

2018 September Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	HPE - Athlete Development Level 2
Moderation Leader Name	Mitch Hills
Moderation Leader Email	mitch.hills@stpatricks.tas.edu.au
Minute Keeper	Steve Ryan
Minute Keeper Email	sryan@sbsc.tas.edu.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Tracy Campton - Hellyer College Jill Couch - Newstead College Dean Dunham - Don College Leah Englund - Marist Regional College John Gair - Leighland Christian School Bianca Johnstone - St Patrick's College Paul McKendrick - Scotch Oakburn College Mark Padgett - Launceston College Steven Ryan - St Brendan-Shaw College Adrian Scott - Launceston College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	Mitch Hills

meeting.

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

There were quite a range of marks visible in premarking - the group consensus was B-B+

Sample 1 - What evidence supports the rating (or ratings) the group has given?

The sample task was good and catered for a range of learners

Assessing against the standards versus use of common marking scales was discussed

In this task the multi choice responses showed solid understanding of the key concepts

The longer response showed capacity to apply to the athlete's personal context and deeper understanding

This sample showed some high levels of knowledge and the group felt that this learner may well have high levels of understanding but the evidence for this was limited

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Deeper evaluation and discussion of alternatives and reasons for the choices made.

Sample 1 - Summary of group consensus with comments to element level if applicable.

N/A

Sample 1 - What actions would you recommend for

Perhaps advice on a structured response sequence form general to specific and to examine best options and alternatives

teachers to help the student attain a higher rating (or ratings)?

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

C+

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Solid responses in early section

Broad general understanding of several key concepts demonstrated in extended response

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Deeper explanation in extended answer with better connections to personal situation. Used lots of topic related terms but failed to elaborate or link to personal actions and reasoning.

Task may have needed to guide students to 'assess and compare'

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Discussion of standards and elements on issuing tasks - and perhaps making instructions and any rubrics used aligned to the course language and standards

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being

Criterion 5 = Overall

moderated and IF SELECTED the elements within that criterion

Sample 3 - What rating (or ratings) has the group assigned this sample?

C+

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Solid knowledge shown. Made some clear general links of fundamentals - eg. heart disease, energy requirements, etc.

Solid work but quite broad/general.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Greater detail and elaboration to explain the concepts mentioned. More discussion and perhaps data or references to support claims/statements

Sample 3 - Summary of group consensus with comments to element level if applicable.

These samples were all quite different and showed quite varying strengths when broken down. Highlighted some challenges with weighting multi choice vs longer responses and balancing them - this was shown by the spread of ratings in the premarking graphs - esp sample 1. Discounting the outliers top and bottom most people marked within a reasonable spread.

Might be good for markers to show a rank order of the samples too - ie. being consistently high/low compared to the group is easier to address

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Action to support demonstration of higher order requirements against the standards

Task design and approaches to encourage investigation and research with an authentic personal application would be highly appropriate for this course

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

C 1, C4 or C5

State the name of the person who will be providing the samples for September moderation.

Southern group to provide samples

Email address of the person providing the samples for September moderation

anna.smee@education.tas.gov.au and snorton@friends.tas.edu.au

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

Discussion centered around systems people use when marking a task like this and the potential to be more consistent. Desire for a way to ensure we are converting numerical marks to the same ratings (eg for a task out of 48 what is the cutoff from B to A) - wanting to ensure 40/48 gets the same award across the state.

Mark Padgett (LC) showed a tool he uses and offered to share this for further discussion. This led to discussion regarding the online Team space and the potential to use this more effectively.

The ADP Journal was also discussed and electronic options, apps and tools that can support it. Mark gave a brief description of how they use Strava within their program at LC.

Steve and Mark to check progress and access to the Team site with Darren

Course Support

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

Darren - Team site information