

2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Science - Life Sciences Level 2
Moderation Leader Name	Natalie Robinson
Moderation Leader Email	natalie.robinson@education.tas.gov.au
Minute Keeper	Gavin Wakefield
Minute Keeper Email	gwakefield@gyc.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.	Natalie Robinson - Claremont College Anita Johansson-Wong - Elizabeth College Gavin Wakefield - GYC Sarah Taylor - Hobart College Belinda Brannam - Rose Bay High Kate O'Neill - Rosny College Ian Cattle - St Mary's College Rom Springall - Tasmanian eschool
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	Samantha Lelong - St Mary's College

meeting.

Moderation Details for Calibration - Sample 1

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

Criterion 4 = Overall
Criterion 8 = Overall

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

C4 - C, C8 - B

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

The student had met most of the elements within the standards.

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

The student needed to better address the verbs

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

C4: Discussion overall - but that most felt it would fall in a C-range for all elements. It was noted that there was an accidental 'A' entered into the pre-submission marking and that this should be disregarded across the entire sample.

C8: Element 1 and 2 (by the nature of the element) was rated higher than Element 4 which is a more difficult skill to demonstrate.

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

Work on the essential meaning of the verbs and work to address them better.

Moderation Details for Calibration - Sample 2

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

Crit 4 = All elements
Crit 8 = All elements

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

C4 - B, C8 - B+

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

This sample had a better writing style overall. Discussion involved over how much explanation versus description was required for an A rating given that the different elements within C4 included different key verbs. Some parts of elements were missing, but some addressed.

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

There was a significant spread in the presubmission data for this sample. It was felt that student needed more detail and balance in their work to better address the A-standard elements.

Sample 2 - Summary of group consensus at element level with comments

C4 - Student generally was given a B at all elements except element 4 where it dropped lower.

C8 - student was given in the B to high B range across all elements, performing slightly better on element 2.

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

This student needed to focus more on the details and presenting a balanced discussion. The lack of referencing was highlighted as an issue that would have made it difficult to achieve on Criterion 3, however, this was disregarded when assessing Criteria 4 and 8 during moderation. It was felt that this student would be able to improve with guidance to move on to a Level 3 course in the future.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being

Crit 4 = All elements
Crit 8 = All elements

moderated and IF SELECTED the elements within that criterion

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

C4 -C, C8 - C

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

It was felt that this was pretty straight forward.

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

The student needed to address the higher level verbs.

Sample 3 - Summary of group consensus at element level with comments

Straightforward C across all elements, however, discussion about the range that a C encompassed and whether all elements had to reach a C standard to be given a C overall if most of them had. Also discussion that it was easier to achieve a C in element 1 of C8 than in element 4 - so should there be a weighting within the criterion?

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

Student to address verbs better.

Moderation Details for Calibration - Sample 4

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

Crit 4 = All elements
Crit 8 = All elements

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

C4 C-, C8 C

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

Student had identified items as required. Some individual elements were awarded t but overall it was felt that there was enough evidence to support a low C for bot criteria.

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

Student would need to fulfill the needs of all elements within the criteria. Student needed to include more balance.

Sample 4 - Summary of group consensus at element level with comments

C4 - was generally granted low C across the elements, except E3 where it was given a t.

C8 - was generally granted C across all elements, except E4 where it was granted a t.

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

This student may need additional scaffolding and support to complete tasks more thoroughly. Students needed to practice addressing the needs of the standards to give themselves better opportunities for improvement.

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.

Criterion 7

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

Gavin Wakefield

Email

gwakefield@gyc.tas.edu.au

Sharing Resources

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

Proposal to moderate C7 (Ecosystems) in 2019. Accepted. A small task for March and an aim to have a statewide common task for September so that samples can be brought along from each school.

Volunteers were asked to write a suitable task - none were forthcoming.

Volunteers were asked for new moderation leader for 2019 - none were forthcoming.

It was noted that teachers marked more objectively at moderation than they would in their own classroom and that knowing the student and the challenges to their learning did impact that way teachers marked individual and formative tasks.

Teachers felt it would be better to have moderation tasks that did not include access to other material that was not provided eg videos. The absence of time to watch linked videos etc prior to moderation made it difficult to assess.

It would be good to have a simple task such as a test to assess at moderation - or part of a test.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Several teachers interpreted what parts of the samples constituted representing Criterion 4 and/or Criterion 8. It was noted that some teachers looked at the pieces as whole representations and that others narrowed it down by questions that students had addressed and separated the task into sections that covered criterion 4 and other sections that covered criterion 8. This may have impacted on the pre-submission grades and changed the spread. It would be worthwhile only looking at one criterion for moderation to make the process clearer.

A new life sciences moderation leader for 2019 will be needed.

The elements within the standards - when this course is ready for rewrite - should either have recognition that some elements are more difficult for students to achieve at each criterion standard or should reflect the same level of

difficulty within a standard across all elements.