

2019 September Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which meeting is this report for?	Preliminary to Level I suite of courses
How many samples have been moderated?	Preliminary to Level I Courses (if moderating these courses please select this option and NOT the number of samples above)

Moderation Details for Preliminary to Level I - ENGLISH - SAMPLE 1

Sample 1 - What STAGE has the group assigned this sample?	Stage 4
Sample 1 - What evidence supports the decision the group has given?	The group felt this sample was Stage 3 or 4 - variation due to lack of information regarding level of assistance given. The level of prompting needed to be more specific - it was given as verbal/gestural/modelling, but more context required and more specific breakdown of verbal prompt. The sample mentions feelings and sequencing.
Sample 1 - What evidence would you need to see in order to assign a higher Stage?	<p>Video of student doing work with assistance, so level of assistance can be accurately gauged.</p> <p>Record of more specific prompt criteria eg number of times he/she was prompted, level of assistance regarding spelling, level of prompting to keep student focussed.</p>
Sample 1 - Summary of group consensus with comments to element level if applicable.	Need further information on the level of assistance required to achieve spelling accuracy.
Sample 1 - What actions would you recommend for teachers to help the student attain a higher stage?	<p>Plan for the student to complete a similar activity based on their individual interest to determine if less prompting was required.</p> <p>Summary of Sample 1 discussion:</p> <p>Task was recount writing. Orally share news and then present news attractively. Had trouble deciding between Stage 3 and 4, so wanted more evidence of prompt types. Also suggestions that task focus on interest levels. Task designer revealed that prompting included alternative pencil (flip chart).</p>

Moderation Details for Preliminary to Level 1 - ENGLISH - SAMPLE 2

Sample 2 - What STAGE has the group assigned this sample?

Stage 3

Sample 2 - What evidence supports the decision the group has given?

It meets 4 of the 6 elements.

The picture matches the text.

If the question or task was worded differently he/she may have met all the criteria.

Sample 2 - What evidence would you need to see in order to assign a higher Stage?

punctuation in text

spacing between words

more open ended question (5 w's)

spelling - understand level of prompting

Sample 2 - Summary of group consensus with comments to element level if applicable.

It meets 4 of the 6 elements.

If the question or task was worded differently he/she may have met all the criteria.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher stage?

Reword the task.

Give the student a rubric so he/she can work toward the elements.

Summary of Sample 2 discussion - Task was recount writing. Orally share news and then present news attractively. Meets four out of the six elements of Stage 3, so group thought most closely aligned to Stage 3. A bit more direction in the task could help to move this person to Stage 4.

Moderation Details for Preliminary to Level 1 - ENGLISH - SAMPLE 3

Sample 3 - What STAGE has the group assigned this sample?

Stage 4

Sample 3 - What evidence supports the decision the group has given?

Around Criterion 1 there was debate about whether the sample fell into the 'express and develop ideas' element of stage 2/3/4. We decided to award Stage 4 as the 'images and groups of words represented at least one idea'.

Sample 3 - What evidence would you

As this is Stage 4, a higher rating could not be assigned in prelim English and the group had no experience with Level one English so couldn't comment on whether

need to see in order to assign a higher Stage?

it was appropriate.

Sample 3 - Summary of group consensus with comments to element level if applicable.

Around Criterion 1 there was debate about whether the sample fell into the 'express and develop ideas' element of stage 2/3/4. We decided to award Stage 4 as the 'images and groups of words represented at least one idea'.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher stage?

Opportunities to recount own ideas OR reverse task and request writing to accompany images.
Summary of Sample 3 discussion - Task required to student to draw pictures to match text they had read aloud. Reading ability and the use of images to represent an idea placed student in Stage 4. Debate about whether a different task design would provide more compelling evidence.

Moderation Details for Preliminary to Level 1 - MATHEMATICS SAMPLE 4

Sample 4 - What STAGE has the group assigned this sample?

Stage 3

Sample 4 - What evidence supports the decision the group has given?

C rating for element 1 - recognises numbers 1 -10
C rating for element 3 - numbers in sequence

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

Work at numbers beyond 10

Sample 4 - Summary of group consensus with comments to element level if applicable.

C rating for element 1 - recognises numbers 1 -10
C rating for element 3 - numbers in sequence

Sample 4 - What actions would you recommend for teachers to help the student attain a higher stage?

Start at 20, scaffold through to 100 (long, extended task).
Discussion; there is a huge gap from Stage 3 - Stage 4 in elements 1 and 3 of Criterion 1..Stage 3 is numbers to 10, Stage 4 is numbers to 100. It will take much longer to achieve stage 4.
Summary of Sample 4 discussion - Agreed with Statewide assessment at Stage 3. Recognition that there was a significant jump to get from Stage 3 to Stage 4 in this Maths criterion.

Moderation Details for Preliminary to Level 1 - MATHEMATICS- SAMPLE 5

Sample 5 - What STAGE has the group assigned this sample?

Stage 1

Sample 5 - What evidence supports the decision the group has given?

We have given a PA at stage 1.

After verbal prompting the student picks up the appropriate numeral.

In time the student would complete the task without verbal prompting.

Task was dependent of support for completion; this would equate to Stage 1.

Coactive level of support was necessary to complete task.

Sample 5 - What evidence would you need to see in order to assign a higher Stage?

Less consistent dependence on verbal and physical prompts.

Video evidence of the student completing the task.

Sample 5 - Summary of group consensus with comments to element level if applicable.

None given.

Sample 5 - What actions would you recommend for teachers to help the student attain a higher stage?

