2018 September Moderation - Report
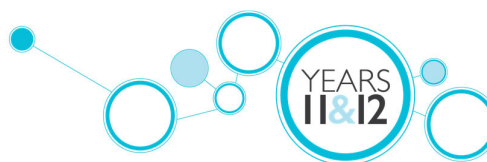
Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	Maths - Mathematics Methods Foundation Level 3
Moderation Leader Name	Jeffrey Briscoe
Moderation Leader Email	jeffrey.briscoe@education.tas.gov.au
Minute Keeper	Susan Hindley
Minute Keeper Email	susan.hindley@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.

Stephen	Bray
Tim	Millar
Sue	Saunders
Deidre	Smythe
Will	Walker
Jason	McDonald
Jane	Morrison
John	Covington
Gabriel	Baldwin
Yvette	Jones
Rachel	Townsend
Zina	Ahmed-Zeki
Caela	Welsh
Jeff	Briscoe
Peter	Steane
Simon	Waiss
Hannah	Windsor
Lance	Coad
Cameron	Hudson
Jon	Williams

Susan	Hindley
Lois	Boyd
Tim	Prize

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.	virginie	von Savageri
	Silvia	Escobar
	William	Maby

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	Criteria 5
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	The group felt that this was not a good sample to assess Criteria 5. Clearly an A but lacks variation in the work covered in this Criteria.

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 5 = Overall
Sample 1 - What rating (or ratings) has the group assigned this sample?	A or NA
Sample 1 - What evidence supports the rating (or ratings) the group has given?	All work correct
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	More Function (Criteria 5) questions. This test focused on Cubic Functions only
Sample 1 - Summary of group consensus at element level with comments	"A" for the limited selection of Criteria 5 within the sample.

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

Sample 2 - What evidence supports the rating (or ratings) the group has given?	Most work at B+ or A- standard.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	When test was given ie early or late in the year.
Sample 2 - Summary of group consensus at element level with comments	Qu 7 was discussed regarding division by (2x-1), may be too difficult How much working out needs to be shown on the calculator section for 2 marks?

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 4 = All elements
Sample 3 - What rating (or ratings) has the group assigned this sample?	t
Sample 3 - What evidence supports the rating (or ratings) the group has given?	Poor overall performance
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	More evidence of meeting the standards

Sample 3 - Summary of group consensus at element level with comments	How much working needs to be shown for calculator section in a 2 mark question? Should there be a sequence? This needs to be communicated to all teachers explicitly. What are exam markers looking for? Is it sufficient to say what they did on the calculator. Jeff Briscoe to follow up with TASC

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
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?	Lack of ability to factorise simple quadratic expressions
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	More practice with factorising and expanding

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being	Crit 4 = All elements

moderated and IF SELECTED the elements within that criterion	
Sample 5 - What rating (or ratings) has the group assigned this sample?	B
Sample 5 - What evidence supports the rating (or ratings) the group has given?	Overall B standard questions answered correctly
Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Factorising quadratics including completing the square.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply	Level 3 or 4
For Level 3 and 4 courses please suggest criteria for consideration by CTL's.	Criteria 6
Please enter the name and email address of the person providing the samples:	Josh Moore
Email	joshua.moore@education.tas.gov.au

Sharing Resources

Please record any links to or details	Canvas was discussed in the sharing of resources, however, Independent schools don't have access.

of resources that were shared, or describe any assessment strategies that were discussed.	This was also asked for at the March meeting!!!!! Drop box available for sharing. Expensive and not complying with Australian law? Microsoft Teams discussed. Email Mid-year papers to Josh Moore to be distributed to teachers at the meeting.

Course Support

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