2018 September Moderation - Report
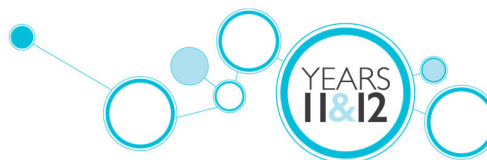
Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	Maths - General Mathematics Foundation Level 2
Moderation Leader Name	Rick Smith
Moderation Leader Email	rick.smith@stpatricks.tas.edu.au
Minute Keeper	Andrew Mckenzie-McHarg
Minute Keeper Email	andrew.mckenzie-mcha@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.	Thomas Cotterell Tamara Horsham Sandra Jesshope Marion Ferguson Andrew McKenzie-McHarg Heath Richardson Cameron Rogers Tony Bissett Steve Robinson Reima wall Michelle Hays Amy-Rose Bellenger Caroline Massey Storm Pooley MARGARET HUGHES Sam Gleeson Sue Bennett Rick Smith Kurt Crawford

	Bruce	McIntosh
	David	Buchanan

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.	Andrew	Mason
	David	Hearne
	David	Squires
	kent	poulton
	Michelle	Helly

Moderation Details for Calibration - Sample 1

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

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

Sample 1 - What evidence supports the rating (or ratings) the group has given?	C rating - The presentation of the graph and some of the other questions means this is definitely better than a t rating. - Question 8 caused concern, some things missing (such as an equals sign) - Question 6 the solution lacks some detail. - in Question 9 a there was a correction that appears to be done by the teacher, this may have led moderators to give a higher rating - The solutions are not logical, and inconsistent. B rating - No evidence given to support this rating.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	- The details of the algebraic solutions need improving. Too many missing equals sings. - Graph needs to be labelled.
Sample 1 - Summary of group consensus at element level with comments	C rating
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	N/A

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 1 = All elements
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?	t rating - No attempt at several equations. - Did not showing logical steps (for example in questions 2). - the student obviously doesn't have good algebra skills, this hampers their ability to communicate the material C rating

- Some presentation of work in some of the questions.

- Demonstrated Understanding of linear models in question 4.

- This was a test, not an assignment, so this may give the student some leeway.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	- The student needs to attempt more of the questions and develop the ability to show logical steps in their calculations.
Sample 2 - Summary of group consensus at element level with comments	C rating, although there are still some reservations here. Very close to being a t rating.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The teacher needs to determine whether this student is relying too heavily on the calculator use, and needs to work with the student on setting out their solutions.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 1 = All elements
Sample 3 - What rating (or ratings) has the group assigned this sample?	B
Sample 3 - What evidence supports the rating (or ratings) the group	C rating - Equations rearranged poorly, graph labelled poorly.

has given?	- The student is making an B rating - Question 9 demonstrated some very good algebraic manipulation. - Graph has a scale, but they haven't labelled the axes.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Need to label axes and scales. The student has mastered some A - level material, however, did not demonstrate an understanding of other parts of the assignment.
Sample 3 - Summary of group consensus at element level with comments	B rating. The student needs to cover more of the material and label all graphs.
Sample 3- What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	N/A

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 1 = All elements
Sample 4 - What rating (or ratings) has the group assigned this sample?	A
Sample 4 - What evidence would you need to see in	Evidence for a B rating - Question 4 was not completed.

order to assign a higher rating (or ratings)?	- Some teachers pointed out that incomplete Q 8 and 9 affected the rating Evidence for A rating - Some teachers didn't realise that the student has corrected the graph. - Student consistently demonstrated their solutions. - Considering this was a level 2 task, unfinished questions should effect criterion 4 in this case. - Question 2b, student showed that they had rounded to 2 decimal places. - 2c, the student has set out the solution in a sequence of logical steps.
Sample 4 - Summary of group consensus at element level with comments	A rating. The student demonstrated logical steps and communication. Any unfinished parts should affect criterion 4.
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
Please enter the name and email address of the person providing	N/A N/A

the samples:

Email andrew.mckenzie-mcha@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.

There was a discussion of when criterion 1 should be assessed (on tests, assignments, investigations etc). No particular consensus was reached.

One idea that was shared was that of giving students more than one copy of the assignment so that they could produce a 'good' copy for the purposes of criterion 1.

Checklists for students to follow for criterion 1.

Double deadlines where students get to check their work before the final submission.

One person mentioned that they liked the idea of putting the standard next to the question (A, B or C), as was done on these samples.

Sharepoint was raised. A call was put out for people to continue to upload materials to this resource.

Course Support

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

People felt that there could be more clarity regarding the standards.

The use of the words 'sometimes' 'consistently' can sometimes be vague.

The question was asked, should there be quantifiable ways of determining a grade for criterion 1?