

# 2021 March Moderation - Report



Which meeting is this report for?

Preliminary to Level 1 suite of courses

## Moderation Details for Calibration - Sample 1

Preliminary courses only - Sample 1 - What stage do you believe this sample should be assessed?

Stage 2

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

Access to Work  
Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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?

Quite a lot of prompting from support worker, student required significant support to complete the task

Student communication and description: limited

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

Greater independence through visual supports, task based prompts eg: a task analysis, broken into steps

A reduction in the verbal and physical prompting/ redirection required to complete the task

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

Group agreed the task was completed at a Level 2.

C3 E1 C

C3E2 T

C3 E3 C

C3 E 4 T

C3 E5 C

Overall rating C

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Simplify the task to appropriate level for student to achieve greater independence , reduce prompt level

Moderation Details for Calibration - Sample 2

Preliminary courses only - Sample 2 - What stage do you believe this sample should be assessed?

Stage 3

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

Access to work  
Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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 used a visual task analysis to complete task with some/ minimal prompting. Able to see ability to complete element skills in video evidence.

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

Greater independence during the task

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

Group consensus was level 3

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

Different setting, real world task, more independence with less support by the TA's prompting

## Moderation Details for Calibration - Sample 3

Preliminary courses only - Sample 3 - What stage do you believe this sample should be assessed?

Stage 4

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

Access to work  
Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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

C

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

All elements of the task were completed independently

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

To achieve a level one, the student would need to demonstrate a deeper understanding of the purpose of the learning.

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

Definitely a stage 4 as he was very independent. It was discussed that the Element 4 raised some question around "identify at least one workplace problem and select a strategy" This wasn't evident and some staff marked this element at a Z

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

Introduce a workplace problem into the task .. task sabotage or similar.  
Opportunity for the student to demonstrate the purpose behind the learning.

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 Moderation Details for Calibration - Sample 4
 

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Preliminary courses only - Sample 4 - What stage do you believe this sample should be assessed?

Stage 3

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

HPE  
Criterion 1 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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

C

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

Gross motor skills  
Independent movement skills

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

Student should respond to/ or reflect on feedback  
Deeper understanding of game concepts and purpose of the game

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

One group decided that a stage 2 was more appropriate but the whole group consensus was a stage 3 with all elements awarded a C

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

I: I instruction, modelling and practice of game situations  
Give student a specific role within the game  
Perhaps some more detailed annotation of what we were watching for  
Separate video focussing solely on this student and a description of the prompting level he was receiving throughout the session.

## Moderation Details for Calibration - Sample 5

Preliminary courses only - Sample 5 - What stage do you believe this sample should be assessed?	Stage 1
Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	HPE Criterion 1 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5
Sample 5 - What rating (or ratings) has the group assigned this sample?	T
Sample 5 - What evidence supports the rating (or ratings) the group has given?	Student recognises movement and play of others  Mostly C was given for the Elements however a couple of groups thought Element 2 and 4 were a "t" rating with some also assigning Z ratings due to not enough information being supplied in the sample nor clear enough video footage
Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Participation in activity  Moving independently in the space  Repetitive practice of movement and balance skills <ul style="list-style-type: none"> <li>• More annotation</li> <li>• Video of the student was limited and hard to assess.</li> </ul>
Sample 5 - Summary of group consensus with comments to element level if applicable.	Group rated at stage 1 with a T
Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	I:I support to participate in game situations  Video footage of solely this student in the video sample or a clear way to define who we were looking at i.e. different coloured tops.  Better annotation to accompany video footage.  Student being given opportunity to engage with the game/ ball

Planning for September Moderation 2021 - Statewide Samples

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

Preliminary English criterion/ element yet to be defined

State the name of the person who will be providing the samples for moderation

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Sharing Resources

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

See moderation notes

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

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