

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

Submission Time: March 13, 2018 2:02 pm

Meeting Details

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| Meeting Venue: | South |
| 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 | Deborah Beswick |
| Moderation Leader Email | deborah.beswick@education.tas.gov.au |
| Minute Keeper (if available) | Neil Lay |
| Minute Keeper Email | neil.lay@collegiate.tas.edu.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

| | |
|-----------|------------|
| Deborah | Beswick |
| Brenda | Winning |
| Katrina | Munting |
| Satwinder | Kaur |
| Simone | Summers |
| Neil | Lay |
| Anthia | Lyons |
| Yvette | Jones |
| Jo | Finney |
| Jeffrey | Briscoe |
| Will | Walker |
| Michael | Fracalossi |

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| anyone who was extra on the day | Samantha Adlard Anu Verma |
| Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list: | Peter Crofts , Phil Banham |
| 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 | Adam James, Will Walker |

Moderation and Annotations for Sample 1

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|---|--|
| Sample 1 - Criteria assessed against | C7 |
| What rating (or ratings) has the group assigned this Sample? | A/B+ |
| What evidence supports the rating (or ratings) the group has given | Evidence based upon standards of criterion 7. The cut off for the test is not allocated to the markers in the QA meeting and so that is important to determine whether it is an A or B+. Different cut offs will determine different ratings. |
| What evidence would you need to see in order to assign a higher rating (or | More precise descriptions needed from the student. The marking scheme used by the "sample test" to be allocated to teachers before marking of the sample. |

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

Evidence based upon standards of criterion 7. Very close agreement on this marking scheme. The cut off for the test is not allocated to the markers in the QA meeting and so that is important to determine whether it is an A or B+. Different cut offs will determine different ratings.

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

More precise descriptions needed from the student.
The marking scheme used by the "sample test" to be allocated to teachers before marking of the sample.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C7

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

C-/t

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

Evidence based upon standards of criterion 7. Much closer agreement on this marking scheme. closer to a t rating. The cut off for the test is not allocated to the markers in the QA meeting and so that is important to determine whether it is an A or B+. Different cut offs will determine different ratings.

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

More precise descriptions needed from the student.

The marking scheme used by the "sample test" to be allocated to teachers before marking of the sample.

Summary of any further samples moderated

Further samples - Criteria assessed against

C7

What ratings have the group assigned this/these Sample(s)?

t

What evidence supports the ratings the group has given

More precise descriptions needed from the student.
Very close agreement.

The marking scheme used by the "sample test" to be allocated to teachers before marking of the sample.

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

More precise descriptions needed from the student.

The marking scheme used by the "sample test" to be allocated to teachers before marking of the sample.

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:

Criterion 4

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

Four samples of Criterion 4 task to be emailed.

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

Pete Wright

Email

peter.wright@education.tas.gov.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

No resources as yet but we do need cross-sectorial portal to access and check resources with all Statewide teachers set up by curriculum services. Suggestion - google drive to be used.

Course Support

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?

Other: not appropriate.