2018 September Moderation - Report
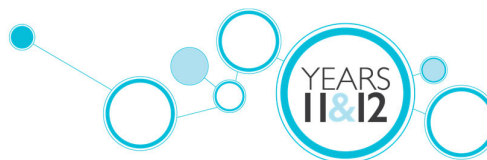
Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	Maths - Workplace Maths 2
Moderation Leader Name	Liane Gordon
Moderation Leader Email	liane.gordon@education.tas.gov.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.	Joel Beveridge - Don College Gerald Leary - Hellyer College Jenny Stafferton - Latrobe High School Janette Boyle - Launceston Christian School. Monique Austen - Launceston Church Grammar School Ed Bastick - Launceston College Tony Bissett - Launceston College Vic Boyes - Launceston College Grace Spry - Launceston College Amy-Rose Bellinger - Marist Regional College Paul Hudson - Port Dalrymple School Sam Mawer - Roseberry District High School David Bennett - St Brenden-Shaw College Liane Gordon - St Helens District High School Sue Bennett - St Mary's District School Leigh Crawford - Ulverstone High School Tony Cullen - St Patrick's College

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.	Heath Richardson - Hellyer College Robert Lewandowski - Launceston Big Picture School Zane King - Leighland Christian School Kym Knights - Newstead College Paul White - Smithon High School

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 4
Please list the criteria (and elements if specified) being moderated for this sample	Criteria 4, element 7
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	Nearly all of the grades were between a C and a t. A decision had to be made as to whether the sample actually constituted a C or a t

Moderation Details for Calibration - Sample 1

Sample 1 - Summary of

group consensus at element level with comments

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 8 = 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?	Student has adequately answered all questions except the more difficult ones on time conversions.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Able to convert time and estimate distances better (however the student really wasn't given enough opportunity to be assessed at an A or B standard).
Sample 2 - Summary of group consensus at element level with comments	Sample wasn't an easy assessment to read for the student. Page 9 had a question at the top that even the teachers couldn't get as information was missing. Therefore it's unfair to expect the student to know the distance of an intersection and then calculate time. Because of this, the student had performed adequately. There wasn't enough rigorous questions to be able to assess the student to a B or A standard.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or	Include more complex questions involving time intervals, distance and speed

ratings)?

Moderation Details for Calibration - Sample 3

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 4 = Element 7
Sample 4 - What rating (or ratings) has the group assigned this sample?	C minus
Sample 4 - What evidence supports the rating (or ratings) the group has given?	Showed no working out. Estimated only, but didn't apply any theoretical knowledge to the task given
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	show more working out. Sow more detail in the assignment. Don't be brief.
Sample 4 - Summary of group consensus at element level with comments	t - Not quite enough. Didn't show how he got those figures. He stated the number he's estimated but hasn't said how he came about it. On the fence. C - The theoretical knowledge was adequate. Knew the carpark, knew the grid scale. Student got very close to the actual number.
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Include more calculations of Area = length * width

Moderation Details for Calibration - Sample 4

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 4 = Element 7 Crit 5 = Element 1
Sample 5 - What rating (or ratings) has the group assigned this sample?	C+ (Criterion 4, element 7), C minus (Criterion 5, element 1)
Sample 5 - What evidence supports the rating (or ratings) the group has given?	Student - done some calculations and came fairly close to the correct answer. There is some detail in their explanation. They acknowledged the scale used to make the map.
Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Show more working in creating the carpark. Don't just estimate the answer. Check to make sure the scaling is correct and the car spaces actually align with the field in real life.
Sample 5 - Summary of group consensus at element level with comments	Criterion 4, element 7: B- Scaling of the diagram (student was the only one that acknowledged it). C - No working about how they got 345 cars. Just counted car spaces. Only maths done is money related, not carpark calculation related. Got the size of the carpark wrong. Scaling calculations all wrong. Car space sizes all wrong Criterion 5, element 1: Initially thought it was a B but now with more info it's a low C - car space sizes wrong, no calculations shown,
Sample 5 - What actions would you recommend for teachers to help the student attain	Include more calculations of Area = length * width

a higher rating (or ratings)?

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.	6 All elements
Please enter the name and email address of the person providing the samples:	Liane Gordon
Email	liane.gordon@education.tas.gov.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:	More graphing and data assessment tasks to moderate