

2018 September Moderation - Report



Meeting Details

| | |
|--------------------------------------|--|
| Meeting took place in: | North |
| AM or PM session? | AM |
| Which AM Meeting is this report for? | Mixed - Career and Life Planning Level 2 |
| Moderation Leader Name | Tania Tabart |
| Moderation Leader Email | tania.tabart@education.tas.gov.au |
| Minute Keeper | Abby Goninon |
| Minute Keeper Email | abby.goninon@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. | Matthew | Wootton | Deloraine High School |
| | Tania | Tabart | Don College |
| | Holly | Barnewall | Flinders Island District High |
| | Robert | Lewandowski | Launceston Big Picture Sch |
| | Tania | McNear | Lilydale District High School |
| | Richard | Heathcote | Reece High School |
| | Ruby | Lyons-Reid | Ulverstone High School |
| | Abby | Goninon | Wynyard High School |
| | Chris | Smith | Hellyer College |
| | Mary | Hately | 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 | Paul Hudson | | Port Dalrymple School |
| | Kylie Rattray | | Scottsdale High School |

meeting.

Moderation Details for Calibration - Sample 1

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

Criterion 3 = Element 1
Criterion 5 = Element 3, Element 5

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

Criterion 3: C
Criterion 5: C

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

Criterion 3:
They are meeting the elements
They are answering the questions
Need to link results with personal reflection to appropriately answer the question

Criterion 5:
Answered the question but very briefly
Identified what they are good at

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

N/A

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

N/A

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

Break down/ think about each result in-depth and find evidence to confirm/deny

Have a conversation with the student and prompt them to go further with their answers

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Element 1
Criterion 5 = Element 3, Element 5

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

Criterion 3: T+
Criterion 5: T+

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

Need in depth answers
No evidence of engagement

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

More in depth answers
Relating question to examples
Need to list the 5 key points
Need to answer question 1 and 2

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

N/A

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

Give feedback to student on ways to improve
Encourage student to read results carefully
Discussion around what personal identity is
Help scaffold a response

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF

Criterion 3 = Element 1
Criterion 5 = Element 3, Element 5

SELECTED the elements within that criterion

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

Criterion 3: C+
Criterion 5: C+

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

Criterion 3:
Answers extra questions
Misses 1 key point

Criterion 5:
Applies knowledge to answers

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

N/A

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

N/A

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

Read questions carefully to ensure no content is missed

Moderation Details for Calibration - Sample 4

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

Criterion 3 = Element 1
Criterion 5 = Element 3, Element 5

Sample 4 - What

Criterion 3: C,

rating (or ratings) has the group assigned this sample?

Criterion 5: C+

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

Criterion 3:
Answers all questions
Gives good examples
Used career information appropriately

Criterion 5:
Talks about self-efficacy and has a good understanding about what it is
Listed areas that they can improve on

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

N/A

Sample 4 - Summary of group consensus at element level with comments

N/A

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

N/A

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 4

After discussion with northern moderation leader following the meeting, agreed on
March 2019 – Criterion 4 (North to supply samples)
September 2019 – Criterion 2 (Jen Clifton to supply samples) – TBC at March meeting

Please enter the name and email

Tania Tabart

address of the person providing the samples:

Email

tania.tabart@education.tas.gov.au

Sharing Resources

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

Blogs

E portfolio in Canvas

Breaking Canvas down - using the parts that are relevant to the students

Course Support

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

Covered in meeting:

Resilience skills to be covered in the career life planning course