

## 2019 March Moderation - Report



### Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	Maths - Workplace Maths Level 2
Moderation Leader Name	Leigh Crawford
Moderation Leader Email	leigh.crawford@education.tas.gov.edu.au
Minute Keeper	Janette Boyle
Minute Keeper Email	boylej@lcs.tas.edu.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.**

Jan Archer Don College  
Monique Austen L'ton Church Grammar  
Amy-Rose Bellenger Hellyer College  
Tony Bissett Launceston College  
James Blair Deloraine High School  
Vic Boyes Launceston College  
Janette Boyle Launceston Christian School  
Leigh Crawford Ulverstone High School  
Adrian Dean L'ton Big Picture School  
Katherine Dent Rosebery District High School  
Wayne Gale Marist Regional College  
Norman Gregory Sheffield School  
Bernadette Hawkes Reece High School  
Naomi Heaven Hellyer College  
Don Hinds Newstead College  
Sara Hooper Reece High School  
Paul Hudson Port Dalrymple School  
Michelle Kelly Scottsdale High School  
Zane King Leighland Christian School  
Rob Lewdowski L'ton Big Picture School  
Duncan Murfett Penguin District  
Alison O'Donnell Wynyard High School  
Luke Padgett Port Dalrymple School  
Steven Park St Helens District High School  
Jan Philips Prospect High School  
Michael Waythe Mountain Heights School

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Paul White Smithton High School  
 Maria Windsor SBSC

Jacob Willard St Patrick's College  
 Aaron Tuxworth Circular Head Christian School  
 Richard Fedosejevs Marist Regional College

Moderation Details for Calibration - Sample 1

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

Criterion 2 = Element 1, Element 2  
 Criterion 7 = Element 2, Element 3

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

2-1 (C), 2-2 (C minus), 7-2 (C), 7-3 (C)

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

They needed substantial support by the teacher. Small parts not answered in the assignment. Answer in 2-2 too simple - needs to explain better why Bob should either stay with current employer or move to another one on more than a couple of sentences. However, one respondent felt that this is what the question was asking i.e. provide a simple statement. 7-2 times all wrong for the B question and they used the wrong pay scale. Although they did complete the B question, it's just all wrong. Extension not done

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

Able to work more independently. Answer question 5 correctly. Give more detailed answers in the Discussion questions. Answer all of question 3 and 6 - graphs i.e a graph was missing. Attempt the extension question

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

2-2 and 7-2 was commented on mostly. Mainly that 2-2 was too brief and 7-2 had completely wrong calculations. Everyone was in agreement to the C ratings above, there was little argument over the ratings given.

Sample 1 - What actions would you recommend for

More scaffolding in the columns to work out overtime e.g. q5 - break up overtime column in to time half etc. fill in first column so students know what to follow. Submit a draft esp q's 5 and 6.

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

### Moderation Details for Calibration - Sample 2

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

Criterion 2 = Element 1, Element 2  
Criterion 7 = Element 2, Element 3

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

C 2-1 (B), C 2-2 (C+), C7-2 (B), C7-3(B)

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

2-1 Is Contentious because 'follows instructions to complete an investigation' may mean 'undertake' rather than 'complete'. The assignment was excessively long. If you can't demonstrate a skill in Q6, even if they've done it really well in Q3 - does that necessarily mean it's not done well? 2-2 - There was a lot of contention with this element for Sample 2. Written comment too simple about the data to be B, C is 'use simple approaches' so that statement fits better. However, the quality of the calculations was a B standard. Again, leaving questions unanswered and answering the others exceptionally well caused a lot of debate around the room. Same comments as for 2-2 i.e how long did they have to complete this task? (one hour or a week?). If it's only one hour the assignment is excellent with the time given, if two weeks, leaving a question unanswered is not a B standard. Went to the vote - C.7-2 and 7-3 unanimous. Calculations all done really well. Questions 4 and 5 all done and answered well. Just extension 'A' question not done.