- repetition of task to achieve rating
- was there any reward for task? ie stickers, praise etc
- undertake task with different items such as pencils, pictures and in a different environment such as outdoors, at school, at home
- age appropriate iPad apps to give more practice

Summary of Sample 5 discussion - Put student at Stage 1. Unsure about the level of support provided to the student. Statewide data had split between Stage 1 and 2. Thought video would be a useful evidence in this example. Repetition, reward system could be useful to move student forward.

Moderation Details for Preliminary to Level 1 – MATHEMATICS- SAMPLE 6

Sample 6 - What STAGE has the group assigned this sample?

Stage 4

Sample 6 - What evidence supports the decision the group has given?

evidence of counting forward
 evidence of 1 - 100 consolidated
 evidence of one before and one after
 evidence of ten before and after
 THE ABOVE 4 ARE INDEPENDENT
 evidence of recognises, names and matches
 The student met all requirements on this set task for Stage 4. Obviously all elements cannot be assessed on this task, as they are not set.

Sample 6 - What evidence would you need to see in order to assign a higher Stage?

Consider the Level 1 'Everyday Maths' criteria.

Sample 6- Summary of group consensus with comments to element level if applicable.

evidence of counting forward
 evidence of 1 - 100 consolidated
 evidence of one before and one after
 evidence of ten before and after

Sample 6 - What actions would you recommend for teachers to help the student attain a higher stage?

Task design for possibility of achieving 'Everyday Maths' criteria, if courses taught in a combined class.
 Summary of Sample 6 discussion - Assigned Stage 4. Asked to write number before and after, as well as number 10 after and 10 before. Clear evidence of meeting standard element in Stage 4.

Moderation Details for Preliminary to Level 1 - MATHEMATICS- SAMPLE 7

Sample 7 - What STAGE has the group assigned this sample?

Stage 2

Sample 7 - What evidence supports the decision the group has

Elements 1-5 of Stage 2 are evidenced here.
 NB Stage 1 Criterion 1 element 2 'responds' also describes what is happening in this

given?	activity.
Sample 7 - What evidence would you need to see in order to assign a higher Stage?	<p>Would need to see</p> <ul style="list-style-type: none"> - consistent 1 -10 - less prompting - backwards and forwards counting - PODD supported chat about 1 -10, forwards and backwards
Sample 7 - Summary of group consensus with comments to element level if applicable.	<p>Elements 1-5 of Stage 2 are evidenced here.</p> <p>NB Stage 1 Criterion 1 element 2 'responds' also describes what is happening in this activity.</p>
Sample 7 - What actions would you recommend for teachers to help the student attain a higher stage?	<p>Communication supports to give student more independence. ICT to facilitate more independence, and also concrete materials to support real world understanding.</p> <p>Summary of Sample 7 discussion - Pair thought evidence sat well within Stage 2. Would like to see numbers 1-10 and less prompting to achieve a higher level. Communication support might also be required for the student to show understanding. Concrete materials could be used to scaffold learning in this area.</p>

Moderation Details for Preliminary to Level 1 MATHEMATICS- SAMPLE 8

Sample 8 - What STAGE has the group assigned this sample?	Stage 4
Sample 8 - What evidence supports the decision the group has given?	<p>Adds two or more whole numbers together to a total of 100 or less.</p> <p>Involves adding or subtracting in practical situations.</p> <p>Shares material equally in to groups.</p>
Sample 8 - What evidence would you need to see in order to assign a higher Stage?	<p>No higher stage possible.</p> <p>To attain Level 1 - would depend on ability of student, and the demands of Level 1 with criterion/standards, Some students will meet some standards, which will mean they will not pass.</p>
Sample 8 - Summary of group consensus with comments to element level if	<p>Adds two or more whole numbers together to a total of 100 or less.</p> <p>Involves adding or subtracting in practical situations.</p>

applicable.

Shares material equally in to groups.

Sample 8 - What actions would you recommend for teachers to help the student attain a higher stage?

No higher stage possible.

Summary of Sample 8 discussion - Agreed with Statewide data of Stage 4. Quite clear evidence of meeting standard elements. Looked at Level 1 to see what might be required to achieve at that level. Large gulf between Preliminary and Level 1 courses noted.

Planning for March Moderation 2020 - Statewide Samples

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

Technologies and Science

Sharing Resources

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

Sharing of courses being offered across colleges (Preliminary and Level 1) and support schools (Preliminary). Acknowledgement of Preliminary courses now enabling students to achieve an award that they otherwise wouldn't. Acknowledgement of gap between Preliminary Stage 4 and Level 1. Process underway to review Stages 1 and 2.

Viewing of live charts of eight pre-submitted work samples (three preliminary English/three preliminary Maths).

Small-group discussion around samples brought to meeting

PE samples - Video evidence useful. Acknowledgement of huge gap between preliminary Stage 4 and Level 1 in HPE.

English - Through using AAC in showing understanding it became evident that some of the language in the communication criteria belonged more in the responding to texts criteria.

Skill building - No recognition in Preliminary and Level 1 courses of the importance of teaching phonics and sight words.

Task design - The difficulty in task design when student is EAL and having an intellectual disability. Also discussion around the elements that contained language not suitable for the learning stage. Also the challenges around including information and communication technologies in the Technologies course.

Arts - Searching for clarity around criteria. Subtleties between stages sometimes hard to discern.

Maths - Very concrete descriptors of what is expected to be achieved in the Maths

courses a strength.

Course Support

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

There is a clear need to look carefully at the flow of skill development and knowledge from Prelim Stage 4 to Level 1 courses, across all disciplines.