

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	Preliminary to Level I Courses
Moderation Leader Name	Louise Rickwood
Moderation Leader Email	Louise.rickwood@education.tas.gov.au
Minute Keeper	Tania Beattie
Minute Keeper Email	tania.beattie@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.

Tania Beattie	Claremont College
Anna Branach	Claremont College
Jan Butler	Hobart College
Gillian Cannell	Tasmanian e-school
Maxwell Cross	Claremont College
Russell Finster	Jordan River Learning Federation
Kim Holm	Tasmanian e-school
Mark Kingsley	New Norfolk High School
Chris Loch	Jordan River Learning Federation
Peta-Maree Revell-Cook	Claremont College
Louise Rickwood	Southern Support School
Sandra Shepperd	Rosny College
Patrick Sullivan	Claremont College
Michael tame	Rosny College
Sharon Waldron	Tasmanian eSchool
David Webster	Rosny College
Jessica Wilson	Tasmanian e-school
Mel Zotsch	Claremont College
Andrew Short	Rosny College
Michelle Chen	RSST DOE

Apologies/absences - please enter the names of teachers and their schools who appeared on the

N/A

moderation
leaders list who
did not attend the
meeting.

Moderation Details for Calibration - Sample 1

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

Criterion 1 = Overall
Criterion 2 = Overall

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

results for this sample were quite scattered with a range of responses from Stage 1 to Stage 3 when looking at statewide data chart.

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

Evidence showed different stages - hard to put students into one box as we only know what is in front of us and that is what we can assess.
The task: is it familiar, what context, any adjustments?

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

Statewide collated data on this was quite spread. No clarity on stage, perhaps the assessment task needed to be clearer with more of a lesson plan provided.

Needed to know more about assessment task and how it was carried out; process - keep this in mind when providing moderation samples in the future.

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

Consensus was not possible for the reasons already stated.

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

The assessment task needs to be clear and specific. It was stated what the student was asked to do, did the student choose the photos or the teacher? Or was it the writing that was being assessed?

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall

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

The majority of submissions statewide showed a consensus for Stage 1

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

It was clear the learner required high levels of adjustments and was working towards looking at shape attributes. The photo and attached annotation about learning was clear.

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

Group conceded that student wasn't quite at level of recognising shape attributes but the task was working towards that. Evidence of attributes of shapes being responded to was needed to attain a C rating at that stage.

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

Stage 1 - strongest assessment C3 E1.
 Stage 2 - 3 participants identified C3 E3 - recognising 2D shapes.
 May need to look at criteria for sample 2 [Maths] to ensure that the critical element for students is recognised/identified.

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

Group felt that the level of adjustment i.e. eye gaze should have been kept out of assessment and included only in the annotated evidence. Work on the attributes of shapes not just shapes in general. i.e. the circle has curved edges etc.

Moderation Details for Calibration - Sample 3

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

Criterion 1 Element 1, Element 4, Element 5;
 Criterion 2 Element 1, Element 3, Element 4
 Criterion 3 Overall, Element 5, Element 7

Sample 3 - What rating (or ratings) has the group

C at Stage 3 English

assigned this sample?

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

Assessed within students piece of writing/responses

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

See more evidence of Stage 4 criterion standards - demonstrated across sample of writing, and independent re-write by student without assistance.

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

Group agreed that the sample is a C rating at Stage 3 English.

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

Build up ability of students to write sentences - simple and complex, independently. Clarifying questions to ask when designing task: what am I assessing? and what is the student learning?

Planning for September Moderation 2019 - Statewide Samples

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

I have a checklist from participants that shows the subjects and criteria they will be assessing

Sharing Resources

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

There was a discussion on the use of photos and or videos as valuable evidence ONLY if dated and accompanied by thorough annotation by teacher. This method is valuable especially at the lower stages where you are capturing reactions and recognitions.

There was also discussion that assessment tasks needed to be very clear and link to criteria and elements when assessing.

Course Support

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

It was great to these courses moderated in a specific and targeted way for the first time. Moving forward this is a very valuable means for teachers to collaborate and form shared understandings of the learning stages and what this looks like in a real way.

It is desirable that moderation be made more accessible to 11/12 extension schools who do not have a student free day on this day.