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

Finish the task, don't just do some of it exceptionally well and leave parts completely blank

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

2-2 went to the vote as per comments above" 2-2 - There was a lot of contention with this element for Sample 2. Written comment too simple about the data to be B, C is 'use simple approaches' so that statement fits better. However, the quality of the calculations was a B standard. Again, leaving questions unanswered and answering the others exceptionally well caused a lot of debate around the room. Same comments as for 2-2 i.e how long did they have to complete this task? (one hour or a week?). If it's only one hour the assignment is excellent with the time given, if two weeks, leaving a question unanswered is not a B standard. Went to the vote - C."

Sample 2 - What actions would you

Show how to get an A - i.e provide an exemplar for the student to look at. Have scaffolding to get them to the complex and lengthy level of this assignment.

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

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Element 1, Element 2  
Criterion 7 = Element 2, Element 3

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

C 2-1 (B), 2-2 (C), 7-2 (C), 7-3 (B minus),

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

2-1 - C unanimous  
2-2 Variety of C's and B's around the room. Assignment has a Pie Chart missing, but he refers to it. Did he provide a Pie Chart and it wasn't included for moderation or has he referred to a previous graph done?? Decided it was the latter and consensus was a C7-2 - On the fence between C and B. Suggestions in marking to get a B needed to answer 4B, which wasn't answered. Lack of evidence of complexity. Go to C7-3 - Mostly B, with some C's and an A. Lots of inaccuracies in calculations - didn't complete all calculations. Discounted the A as student got Q7A wrong (which was extension). A couple didn't think there was enough questions answered correctly for this criterion to be a B, preferred a C. Went to the vote - B minus

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

Accuracy in calculations, show correct times in calculations, finishing things off in graphs properly e.g. correct labels, proof read assignment before submitting, read all instructions first, submit a draft to the teacher.

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

Mostly in agreement except 7-3 (as per above)"7-3 - Mostly B, with some C's and an A. Lots of inaccuracies in calculations - didn't complete all calculations. Discounted the A as student got Q7A wrong (which was extension). A couple didn't think there was enough questions answered correctly for this criterion to be a B, preferred a C. Went to the vote - B minus"

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

Ask students to submit a draft, it's a very long assignment for workplace Maths. Scaffolding. Provide an exemplar. Ask students to do one to 6 before attempting extension question

Moderation Details for Calibration - Sample 4

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

Criterion 2 = Element 1, Element 2  
Criterion 7 = Element 2, Element 3

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

C 2-1 (t), C 2-2 (C minus), 7-2 (t), 7-3 (t), 7-3 (C)

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

2-1 Unanimous 't' a lot of gaps. Not much of the assignment completed  
2-2 Unanimous C to C minus. No discussion.  
7-2 - 't' one Z as no evidence of any use of percentages i.e not answering question 4B. 4B we must assume it's done as numbers as used further on, but 4B hasn't been explicitly answered. Most feel need to demonstrate they've done it. Without the Excel sheet to check, we have to assume that it's not there. Therefore all agreed to a 't'  
7-3 - 't' to C minus - student has demonstrated that he has done simple calculations involving money as he has successfully answered Q1. Everyone changed to a C with a vote.

Show working, read all questions carefully, compete all parts of the assignment

**Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?**

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

Just Criteria 7 was contentious as above:  
7-2 - 't', one Z as no evidence of any use of percentages i.e not answering question 4B. 4B we must assume it's done as numbers as used further on, but 4B hasn't been explicitly answered. Most feel need to demonstrate they've done it. Without the Excel sheet to check, we have to assume that it's not there. Therefore all agreed to a 't'  
7-3 - 't' to C minus - student has demonstrated that he has done simple calculations involving money as he has successfully answered Q1. Everyone changed to a C with a vote.

Scaffolding, provide exemplars, tell student to submit a draft first.

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

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate

Criteria 6

the criteria and elements (if desired) for moderation.

### Sharing Resources

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

A lot of questions, rather than sharing:  
Algebra in new course - are we doing transpositions??. They don't have the algebra skills to do transpositions. Will there only be 3 modules? At the moment no, TASC said they can't do it yet. Therefore can still run the units we run, just no C8. How does QA work?? Very much like we did today. Difference is that your grades c/f to the rest is tabulated and sent to your Principal so they can see if you need help with marking. Must take marking very seriously when reading work samples.

### Course Support