

2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which meeting is this report for?

Maths - Workplace Maths Level 2

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 4 = Overall
Criterion 5 = Overall

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

Criterion 1: A, A, A-, B Criterion 4: A, A, A, A Criterion 5: A, A, A, B

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

Criterion 1:
Correct maths
Good clear working out
Correct connections
Clear notation
Correct units
Extra information

Criterion 4:
Accurate, correct

Criterion 5:
Correct applications with few errors, good understanding of speed, distance, time

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

Show all working out and clearly articulate the final answer.
The task needs more 'A' opportunities as there was a general consensus that the task did not allow for an 'A' overall, particularly against C5.

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

Criterion 1: A- Criterion 4: A Criterion 5: B+
Overall agreement that the task requires more 'A' opportunities.

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

Provide more 'A' opportunities. Clarify the requirement to show all working out.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall
Criterion 4 = Overall
Criterion 5 = Overall

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

Criterion 1: t, t, t, C- Criterion 4: t, t, t, t+ Criterion 5: t, t, t, t+

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

Criterion 1
Did not finish
No evidence of correct working
Some correct units (degrees on angles)

Criterion 4:
Guessed answers/incorrect
All wrong.

Criterion 5:
Incorrect working
No idea about what to do

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

Criterion 1: t+, Criterion 4: t, Criterion 5: t

Sample 2 - What actions would you recommend for teachers to help the

Use only relevant elements with the work samples.
Provide a worked example
Ask students to show all working out.

student attain a higher rating (or ratings)?

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall
 Criterion 4 = Overall
 Criterion 5 = Overall

Sample 3 - What rating (or ratings) has the group assigned this sample?

Criterion 1: B, C, B, A- Criterion 4: B, C, B, B Criterion 5: B, C, B, B

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

Criterion 1
 Mostly correct but not enough working out.
 Clearly set out but question 4 had messy communication
 Missing units and rounding not complete
 Criterion 4
 Wrong operations were sometimes used

 Criterion 5:
 Erroneous working
 Incorrect addition
 Not enough correct for a higher rating
 Needs more evidence to support a higher rating

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

More working out for an 'A' rating. Final answers to be clearly articulated, basic operations need to be correct.

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

Criterion 1: A-/B+- needs more working out to be a solid 'A'. Group agreed that the C was too harsh and the sample if it was combined with evidence from Sample 1 would demonstrate a very strong 'A' rating.
 Criterion 4: B
 Criterion 5: B

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

To achieve higher ratings overall, the student needs to have more working out and it must be clearly understood. The teacher might provide a worked sample as part of the task to demonstrate the level of working out required.
 The teacher should remind students to read the questions and use correct basic operations. Perhaps revise these beforehand.

Moderation Details for Calibration - Sample 4

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

Criterion 1 = Overall
 Criterion 4 = Overall
 Criterion 5 = Overall

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

Criterion 1: C, C, C, C Criterion 4: C, C, C+, B Criterion 5: C, C, C+, B-

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

Criterion 1:
 no follow through in working out or showing steps.
 Did use correct formula
 Some errors in notation

Criterion 4:
 wrong or irrelevant working out
 Pythagoras question correct

Criterion 5:
 imprecise calculations/arithmetic
 many problems incorrect.
 Some B elements were well done- e.g. speed and distance (2 elements at a B standard).

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

Need to see correct use of decimals, fractions and percentages.

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

Criterion 1: C Criterion 4: C Criterion 5: C+

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

More evidence. Focus on B level requirements from the task and show the steps used to find the solution.

Planning for March Moderation 2020 - Statewide Samples

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

Criteria 2 and 3 (elements 2, 4 and 6)

Sharing Resources

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

We discussed how the assessment task could have been improved (e.g. more 'A' opportunities, using only the relevant elements within the assessment rubrics) and the type of assessment tasks that could be used.
Questions around the use of CANVAS were raised- i.e. if the CANVAS course is there, why can we not use it?
Also discussed different resources that schools/teachers can access (such as Maths Online).

Course Support

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

How can CANVAS be better utilised/developed so it can be used as the learning platform for this course?