



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which meeting is this report for?

Maths - General Mathematics Level 3

Moderation Details for Calibration - Sample 1

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

Criterion 2 = Overall
Criterion 7 = Overall

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

Criteria 1: A Criteria 7: B+(limited applicability)

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

Difficult to assess Criteria 7 with an investigation.
Difficult to determine independent understanding in this format of investigation.
Criteria 2: Has performed operations correctly and demonstrated high level of understanding of trig as applied to investigation.
For criteria 7: does not have extensive evidence of knowledge of trigonometric, but within the scope of the task has reached the B standard.

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

To make a more firm judgement on 7- the task would need to be expanded to include personal research or work in order to allow students to confidentially reach A standards.

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

Consensus is that the nature of the investigation in question (and perhaps the investigation format itself) creates difficulties in assessing Criteria 7.
Re Criteria 2: non-test format of investigation limits accessibility. Consensus seems to be that investigations are good for formative assessment, but final assessment should be by test, however testing is not an end-all assessment tool.
Criteria 7 is a good indicator of overall progress in investigations.

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

Level of scaffolding hampers overall achievement, but then lack of scaffolding prohibits student achievement.
 Some schools- students are required to demonstrate independent investigation to achieve A (try another example, error analysis, etc).
 Requiring students to repeat investigation to reflect growing knowledge.
 Some schools do not require an investigation for each criteria- question is whether they need to be assessed.
 Possible to combine different areas into one investigation.

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall
 Criterion 7 = Overall

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

Criteria 2: C+ Criteria 7: B-

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

Criteria 2: limited showing of working out, 2 steps as required are limited, question #2 good job but not laid out that well.
 Criteria 7: mistake in calculations, lack of depth.

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

Criteria 2: Thinking is quite basic, no evidence of high-level consideration of error.
 Criteria 7: Ques #3 doesn't show real understanding. More in-depth answers.

Planning for March Moderation 2020 - Statewide Samples

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

Criteria 8

Sharing Resources

Please record any links to or details of

11-12 website (in Powerpoint)

resources that were shared, or describe any assessment strategies that were discussed.

Microsoft Teams- CL will be adding participants.

HOW DO WE DO INVESTIGATIONS:

Most students are not interested in knowing how maths works, and so this limits investigations.

Some suggest start with A task, and if you can't do that then there's B, and if not that, then we'll give you a scaffolded task, and this is the C. Common approach.

One school assigns major and minor weight to criteria within a single task.

For assignments- comment only marking- using feedback to improve. Won't tell what grade they get.

Other schools try to scaffold exam by weighting questions.

Radius of Earth investigation: Creator asks do investigations have to be broad, or narrow scope? A- a particular theme is good.

Designing tasks that are individualised is strong, as this allows students to provide their own answer. Difficult to mark.

Please share investigations created in the future.

Course Support

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

Emails for Microsoft Teams to add to the list (Scotch Oakburn teachers for Maths General 2 and 3) in addition attendee's at moderation day today.