2019 March Moderation - Report

Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	Maths - General Mathematics Foundation Level 2
Moderation Leader Name	Michael Verrier
Moderation Leader Email	michael.r.verrier@education.tas.gov.au
Minute Keeper	Natalie Robinson
Minute Keeper Email	natalie.robinson@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.	Lois Boyd Elizabeth College Jana Bryan St Michael's Collegiate School Kathy Bunton Friends' School Josh Clarke Hobart College Jennifer Crowden St Mary's College Andrea Dare Sorell School Suzanne Dishington Calvin Christian School Adrian Eberle Bayview Secondary College Silvia Escobar New Norfolk High School Kathy Foster Fahan School Sam Meier Rose Bay High School Elsa Rector Rosny College Natalie Robinson Claremont College Anne Romeo Elizabeth College Ken Stanley Taroona High School mick verrier Hobart College David Zehmeister Guilford Young College Sam Nogajski, The Hutchins School
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation	Lloyd McDonald Elizabeth College

leaders list who did not attend the meeting.

Moderation Details for Calibration - Sample 1

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 4 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 8, Element 9
Sample 2 - What rating (or ratings) has the group assigned this sample?	C-/t+
Sample 2 - What evidence supports the rating (or ratings) the group has given?	Inconsistency in skills assessed multiple times within instrument. Some questions incomplete which prevented student from achieving in the incomplete areas.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Improved graph skills: interpreting, constructing and labelling graphs. Improvement in equations - particularly when finding a new subject. Improvement in directed number - particularly as it applies to negative numbers moving in an equation.
Sample 2 - Summary of group consensus with comments to element level if applicable.	Two elements not assessed in this task. Element 2 covered a lot more than others, but a reasonable spread of remaining elements. Some A-level questions present. Concerns expressed over what constitutes a C - ie does a student need to get all C-level questions correct to get a C or is a majority enough? Teachers felt that this sample was at the border of a C-/t and the sway showed the same. There was agreement between the pre-marked and the remarked sample on the day.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Completing the task would have helped. More care taken with graphs and equations and a review of basic skills such as directed number.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criterion 6 Measurement assignment from Rosny college (if possible include C1 and/or C3)
State the name of the person who will be providing the samples for September moderation.	Elsa Rector
Email address of the person providing the samples for September moderation	elsa.rector@education.tas.gov.au

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	Maths on line - $5/student/term - reports positive Canvas resources good - includes John Short's videos. Would be nice to share some investigation type tasks to make course a bit more hands on for students.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	Some criteria standards do not address significant essential learning items so, although the students need to learn them to complete other parts that are recognised - there is no way to assess those skills against the standards eg sketching graphs given an equation only (as opposed to plotting graphs).