessed against

C6

What ratings have the group assigned this/these

Only 3 samples were moderated.

Sample(s)?	
What evidence supports the ratings the group has given	Only 3 samples were moderated.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Only 3 samples were moderated.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Only 3 samples were moderated.

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:	4
Briefly describe the type of task you plan to look at:	Some discussion was had around the ideation process on how students are able to approach problems and come up with original and creative ideas.
Please state the name of the person supplying the samples for the September moderation	Lou Christie
Email	lou.christie@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.

\$20 Boss was a program that many of the teachers used and found to fit the Term 3 Collaborative, real world enterprise or project.

Hack In A Box was also presented as a great way to teach Ideation and creative problem solving.

Course Support

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

It was discussed at the meeting for Curriculum Services to consider re-introducing a "B" standard in the assessment. We felt that there was a definite need to be able to assess students who had submitted work of a higher than "C" standard but not yet meeting an "A" standard. With just a "C" or "A" result, it was difficult to encourage students who we would normally assess at a "B" to improve further.

The current tasks on the Canvas Course sometimes lacked the ability to differentiate and were of a closed nature. Perhaps the re-writing of some of these to allow students to achieve within wider bounds would be worth considering.

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

Any comments:

Answers needed to be more detailed and include specific Laws/Acts/Examples and greater explanation around their own thoughts.