

2018 September Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	Technologies - Automotive and Mechanical Technologies Level 2
Moderation Leader Name	Kerry Garwood
Moderation Leader Email	kerry.garwood@education.tas.gov.au
Minute Keeper	kerry garwood
Minute Keeper Email	kerry.garwood@education.tas.gov.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.	Kerry Garwood - Launceston college Nigel Cunningham - Newstead college James Ryan - Don college Andrew Gates - Hellyer college
Apologies/absence s - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	none

meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criterion 1, element 1

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

The sample seemed short of evidence towards the criterion.

It should be noted that the group from the North were very close in their findings. The south marked slightly higher possibly due to extra information available.

Moderation Details for Calibration - Sample 1

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

Criterion 1 = Element 1

Sample 1 - What rating (or ratings) has the group

T - C-

assigned this sample?

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

Not the evidence - but rather the lack of evidence was a determining factor in the result

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

More detail

Sample 1 - Summary of group consensus at element level with comments

t+

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

The northern group felt that an "observation checklist" would be an ideal method of capturing evidence towards the criteria.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Element 1

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

t - t+

Sample 2 - What evidence supports the rating (or

The student had completed more than sample one, but again, the work completed by the student did not show any

ratings) the group has given?

substantial evidence towards criteria 1, element 1.

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

Sample(s) require some form of check list as the samples did not accurately cover criterion/element

Sample 2 - Summary of group consensus at element level with comments

t+

Work sample showed the student had done work and complete tasks within the sample - but again did not show requirements for criterion 1, element 1.

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

Observation check list or marking guide that gave an assessor an indication of the tools used.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Element 1

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?

Best sample of completed work. Student completed all tasks on worksheet.

Sample 3 - What evidence would you need to see in

If marking against the criterion 1, element 1, we would like to see more questions relating to the safe use of hand tools, or even a marking schedule at the bottom of the

order to assign a higher rating (or ratings)?

work sample showing how the student was marked.

Sample 3 - Summary of group consensus at element level with comments

Northern group assigned a "C" to this sample.

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

Task seemed good, but work sheets would require more questions relating to the criterion.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Element 1

Sample 4 - What rating (or ratings) has the group assigned this sample?

2 C-, 1 C, 1 T

Sample 4 - What evidence supports the rating (or ratings) the group has given?

No evidence to suggest that the student identifies and uses tools safely.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Marking guide and questions related to the safe use and selection of hand tools

Sample 4 - Summary of

T - the sample did not show adequately information to

group consensus at element level with comments

mark the student any higher.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

The assessment task seems fine, the response sheet / sample needs more questions relating to the safe use and identification of hand tools.

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Element 1

Sample 5 - What rating (or ratings) has the group assigned this sample?

2 T+, 2T

Sample 5 - What evidence supports the rating (or ratings) the group has given?

The lack of evidence aligned to criterion 1, element 1.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More questions and a marking guide to substantiate student marks

Sample 5 - Summary of group consensus at element level with comments

The northern group assigned this sample T+
We found that the sample did not cover the criterion adequately to mark it any higher.

Sample 5 - What actions would you

Redevelop task with questions related to hand tools and

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

the safe use of them

Moderation Details for Calibration - Sample 6

Sample 6 - What rating (or ratings) has the group assigned this sample?

C

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 1 or 2

For Level 1 or 2 courses please nominate the criteria for moderation.

Criterion 2 - all elements

Please enter the name and email address of the person providing the samples:

Scott Johnson

Email

scott.johnson@education.tas.gov.au

Sharing Resources

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

Andrew Gates gave an impromptu overview of how he was using canvas to deliver both TASC and VET automotive subjects. There were also discussions of setting up each criterion on a shared drive - then each teacher could upload (or down load) any material they use for those criteria.

were discussed.

Course Support

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

The automotive group in the north would like to see these moderation meeting take a slightly different focus - rather than looking at what teachers are using and how we would assess that document. We would like to look at developing a statewide assessment tools that we all could use - then you get statewide consensus when assessing.