

2018 September Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	Science - Chemistry Level 4
Moderation Leader Name	Jodie Blackburn
Moderation Leader Email	jodie.blackburn@education.tas.gov.au
Minute Keeper	Jodie Blackburn
Minute Keeper Email	jodie.blackburn@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.	Rebecca	Sayer	
	Craig	Gilmour	
	Sue	Saunders	
	Darryl	Bain	
	Mark	Cox	
	Matthew	Kent	
	Jodie	Blackburn	j
	Michael	Karpinskyj	
	Ann	Burke	
	Christopher	Sheedy	
	Luke	Hammond	
	Lucy	Withers	
	Kim	McInnes	
	Roger	Morgan	
Caroline	Catchlove-Owen		
Apologies/absences - please enter the names of	Mandy	Simmons	

teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Moderation Details for Calibration - Sample 1

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

Criterion 4 = Overall

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

B-

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

Given the largest range of results (A to t)

- B- rating by the overall group (some debate about this)

Evidence:

- difficult to come to a grade, as it is hard to assess against the standards with the way the task is written and 'gut' feeling as a teacher
- Application and impact are not assessed which are a large part of C4 (and therefore a conclusion is difficult to make as no argument has been developed).
- Are all elements of the standard being assessed equally
- the way the task is written limits how the student can address C4
- in terms of C4, it seems element one (give chemistry background) is the basis of this (which is realistically C7 and not C4)

Sample 1 - What evidence would you need to see in

- More evidence of applications
- Ability to develop an argument (eg. positives and

order to assign a higher rating (or ratings)?

negatives) and therefore reach a conclusion

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

- Only element one was addressed in detail in this task making it almost a C7 task

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

A clearer task sheet with a specific rubric indicating which elements would be marked and how the student should meet the standards

Moderation Details for Calibration - Sample 2

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

Crit 4 = All elements

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

B-

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

As for sample 1

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

As for sample 1

Sample 2 - Summary of

As for sample 1

group consensus
at element level
with comments

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

as for sample 1

Moderation Details for Calibration - Sample 3

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

Crit 4 = All elements

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?

As for sample 1

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

As for sample 1

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

As for sample 1

Sample 3- What
actions would you

As for sample 1

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

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

C6

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

Peter Wrght

Email

peter.wright@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.

- Craig Gilmour shared a C5/C4 task
- Mark Cox will share his "Fitz Haber - Mastermind or Villain" C4 task and we will use this with samples in the next September Moderation.

Course Support

Please provide details of any future focus and ways forward you would like

- Workshop on how to convert standards into task specific rubrics
- Possibility of extending exam timetable (over say 3 weeks) to improve student outcomes

Curriculum Services to consider in relation to this course:

- ?Will the periodic table be returned to the Physical Science Information Sheet