

2020 September Moderation - Report



Meeting Details

Which Learning Area is this Report for?

Preliminary to Level I

Moderation Details for Calibration – Science Sample I

FOR PRELIMINARY COURSES ONLY – Sample I – what stage do you believe this sample should be assessed at?

Stage 4

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

Criterion 3 – E1, E2, E3, E4

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

C's in all elements

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

Strong consensus from group that sample demonstrated Stage 4 evidence in all elements

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

Some discussion around 'prompts' and acknowledgement that contextual information is important to reach agreement

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

Stage 4 – C's

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

Not discussed

student attain a higher rating (or ratings)?

Moderation Details for Calibration – Science Sample 2

FOR PRELIMINARY COURSES ONLY – Sample 2 – what stage do you believe this sample should be assessed at?

Stage 3

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

Criterion 3 – E1, E2, E3, E4

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

Rating of C on each of E1, E2, E3 and E4, working at Stage 2 C or Stage 3 - t

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

Almost half the group felt that element 3 – looking at single-step instructions and sequencing and annotations plus degrees of prompting guided an assessment as Stage 2 C or Stage 3 t.

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

It was discussed that this would only be one assessment task and there would be other evidence to clarify student's rating; one could also get student to do a 'real-life' assessment to observe sequence of planting and/or video evidence.

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

Stage 3 – overall rating of C in all elements

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

See above

Moderation Details for Calibration – Science Sample 3

FOR PRELIMINARY COURSES ONLY –
Sample 3 – what stage do you believe this sample should be assessed at?

Stage 2

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

Criterion 3 – E1, E2, E3, E4

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

Rating of C in all elements

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

While there was more of a spread in initial assessment results, the group agreed that there was enough support and evidence to support this final determination.

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

Less prompts; student's writing and sequencing

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

Stage 2 – rating of C in all elements

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

More independence working through task steps.

Moderation Details for Calibration – The Arts Sample 1

FOR PRELIMINARY COURSES ONLY –
Sample 1 – what stage do you believe this sample should be

Stage 3

assessed at?

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

Criterion 3 E1 and E2

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

Rating of C in each element

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

Unassisted; multiple stimulus; independent piece of expressive movement.

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

There was some robust discussion about the need for:
 Clarification of language use and meaning in the elements for each stage, e.g. express? communicate?
 How do both of these manifest in performance? What would we be looking for?
 Difference between 'movement sequence' and 'dance'
 Also important in terms of clarification was 'audience'.
 These comments were repeated in discussion for all Arts Samples.

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

Stage 3 rating of C for E1 and E2

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

Some of the group already felt that the students were demonstrating beyond Stage 4 so this discussion was really open

Moderation Details for Calibration – The Arts Sample 2

FOR PRELIMINARY COURSES ONLY – Sample 2 – what stage do you believe this sample should be

Stage 4

assessed at?

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

Criterion 3 E1 and E2

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

Rating of C on each element

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

9/10 groups rating of Stage 4 C– on each element

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

n/a

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

Group felt that this sample was very clearly C on each element at Stage4.

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

No real discussion – sample was clear

Moderation Details for Calibration – The Arts Sample 3

FOR PRELIMINARY COURSES ONLY – Sample 3 – what stage do you believe this sample should be assessed at?

Stage 3

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

Criterion 3 E1 and E2

elements within that criterion

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

Rating of C on each element

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

While there was more variation in initial assessments and group breakouts feedback, participants felt, once again, hindered by language use and meaning in elements which proved problematic when giving a final rating and stage

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

See above

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

Stage 3 C on each element

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

Work towards Stage 4 although some participants felt that this was being achieved already

Moderation Details for Calibration – The Arts Sample 4

FOR PRELIMINARY COURSES ONLY – Sample 4 – what stage do you believe this sample should be assessed at?

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

Criterion 3 E1 and E2

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

sample?

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

While this was an excellent sample to moderate, participants commented on confusion in being able to assess confidently due to the following:

Which student was being assessed? [Two in performance]

Ensemble work or individual?

Teacher or student in video?

So, therefore it was preferable to provide a Z rather than rate inaccurately.

Also, some breakout groups ran out of time to fully discuss this last sample.

Not able to moderate this sample as it wasn't clear who we were assessing. Note for future samples to provide clear annotation of this if more than one performer.

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

See above and previous comments about the level of performance these students are working at e.g. – maybe Level 1/2

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

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

Clarification of elements firstly.

Planning for March Moderation 2021 - Statewide Samples

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

Identified subjects:

Preliminary Health and Physical Education

Preliminary Access to Work

State the name of the person who will be providing the samples for September moderation.

Janette Kenyon (HPE)

Louisa D'Arville (Access to Work)

Sharing Resources

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

Learning Areas – Community of Practice

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

Not time to discuss but made aware of and urged to look at 9-12 website and documents and to provide feedback as much as possible to this process. Also encouraged participation in the drop-in sessions today.