

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

Submission Time: March 20, 2018 4:27 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 - Physical Sciences Foundation Level 2

Moderation Leader Name

Sophie Creet

Moderation Leader Email

sophie.creet@education.tas.gov.au

Minute Keeper (if available)

Tash Marshall

Minute Keeper Email

tash.marshall@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

Sophie creet
tash marshall
adam james
david Zehmeister

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:

none

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

none

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C3
C4

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

Criterion 3 - B Criterion 4 - B

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

Criterion 3 (B)

- used correct terminology
- records sources of information
- uses a range of sources

Criterion 4 (B)

- described issues, step up from identify

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

Criterion 3 - didn't report on all isotopes

- more independent work required (seems to be cut and pasted)

- didn't select the key scientific terminology, did use it

- conclusions were weak, no discussion

Criterion 4 - needed to discuss issues

- explain issues rather than just describing

- seemed to be a cut and paste job

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

emphasise the rubric as part of assessment

discuss the reliability of the information that the student is gathering

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C3
C4

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

Criterion 3 - t Criterion 4 - C-

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

criterion 3 - z for recording sources of information but showed some evidence of t for other elements

Criterion 4 - basic information

- handed in something!

<p>What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>critterion 3 - no sources are listed so information needs to be referenced</p> <p>critterion 4 - limited information</p> <ul style="list-style-type: none"> - some discussion on the evidence presented - some information is questionable
<p>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>teach them to keep a record of their sources so that they are listed</p> <p>carefully follow the task description</p> <p>check their information</p> <p>more scaffolding is needed for this student</p>

Moderation and Annotations for Sample 3

<p>Sample 3 - Criteria assessed against</p>	<p>C3 C4</p>
<p>What rating (or ratings) has the group assigned this Sample?</p>	<p>Criterion 3 - B- Criterion 4 - B</p>
<p>What evidence supports the rating(s) the group has given</p>	<p>Criterion 3 - used three sources of information</p> <ul style="list-style-type: none"> - limited range (looks though one source for each section) - use of terminology generally correct <p>Criterion 4 - presents a slightly balanced discussion (middle paragraph has some discussion and some balance)</p>

<p>What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>- identifies some components of issues and points of favours</p> <p>references are ontop of each other - poorly written</p> <p>accuracy needs to be clarified</p> <p>presentation looks like cut and pasted and then some changes in language - formatting needs work</p> <p>more detail in describing components of issues, no implications of the use of Cobalt</p> <p>has presented information not discussed</p>
<p>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>reference to the rubric - what is it asking for?</p> <p>offer clarification of what the rubric means to move to the next level</p>

Summary of any further samples moderated

<p>Further samples - Criteria assessed against</p>	<p>C9</p>
<p>What ratings have the group assigned this/these Sample(s)?</p>	<p>FDSADFDS</p>
<p>What evidence supports the ratings the group has given</p>	<p>JKFFLKDJLKJLK</p>
<p>What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>ALKSDDJFDKLIJFLD</p>

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

LKJLKJLKJLKJ

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 2 and Criterion 3

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

Chemistry practical - Reaction rates

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

Sophie Creet

Email

sophie.creet@education.tas.gov.au

Sharing Resources

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

Stile - online textbook (learning platform - includes experiments and online assessment)

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:

Resources on CANVAS page - shared to independent, catholic and DOE schools please

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: None thanks

Any comments:

Would choose a different task