

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

Submission Time: March 15, 2018 3:28 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	PM
Which Learning Area is this Report for?	Science
Which PM Meeting is this report for?	Sciences - Life Sciences Level 2
Moderation Leader Name	Natalie Robinson
Moderation Leader Email	natalie.robinson@education.tas.gov.au
Minute Keeper (if available)	Gavin Wakefield
Minute Keeper Email	gwakefield@gyc.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

Natalie Robinson
Rom Springali
Tanaz Jungalwalla
Anita Johansson-Wong
Belinda Brannam

anyone who was extra on the day

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

Gavin Wakefield, Steve Harrison, Matt Eyles, Anne Romeo, Kate O'Neill, Nicole Green

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

Lisa Colombo

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C3
C4

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

C3=C; C4 = C

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

C3: there was limited information about how student was asked/directed to reference. Formatting in reference list was good, but limited to a few sources. There was no in text referencing to signify direct link between responses and source.

C4: Sample only evidence lower key verbs at C-level standard (ie identify).

What evidence would you need to see in order to

C3: Moderating teachers require further information about referencing instructions given.

assign a higher rating (or ratings)?

C4: More detailed answers that better reflect the higher level verbs in the standard (describe and explain)

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

Clearer information in task. Clear direction about the evidence that supports the key verbs in standards.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C3
C4

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

C3 = C; C4 = C+

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

C3: Referencing was minimal and agreement was made on overall C3 as the referencing elements alone E2 was not enough to support a C.

C4: Sample was stronger than sample 1, particularly in element 2 which helped support a higher grade allocation.

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

C3: More evidence of access to sources during research. Improved reference format and list. In text referencing.

C4: Greater attention to explanation within the responses.

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

Teaching of referencing method and importance of sourcing from a wide variety of sources.

Explicit teaching of difference between describe and

ratings)?

explain verbs. Change the way the questions are asked in the task so that students are familiar with verbs and have the opportunity to move beyond current level - for example, instead of saying "What factors from the film..." use the A-level verbs in the question "Explain what factors..."

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C3
C4

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

C3 = C, C4 = B

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

C3 Poor referencing in general, but taking C3 as a whole, the C overall was awarded.

C4 Generally good descriptive responses. This sample indicated a student with a better understanding of how to extract information from the video and had some level of synthesis.

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

C3: In text references to indicate sources of information directly linked to ideas and an improvement in the style of referencing to agree with standard TASC requirements.

C4: More coherence in the information overall and deeper understanding indicated by explanations that continued throughout the entire sample. The student started off well, but lost momentum as they proceeded through the questions.

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

C3: Explicit instruction on referencing. Allowing student to access turnitin or similar resource.

C4: Adjusting questions to better reflect potential in higher level verbs.

Summary of any further samples moderated

Further samples - Criteria assessed against	C3 C4
What ratings have the group assigned this/these Sample(s)?	C3: C, C4: T+
What evidence supports the ratings the group has given	<p>C3: An overall rating based on entire criteria as much of this sample was plagiarised. Reference style and list was not standard format and large blocks of information were found on other websites for example NASA's Earth Observatory website.</p> <p>C4: Much of the sample was not supportive of the responses the questions required. Large sections were plagiarised indicating that the "copy-paste" method had been used, rather than the student's own synthesis of ideas.</p>
What evidence would you need to see in order to assign a higher rating (or ratings)?	<p>C3: Appropriate referencing method - (not that of wikipedia)</p> <p>C4: Evidence that the student had synthesised their own ideas in direct response to the question.</p> <p>Moderating teachers had to estimate because there was an unknown context involved in the video.</p>
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	<p>C3: Have students run task through turnitin or similar during submission process.</p> <p>C4: provide a scaffold that breaks down the questions into smaller parts</p>

Planning for September Moderation 2018

Are you planning on:	Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing
Please list the criteria to be moderated:	C5 and C6
Briefly describe the type of task you plan to look at:	Yet to be determined most likely a test or assignment sample.
Please state the name of the person supplying the samples for the September moderation	Natalie Robinson
Email	natalie.robinson@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.	<p>1. Long discussion about how to assess C1 at moderation (given the difficulty this time - which resulted in discussion around the use of the dash in the filestack and uncomfortable levels of assumption for the moderating teachers) - decision: a group task (potentially including lab work) including a video (or other negotiated presentation platform) about a topic (eg biotechnology) and students keep a journal about their contributions to the completion of the task could be a potential solution, however, at this point - no-one had samples of such a type.</p> <p>2. Discussion about ways to meet the 40 hour practical requirement particularly for online learning facilities with remote students (as far as Africa). Discussed ideas for options including transects, osmosis pracs and model making. The CANVAS resources not currently well suited to this cohort of students. Suggested virtual labs and</p>
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extracting information from videos of practical experiments as options for students who had difficulty accessing lab work.

3. Discussed BIOTA conference coming up and dropbox resource sharing.

4. Discussed the idea of numerical cut-offs for tests - noted that care must be taken in this circumstance to create questions which match standards to ensure students have A-level, B-level and C-level questions in tasks. The other model is to use verbs in standards as direct guide.

Course Support

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

Support for practical experiences for online learning platforms and remote students. Knowledge content is fine, but the practical hours commitment is difficult for students with limited resources in remote locations. Some indication of acceptable alternatives to standard access lab work would be appreciated.

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?

Sample 1
Sample 3

Any comments:

Referencing would be of particular note. Points where key verbs have been met.