

2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Maths - Workplace Maths 2
Moderation Leader Name	leahanne reid
Moderation Leader Email	leahanne.reid@education.tas.gov.au
Minute Keeper	andrea dare
Minute Keeper Email	andrea.n.dare@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.	Adrian	Eberle
	Patrick	McLean
	leahanne	reid
	Monica	Hayes
	Adam	Bester
	David	Brown
	Jane	Morrison
	Brett	Stephenson
	Ruth	Downham
	Ron	McGuiness
	Christine	Goninon
	Paul	Barron
	Andrea	Dare
	Penny	Carlyle
Angela	Lapham	
Hannah	Windle	
Apologies/absences - please enter	sam nogajski	

the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Moderation Details for Calibration - Sample 1

<p>Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 4 = Element 7 Criterion 5 = Element 1 Criterion 8 = Element 5</p>
<p>Sample 1 - What rating (or ratings) has the group assigned this sample?</p>	<p>C4 E7 C+/B- C5 E1 C C8 E5 t</p>
<p>Sample 1 - What evidence supports the rating (or ratings) the group has given?</p>	<p>C4- applied theoretical knowledge of calculation, referred to calculations</p> <p>C5- used a calculation to solve problem. but scale was missing, numbers did not 'stack' up, or difficult to work out where they come from.</p> <p>C8- student marked an exit/entrance but did not 'compare' either route as specified in the criteria. task did not lend itself to assess against C8E5.</p>
<p>Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>C4 show calculations for area somewhere, unsure what calculations student had done.</p> <p>C5 need to see are/perimeter calculation for a basic shape somewhere. would need a compound shape in task to allow for a B.</p> <p>C8 a journey tends to make you think of an actual trip somewhere, not parking cars in a parking lot? if the task had compared 2 routes to st Helens, from say Launceston, looking at distance, and time?</p>
<p>Sample 1 - Summary of</p>	<p>C4 criteria is about understanding and applying calculations. not enough evidence that they had identified differences</p>

<p>group consensus at element level with comments</p>	<p>between theoretical calcs and real-life.</p> <p>C5 a defined simple compound shape would have been better, and scaffolding of the task to guide the students to show the evidence required for this criteria, perhaps some leading questions and broken into smaller sections sub-tasks.</p> <p>C8 task lent itself more to criterion 5 element 6, estimation of cars in the space.</p>
<p>Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>use guiding questions to ensure that students have the opportunity to display skills at all standards.</p> <p>more structure in the task.</p> <p>great idea for a task!</p>

Moderation Details for Calibration - Sample 2

<p>Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Crit 8 = Element 1, Element 3</p>
<p>Sample 2 - What rating (or ratings) has the group assigned this sample?</p>	<p>C</p>
<p>Sample 2 - What evidence supports the rating (or ratings) the group has given?</p>	<p>interpreted signage and determined time. followed instructions and completed some simple time/distance problems.</p>
<p>Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>use of time intervals, and evidence that student could do this unassisted.</p> <p>complete calculations, not just the answer.</p> <p>more detailed time/roster question.</p> <p>student to explain their calculations</p>

<p>Sample 2 - Summary of group consensus at element level with comments</p>	<p>C followed direction to complete calculations, C8E1 interpreted data given from signage, C8E3</p>
<p>Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>visually challenging to read, bigger font? develop questions that match all standards of elements. greater range of difficulty with questions.</p>

Moderation Details for Calibration - Sample 3

<p>Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Crit 8 = Element 1, Element 3</p>
<p>Sample 3 - What rating (or ratings) has the group assigned this sample?</p>	<p>t</p>
<p>Sample 3 - What evidence supports the rating (or ratings) the group has given?</p>	<p>lack of evidence for either element.</p>
<p>Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>any calculation to do with time, speed and distance. interpreting a time interval.</p>
<p>Sample 3 - Summary of group consensus at element level with comments</p>	<p>t student showed no evidence in the questions that supported C8</p>

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

scaffold the C8 questions more, make task more visually appealing and student might find it easier to follow.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 1 or 2

For Level 1 or 2 courses please nominate the criteria for moderation.

could not be agreed upon. south wanted C2 combined with C7, north did not agree

Please enter the name and email address of the person providing the samples:

unsure unsure

Email

josh.moore@education.tas.gov.au

Sharing Resources

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

discussed course running out this year, explained that it will be 'rolling over' and unsure about how it will look into the future.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum

engage and liaise with current experienced teachers of workplace maths in regards to future course document changes.

Services to
consider in
relation to this
course: