

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 13, 2018 2:29 pm

Meeting Details

Meeting Venue:

North

AM or PM session?

PM

Which Learning Area is this Report for?

Science

Which PM Meeting is this report for?

Sciences - Chemistry Level 4

Moderation Leader Name

Jodie Blackburn

Moderation Leader Email

jodie.blackburn@education.tas.gov.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding anyone who was extra on the day

Kim McInnes
Stephen Foskett
Darren Chilcott
Rebecca Sayer
Craig Gilmour
Jodie Blackburn
Michael Karpinskyj
Sue Saunders
Luke Hammond
Caroline Catchlove-Owen
Lucy Withers

Darryl Bain
Mark Cox
Roger Morgan
Chris Sheedy
Ann Burke

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

as above

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend

nil

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C7

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

B

What evidence supports the rating (or ratings) the group has given

Discussion around student responses meeting the expected standard for a B

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

addressing the concepts in more detail

What actions would you recommend for teachers to help

Discussed what types of errors were acceptable in exam conditions or not.

the student attain a higher rating (or ratings)?

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C7

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

B-/C+

What evidence supports the rating(s) the group has given

Some questions not attempted, but those that were attempted were done well.

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

Completing all questions showing a level of detail across the different concepts.

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

As per discussion for sample 1

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C7

What rating (or ratings) has the group assigned

C-/t

this Sample?	
What evidence supports the rating(s) the group has given	Student did not respond to many questions. Detail in responses did not meet the standard expected for a C.
What evidence would you need to see in order to assign a higher rating (or ratings)?	More questions attempted showing better understanding of the concepts.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	as discussed in sample 1

Summary of any further samples moderated

Further samples - Criteria assessed against	C7
What ratings have the group assigned this/these Sample(s)?	C-/t
What evidence supports the ratings the group has given	Lack of responses by student. Insufficient detail in responses given.
What evidence would you need to see in order to assign a higher rating (or ratings)?	more detail

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

as discussed in Sample 1

Planning for September Moderation 2018

Are you planning on:

Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing

Please list the criteria to be moderated:

C5, C6, C8

Briefly describe the type of task you plan to look at:

We would like to review the entire external paper from Sample 1 in this moderation to look at the other criteria and have professional discussions around what we would expect a student answer to look like and how they gain/lose marks for each type of question.

This would be extremely beneficial as a teaching and learning discussion (especially for those who cannot attend external marking) to offer more insight in how to help student outcomes.

Please state the name of the person supplying the samples for the September moderation

Peter Wright

Email

peter.wright@education.tas.gov.au

Sharing Resources

Please provide details of any

To be emailed/shared collectively as a group.

resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

Course Support

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

- In relation to the samples provided, it was asked if teachers might be able to see the original with how/where each of the marks was attained to see how consistent the marking scheme was with their own.
- It was asked that the way in which TASC derives ratings that are quantitative to uphold against qualitative standards be reviewed.

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Any comments:

Sample 1

Thank you to everyone in attendance, a great discussion today.