2019 March Moderation - Report

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Maths - Workplace Maths Level 2
Moderation Leader Name	Andrea Dare
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Minute Keeper	Karen Gatehouse
Minute Keeper Email	karen.gatehouse@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, Claremont College Rowan Crawford, Rosny College Andrea Dare, Sorell School Ruth Downham, Hobart College Karen Gatehouse, Campania District school Christine Goninon, New Norfolk High School Neil Goodwin, Rosny College Stuart Hadrill, Rose Bay High School Brendon Herron, Hellyer College Kim Holm, Tasmanian e-school Priya Kitchener, Rosny College Jason McDonald, Friends' School Ron McGuiness, Hobart College Kathleen O'Leary, St Michael's Collegiate School Carolyn Scott-Burgess, St Mary's College Brett Stephenson, Guilford Young College Dale Wickham, Bayview Secondary College David Zehmeister, Guilford Young College Sam Nogajski, The Hutchins School David Brown, Elizabeth College Rob White, Tasman District School
Apologies/absences - please enter the names of teachers and their	All present

schools who appeared on the 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 2 = Element 1, Element 2Criterion 7 = Element 2, Element 3
Sample 1 - What rating (or ratings) has the group assigned this sample?	2.1- C, 2.2- C, 7.2 B-/C+, 7.3 B-/C+
Sample 1 - What evidence supports the rating (or ratings) the group has given?	2.1Most of the assignment was completed2.2Given three points in discussion Q4AGraphs completed for Q3 and Q67.2Q4(b) complete and correct with support.7.3Q5- there were errors but understood and attempted to complete all calculations.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Independence in working out. Both 7.2 and 7.3 would be a B rating for criteria 7 if no substantial support had been given
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	More opportunities to work independently without substantial support.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within	Criterion 2 = Element 1, Element 2Criterion 7 = Element 2, Element 3

that criterion	
Sample 2 - What rating (or ratings) has the group assigned this sample?	C2.1- B, C2.2- C, C7.2- B, C7.3- B
Sample 2 - What evidence supports the rating (or ratings) the group has given?	C2- incorrect response, further evidence required. Didn't answer question 6.Criteria 7.2 and 7.3 - some calculation errors.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Further evidence required to rate it higher. Completed the tasks, attempted question 7More discussion of the analysis
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Q7 did not necessarily provide an opportunity for an A rating.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 2 = Element 1, Element 2Criterion 7 = Element 2, Element 3
Sample 3 - What rating (or ratings) has the group assigned this sample?	C2.1- B, C2.2- C+, C7.2- C+, C7.3- B
Sample 3 - What evidence supports the rating (or ratings) the group has given?	Criteria 2.2- C Question 4a basic analysis, no Q6. B- brief discussion, poor written analysis. Criteria 7.2- Q2 correct, but not all Q4b.
Sample 3 - What evidence would you need to see in	Did they (student) choose the method? Analysis needs to be specific from graphs. Task requirements- need to be allowed to show next level

order to assign a higher rating (or ratings)?	
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Task requirements need to allow students to demonstrate understanding at the next level.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 2 = Element 1, Element 2Criterion 7 = Element 2, Element 3
Sample 4 - What rating (or ratings) has the group assigned this sample?	C2.1- C-, C2.2- C, C7.2- C, C7.3- C
Sample 4 - What evidence supports the rating (or ratings) the group has given?	Criteria 7.2- C rating- has calculated % correctly. Criteria 2.2- C rating- has analysed data. Rating given on the level of task completion. Change the emphasis from completion to conduct. Graphic does not match analysis- could be a formatting error.
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Technology use verses manual calculations (need more evidence of calculations).
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Word the task for completion of the investigation.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	TBA
State the name of the person who will be providing the samples for September moderation.	TBA
Email address of the person providing the samples for September moderation	TBA

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	We briefly discussed the use of online programs, such as Maths Online, as a teaching and learning resource. We discussed the assessment task and ways to improve it, such as wording the task for completion and matching questions to elements within criteria to enable opportunities for higher assessment. We also discussed assessment in general. E.g. how many times is a higher rating achieved within a task.

Course Support