

2021 March Moderation - Report



Which meeting is this report for?

Work Readiness Level 2

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Element 5

Criterion 3 = Element 7

Criterion 4 = Element 2

Criterion 7 = Element 8

Sample 1 - What rating (or ratings) has the group assigned this sample?

C1E5=t, C3E7=C, C4E3=t, C7E8=t

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Insufficient evidence provided except for C3E7 which received a C. The sample showed that even though graphs had been created, it was using the incorrect information and the other questions had not been answered. For C3E7, the group felt that the student had demonstrated the use of digital tools by creating the graphs and C was the appropriate result.

The group felt that the sample showed a lack of "interpretation" of the question as the student had used the incorrect information.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More detail and evidence to meet the requirements of the questions, including all questions being responded to. The sample did not show evidence of accurately reading and interpreting information which had a flow on effect.

To assist the students, it was felt that the questions themselves may need greater clarity regarding the expectations required, including using words such as "range" and "comparison" so students will better understand the expectations required.

Sample 1 - Summary of group consensus with comments to element level if applicable.

All participants agreed with the final ratings. There was some robust discussion around the criteria and the fact that it was a level 2 course.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

More detail in the questions in relation to what's expected in the responses. Task being more descriptive and including a rubric .

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Element 5
 Criterion 3 = Element 7
 Criterion 4 = Element 3
 Criterion 7 = Element 8

Sample 2 - What rating (or ratings) has the group assigned this sample?

C for all criteria

Sample 2 - What evidence supports the rating (or ratings) the group has given?

All participants agreed the evidence provided was at a c standard based on the requirements of the element for each criterion.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More detailed responses and refocus on the task requirements for the criteria.

Sample 2 - Summary of group consensus with comments to element level if applicable.

The sample did not demonstrate evidence of an A rating as it did not "interpret and compare", use a "range", applying information in an "unfamiliar" or "non routine" context.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Add a rubric for students to reference so they would be more aware of what was required to achieve an A as opposed to a C, etc. As well as include greater clarity in the question, for example, "read, interpret and compare"

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Element 5
 Criterion 3 = Element 7
 Criterion 4 = Element 3
 Criterion 7 = Element 8

Sample 3 - What rating (or ratings) has the group assigned this sample?

C, A, C, C

Sample 3 - What evidence supports the rating (or ratings) the group has given?

This sample demonstrated a greater level of information provided and more detailed information.

C1E5 = C - a C was agreed upon as there was no evidence to show "comparison" to be given an A. But there was sufficient evidence to demonstrate "read and interpret, form an opinion and predict a trend to make a career decision."

C3E7 = A as the evidence showed a range of digital tools being used.

C4E3 = C as the evidence demonstrated how the information may apply in a familiar context, but there was nothing to demonstrate "unfamiliar context".

C7E8 = C as the evidence demonstrated could interpret the maps and plans, etc but there was nothing to demonstrate "non routine".

There was strong literacy evident and a range of digital tools were used.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

The evidence needs to demonstrate the link to the criteria for an A rate, but it was agreed that the actual assessment could be improved to provide greater clarity of the requirements to meet the criteria more closely and then an A rating may be achievable.

Sample 3 - Summary of group consensus with comments to element level if applicable.

All agreed that using the criteria wording in the assignment questions would provide more information to the students and therefore may result in responses which met the A rating within the elements. It was also noted that Work Readiness is a trifecta subject which achieves literacy, numeracy and ICT ticks, so therefore it was important for students to meet the requirements of the Criterion and the elements.

There was also consensus that seeing the actual worksheet information to prepare the graphs would be useful.

It was also agreed that the word "range" does not provide sufficient information for "quantity" required - it is subjective.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

It was agreed that greater clarity was required in the assessment to enable students to understand the expectations required to achieve an A.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Element 5

Criterion 3 = Element 7

Criterion 4 = Element 3

Criterion 7 = Element 7

Sample 4 - What rating (or ratings) has the group assigned this sample?

C all round for each Criterion and Element.

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Sample indicates evidence of meeting a C rating for each Element of each Criterion, but the student need to expand more with their responses to meet the A rating.

All agreed that the assessment needed greater clarity to guide students in the expectations to achieve an A.

There was also concern that each sample had responses indicating that students may not have had clarity on the actual information they were meant to interpret and build their responses from.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Higher level of task accuracy in the responses.

Sample 4 - Summary of group consensus with comments to element level if applicable.

More guidance in the assessment task with a rubric to ensure clarity for the student to enable them to achieve the expected outcomes.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Improvement of the Assessment to provide greater clarity of the expectations, including providing a rubric to assist students understanding the expectations of the elements of each Criterion.

Planning for September Moderation 2021 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criteria 4, 7 & 8 - elements to be determined

State the name of the person who will be providing the samples for moderation

Ruth Downham and Sarah Young

Sharing Resources

Please record any links to or details of resources that were shared or describe any assessment strategies that were discussed.

Scope and sequences will be shared

Agreed to share more tasks through a community of practice using TEAMS (Janine will ensure access for everyone)

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

There was group consensus that a focus on numeracy in moderation would be beneficial, which may be that the sample shows the formulas used in an Excel worksheet.

There was also discussion that Criterion 5 may be difficult to moderate.

There was consensus that assessment must demonstrate evidence of literacy, numeracy and ICT.