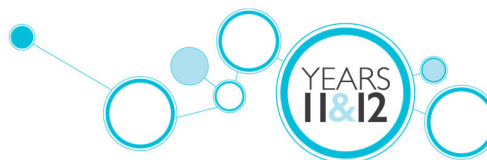


2018 September Moderation - Report



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	Ben Payne
Moderation Leader Email	ben.payne@education.tas.gov.au
Minute Keeper	David Squires
Minute Keeper Email	david.squires@education.tas.gov.au

Attendance

<p>Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.</p>	<p>Adrian Eberle: Bayview Secondary College Suzanne Dishington: Calvin Christian School Patrick McLean: Claremont College Jane Macrossan: Fahan School James Ayers: Guilford Young College Brendon Herron: Guilford Young College Ineke McGuire: Guilford Young College Josh Clarke: Hobart College Rob White: Oatlands District High Ben Payne: Rosny College David Squires: Rosny College Bruce Stack: Rosny College Andrew Baker: St Mary's College Sylvia Escobar: New Norfolk High</p>
<p>Apologies/absences - please enter the names of teachers and their schools who</p>	<p>Sam Nogaski: The Hutchin's School Susan Hindley: Rose Bay High School Jana Bryan: St Michael's Collegiate School Sarah Taylor: Hobart College</p>

appeared on the moderation leaders list who did not attend the meeting.

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 1

Please list the criteria (and elements if specified) being moderated for this sample

Criterion 1

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

Agreed to moderate Crit 1 after March meeting, and with consultation statewide. Examples provided from North Tas.

Moderation Details for Calibration - Sample 1

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

Criterion 1 = Element 1, Element 2, Element 3, Element 5

Sample 1 - What rating (or ratings)

C

has the group assigned this sample?

Sample 1 - Summary of group consensus at element level with comments

Easy consensus on rating.

Moderation Details for Calibration - Sample 2

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

Crit 1 = Element 1, Element 2, Element 3, 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?

I. Lacking in completion of work. (Are we assessing what's completed)

eg.7B no graph

Only judge on the first 3 completed.

Are not able to consistently apply/demonstrate line of reason.

C Rating: work shows some of the mathematical processes

Conventions and Symbols: x4 pages of calculation but some inconsistency eg Q4. P swapped to I

No graph

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

For higher rating show all mathematical processes between question and answer.

Give opportunities to redo communication through assignments.

<p>Sample 2 - Summary of group consensus at element level with comments</p>	<p>Has shown some of the processes between question and answer but inconsistent.</p> <p>Has used conventions and symbols reasonably consistently but not enough work completed.</p> <p>One instance of wrong symbol used but answer correct.</p>
<p>Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Difference between schools on class pad use in tests.(?????)</p> <p>Point: this algebra more difficult than some Pre tertiary.</p> <p>General 2 to expire this year? Rolling over?</p>

Moderation Details for Calibration - Sample 3

<p>Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Crit 1 = Element 1, Element 2, Element 3, Element 5</p>
<p>Sample 3 - What rating (or ratings) has the group assigned this sample?</p>	<p>B</p>
<p>Sample 3 - What evidence supports the rating (or ratings) the group has given?</p>	<p>Question 1B - no setting out.</p> <p>Many places where there is no apparent order.</p> <p>Graphs no label for axis.</p> <p>Gradient given with no $m =$</p> <p>intercepts presented as points</p> <p>Q9 states equations then completes but not set out well. Does show a line of reasoning.</p> <p>Does demonstrate understanding of formula</p> <p>Borderline between B and C.</p>

Do they understand the significance of the = sign?

Moderation Details for Calibration - Sample 4

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

Crit 1 = Element 1, Element 2, Element 3, Element 5

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

A

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

Key while graph wrong it was well labelled, well spaced. Also named two equations.

A logical line of reasoning in work.

Consistently uses conventions and symbols

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.

4

Please enter the name and email address of the person providing the samples:

Rick Smith

Email

rick.smith@stpatricks.tas.edu.au

Sharing Resources

Course Support