

2019 March Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which PM Meeting is this report for?

Science - Physical Sciences Foundation Level 2

Moderation Leader Name

Kate Baldry

Moderation Leader Email

kbaldry@friends.tas.edu.au

Minute Keeper

Ben Payne

Minute Keeper Email

ben.payne@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.

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Kate Baldry Friends
Eungi Kim Elizabeth College
Sophie Creet Hobart College
Ben Payne Rosny College

nil

Moderation Details for Calibration - Sample 1

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

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

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

t

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

- aim included in title, aim and hypothesis included - collected data in a table accurately - their interpretation bears no correlation to the data- no graph- no discussion or conclusion

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

- an accurate graph- discussion of results and graph.- a conclusion that backs up the findings of the experiment.

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

as above.

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

Discuss with student effective graphing, and what interpreting a graph would look like. The most important part of the experiment is the discussion. Explicit scaffolding, and feedback against the criteria with specific ways to improve against the elements.

Moderation Details for Calibration - Sample 2

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

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

that criterion

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

t+/C-

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

1st, 2nd and 5th elements were at a C level, but elements 3rd, 4th elements were at a t level.- they have collected data, but recorded it in a dodgy graph, and with no table. The class data has been represented in such a way as to mislead the experimenter in their interpretation.- as a result, the conclusions drawn are not readily provable. The correct inferences of the report are most likely due to observations on the dy, and not to what they have recorded.- they have made some suggestions for improvements - some of which are sensible.

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

- initially a systematic table of results- sensible graph that enables accurate interpretation- a discussion and conclusion that agree, and are informed by the data.

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

we all agree with the above.

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

- explicit teaching of recording and interpreting data is in order so that sensible conclusions may be drawn.

Moderation Details for Calibration - Sample 3

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

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

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?

The data is tabled accurately, but in the order it came out of the experiment. The experimenter has not adjusted the independent variable to a sensible order, and as a result has not picked up the underlying trend beyond what they observed on the day. Most of the answers show a distinct misunderstanding, with little evidence of more than grasping the absolute basics.

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

We would need to see the improved graphs (including line, rather than column) so that a more accurate interpretation may be attempted.

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

we all agree. similar misunderstanding to last sample.

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

Explicit teaching of systematically recording data, and displaying on a graph, followed by the opportunity for the student to reinterpret their results give this new information.

Moderation Details for Calibration - Sample 4

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

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

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

t

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

there is very little to suggest that this student has an understanding at even a C level. The data from the experiment is not recorded accurately. As a result there is not room for a valid interpretation.

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

- an accurate table- graphs- a attempt to describe trends- a separate discussion and conclusion.-

ratings)?

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

not a good outcome - t

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

- explicit instructions for collecting data.- explicit instructions for graphing.- how to read a graph for understanding.- how to draw a conclusion

Planning for September Moderation 2019 - Statewide Samples

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

info to be supplied from the north

Sharing Resources

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

nil

Course Support