

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

Submission Time: March 13, 2018 12:38 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	AM
Which Learning Area is this Report for?	Technologies
Which AM Meeting is this report for?	Technologies - Design and Production Level 2
Moderation Leader Name	Max Cross
Moderation Leader Email	max.cross@education.tas.gov.au
Minute Keeper (if available)	Luke Hamilton
Minute Keeper Email	lhamilton@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

Shane	Smith
Luke	Hamilton
Simon	Boonstra
max cross	
Paul Baker	
Rod Larcombe	
Patrick	Twyford
Patrick	Sullivan
Lenna	Green
Eric price	
John	Miles
Mathu	Martin

anyone who was extra on the day	Mary thomas Nicole Ottrey rod webster
Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:	NA
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	NA

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against	C6
What rating (or ratings) has the group assigned this Sample?	1. Overall B rating assigned, group had skewed results a potential contributing factor was the lack of the assessment task when marking. 2. PB suggested that marking to all elements in one question can be problematic. Follow up discussion suggested marking across a whole criterion can be easier. 3. Elements have been misunderstood as sub criteria, marking is working towards elements as opposed to overall criteria contributes to this problem. 4. Clarity could be beneficial around the requirement to address all elements from criterion or to have freedom to select as required
What evidence supports the rating (or ratings) the group has given	1. Overall rating had more strength than looking at individual elements from criteria, the suggestion is we cannot focus on all elements and balance assessment tasks as you get very skewed results

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

1. handing students a design brief for them to work towards, and unpacking the design brief to explain even if they are the "client" for the object.

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

focussing on language, covering off on design briefs and supporting the student to follow a full design brief protocol.

2. Separating the elements and focusing on key areas for development

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C6

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

6. Overall C rating assigned, group had more defined results suggesting C rating has been carried by most teachers.

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

7. Student work meets a standard C mostly on criteria 6 and sub elements

8. Some elements of student design have been suggested as "more complex" to justify a slightly higher rating

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

9. Follow a full design process as opposed to just a production course.

What actions would you

9. Follow a full design process as opposed to just a

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

production course.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C6

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

10. Overall B rating assigned, group had skewed results a potential contributing factor was considering all elements, the learner discussed trades which can be misinterpreted as designers. The group discussed and came to conclusion that all "production" trades involve design on differing levels. 11. Follow up discussion agreed a need to consider a wide range of designers, more so than just "design professionals "

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

12 Students overall assessment supports a B rating for C6, suggestion to balance across all elements, not to focus to heavily on specific elements but an overall rating. I.E. missing a element off one criteria should not

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

13 Confusion was aired upon the broad area of future employment opportunities covering from design professionals to trades. A consensus was reached that a level 2 hands on practical course should consider trade level options more heavily that architecture

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

14. Course re-writes need to consider the concerns of classroom teachers around the high expectations on the level 2 design course, not actually accommodating for the clientele of students enrolling in the course.

Summary of any further samples moderated

Further samples - Criteria assessed against	C6
What ratings have the group assigned this/these Sample(s)?	Below info given for sample 4 Overall C rating assigned, the group had fairly consistent rating.
What evidence supports the ratings the group has given	18- The write up following this project has let the learner down, the actually production phase appears from the photo to be the highest quality and difficult task, but the rating for C6 has been diminished through a poor write up.
What evidence would you need to see in order to assign a higher rating (or ratings)?	- 19 The learner needs to follow a more defined design process. Again, a design folio, or journaling may help this student
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	. Focus on design write up/production evaluation, ideas would have all be present in the learners head and applied during the production phases but unfortunately have not been recorded and submitted well.

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:	Criteria 1
Briefly describe the type of task you plan to look at:	TBA- please email all teachers prior to meeting, perhaps request a number of samples to be looked informally at the end of the year.

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

unknown unknown

Email

tba@tba.com

Sharing Resources

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

Lengthy conversations were had around assessment rules, projects for delivery and trying to stream line all courses. In some respects, advice from TASC could be beneficial in terms of clarity around exact expectations of students.

- Clarity around expectations form elements in criterion 6 Are they all assessed and equally weighted, should they all be assessed in the one task.
- Could there be a level 3 design and production course and the level 2 be transitioned into a more production focus course, especially if object design is not on scope
- Clarity on long term planning for the course
- Can teachers have a voice in writing parties for future courses

Course Support

Please provide details of any future focus and ways forward you would like Curriculum

General minutes

- Skype email meeting hook up a potential good idea to confirm North/South ratings
- Level 1 course could be more ideal for students

Services to consider in relation to this course:

struggling with design process

- Mixed abilities when starting the course can be problematic to manage
- Design elements of course bog down teacher assessment and marking and hold back students enrolled in the course who are not focussed on the design elements of course. Are we meeting the fundamental elements of student learning and designing to a brief, budget, process, equipment etc.
- Are they prescribed, or guided concepts on hours or recommendation for time on task to achieve prescribed ratings. I.E if design and production covers off on one highly detailed design brief once, is that enough to justify an end of year award, or does a student need to complete many design write ups.
- Assessment rules are inconsistent from course to course and teaching centre to teaching centre.

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 2
Sample 3
Sample 4

Any comments:

NA