

2018 September Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	HPE - Outdoor Leadership Level 3
Moderation Leader Name	Simon Shaw
Moderation Leader Email	sshaw@lcs.tas.edu.au
Minute Keeper	Simon Barnes
Minute Keeper Email	simon.barnes@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.	Alastair Biffin, St Patricks College David Hayward, St Patricks College Mark Munnings, Scotch Oakburn College Simon Shaw, Launceston Church Grammar School Jacki Cook, Ulverstone High School John Gair, Leighlands Christian School Murray Ferguson, Hellyer College Andrew Jarman, Don College Renee Sushames, St Brendans Shaw College Jon Atkins, Newstead College Simon Barnes, Launceston College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation	Nil

leaders list who did not attend the 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 5

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

It was the provided sample

Moderation Details for Calibration - Sample 1

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

Criterion 5 = Element 3

Sample 1 - What rating (or ratings)

A

has the group assigned this sample?

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

correct use of specialised terminology
sophisticated response
accurate explanation of terms and concepts

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)?

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 5 = Element 3

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

A range of values A through C

Sample 2 - What evidence supports

We had problems assigning a rating to answers as the elements in the standards do not easily allow for

the rating (or ratings) the group has given?

differentiation of ratings.

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

n/a

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

This particular question does not have an element that is particularly suited to use for assessing quality of work.

The group felt the question was of high quality in determining the effectiveness of the students learning but that when attempting to use the standards it was difficult to make a valid rating.

This applies to all samples for this question.

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

multiple characteristics used to describe / explain a particular answer,

more accurate use of terminology,

Moderation Details for Calibration - Sample 3

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

Crit 5 = Element 3

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

t

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

no use of basic terminology

no evidence of understanding of content taught

has given?

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

basic terminology used

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

see answers for sample 2

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

encourage students to learn and use terminology taught in the course

Moderation Details for Calibration - Sample 4

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

Crit 5 = Element 3

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

t

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

no evidence of content taught in the course
no use of basic terminology

Sample 4 - What evidence would you need to see in order to assign a

use of basic terminology
evidence of knowledge of content taught in course

higher rating (or ratings)?

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

see answer for sample 2

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

encourage students to learn and use basic terminology

Moderation Details for Calibration - Sample 5

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

Crit 5 = Element 2

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

A-/B+

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

answer shows a strong understanding of the content,
some confusion in level of understanding in regards to other areas of content,

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

greater number of characteristics of each stage of group formation included in answer
better description of role a leader can play in progressing the group to next stage

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

the elements of the standard are ineffective in attempting to assign a rating to these samples especially in regards to the A and B rating for this element.

students do not get a chance to show their understanding "within a wide range of outdoor activity contexts" required for an "A" rating for a one of assessment task

Sample 5 - What
actions would you
recommend for
teachers to help
the student attain
a higher rating (or
ratings)?

encourage students to show a comprehensive list of characteristics to describe a stage of group formation

effectively describe how a leader can contribute to progressing the group to the next stage

Moderation Details for Calibration - Sample 6

Sample 6 - Please
identify each
criterion being
moderated and IF
SELECTED the
elements within
that criterion

Crit 5 = Element 2

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

unable to provide a rating as the answer provided was incomplete

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.

Criterion 3

Please enter the
name and email
address of the

Simon Shaw

person providing
the samples:

Email

sshaw@lcs.tas.edu.au

Sharing Resources

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 group considers that the standards are not particularly
effective as an assessment tool and would like to see them
reworked in order to be more useful