

2019 September Moderation - Report



Which Learning Area is this Report for?

Mixed Field (SDI, Career and Life Planning)

Meeting took place in::

South

AM or PM session?

AM

Which meeting is this report for?

Preliminary to Level 1 suite of courses

How many samples have been moderated?

Preliminary to Level 1 Courses (if moderating these courses please select this option and NOT the number of samples above)

English Sample 1 - What STAGE has the group assigned this sample?

Stage 4

Sample 1 - What evidence supports the decision the group has given?

Sample 1 demonstrates evidence of Stage 4 however many of the group felt that it was Stage 3.

Sample provided evidence for:

C1 Elements 1 & 3, 5

C3 Elements 1 and 7

Sample 1 - What evidence would you need to see in order to assign a higher Stage?

Evidence of the extent of modelling given and it's definition as per the Prompt Hierarchy Chart

Evidence of work from modelling to prompting to independent construction of simple text structure

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

* Other info:

please provide Prompt Hierarchy chart to clarify difference between modelling.

Good discussion of participants who addressed in detail Stage 3 and Stage 4; some moved from Stage 3 to Stage 4 and vice versa

not sure of context

Sample 1 - What actions would you recommend for teachers to help the student attain a higher stage?

modelling, prompting and independent construction

C3 E8 edits – not clear from the sample, exactly how the editing had been done

English Sample 2 - What STAGE has the group assigned this sample?

Stage 3

Sample 2 - What evidence supports the decision the group has given?

Sample provided evidence for:

C1 E2, E3, E4, E5

C3 E1, E2, E7

Sample 2 - What evidence would you need to see in order to assign a higher Stage?

C1 E1 - eg communicating like, dislike, expression of feeling

C3 E8 – words from Stage 4

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

majority of group agreed with this decision

could also have been early Stage 4 C3 -E7 e.g. complete sentence with punctuation. There was no annotation about this. Note that writing not explicitly required at Stage 3.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher stage?

through verbal discussion and exploring personal interest areas, extend crafting of texts to include opinion, feelings

English Sample 3 - What STAGE has the group assigned this sample?

Stage 4

Sample 3 - What evidence supports the decision the group has given?

Strong evidence in the sample of:

C1 E4

C3 E5,E6

Sample 3 - What evidence would you need to see in order to assign a higher Stage?

moving towards Level 1; demonstrating similar competence for texts with different purposes, audiences and contexts.

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

strong consensus on stage; also evidence of C2 E4

coherent representation of story through images all completed

Sample 3 - What actions would you recommend for teachers to help the student attain a higher stage?

develop skills in other text types

Mathematics Sample 1 - What STAGE has the group assigned this sample?

Stage 3

Sample 1 - What evidence supports the decision the group has given?

Sample provided evidence of:
C1 E1, E3

Sample 1 - What evidence would you need to see in order to assign a higher Stage?

knowledge of numbers up to 100

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

easy consensus of this stage.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher stage?

use special interest areas of student to link in higher number awareness and double digit recognition

Mathematics Sample 2 - What STAGE has the group assigned this sample?

Stage 2

Sample 2 - What evidence supports the decision the group has given?

Sample provided evidence of:

C1 - E1
numbers up to 5

Sample 2 - What evidence would you need to see in order to assign a higher Stage?:

beyond 5 number awareness and use.

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

Most agreed
1 - 5
1:1 correspondence

It was noted that co-active level of support required, possibly places this sample at Stage 1.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher stage?

repetition of next two numbers
different resources
objects to match
iPad interactive opportunities

Mathematics Sample 3 - What STAGE has the group assigned this sample?

Stage 4

Sample 3 - What evidence supports the decision the group has given?

C1 - E1, E3

Sample 3 - What evidence would you need to see in order to assign a higher Stage?

skills in other elements, adding to, taking away....look at Everyday Maths course to determine areas to develop

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

all agreed on evidence presented in this sample

* independence

Annotations were really clear.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher stage?

as above

Mathematics Sample 4 - What STAGE has the group assigned this sample?

Stage 1

Sample 4 - What evidence supports the decision the group has given?

Sample provided evidence of

CI - E 1, E3

working with numbers below 5

Sample 4 - What evidence would you need to see in order to assign a higher Stage?

working with numbers 5 and beyond

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

consensus - some comments re the task being confusing for student; the use of concrete tools with photo evidence could have given better picture.

assistance and support with 5

Sample 4 - What actions would you recommend for teachers to help the student attain a higher stage?

repetition of counting exercises with concrete and real life experiences

kinaesthetic experiences involving movement with people, objects

tap into interest areas to consolidate and differentiate learning

Mathematics Sample 5 - What STAGE has the group assigned this sample?

Stage 4

Sample 5 - What evidence supports the decision the group has given?

strong evidence of stage.

CI - E1, E3, E5

Sample 5 - What evidence would you need to see in order to assign a higher Stage?

Evidence in the sample of

CI E5, E6, E7

Sample 5 - Summary of group consensus with comments to element level if applicable:

All agreed on evidence of this stage and could possibly be already working at Everyday Maths level

Sample 5 - What actions would you recommend for teachers to help the student attain a higher stage?

more problem-solving activities, real life and 'mental'

look at Everyday Maths course and determine some areas of knowledge and skills

For all courses please nominate the criteria and elements (if desired) for moderation in March 2020:

Preliminary Science and/or Technology

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

no discussion was held due to time constraints

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

teachers are looking forward to contributing to the review of these courses

workshops that provide teachers with opportunities to develop resources, learning programs and assessments, and how to progress learning