Artefact [e]: Moderation

Wednesday, 31 August 2022 3:10 PM

Teaching context specific to this artefact

Date range of evidence	School(s)	My Role(s)	Year Level(s)/Learning area(s)/Subject(s)
2020-2021	Applicant's State High School	Year 8/9 Team Leader	Year 8 and 9 Humanities.

Annotation to support this artefact

5.3

Before marking assessment, I organised calibration with staff **(D: Email),** providing marked expert samples for reflection **(Artefact D: Sample),** collating their marks **(Artefact D: Results)** and leading the review to ensure judgements were consistent and aligned for upcoming assessment submissions **(Artefact D: Minutes).**

Furthermore, upon completing assessment, I then guided staff through moderation process **(E: Minutes)**, assigning colleagues to others team members marking **(E: Email),** collating subsequent moderation marks **(E: Colleagues marks)** and then to ensure transparency around the result, I included summaries designed to mirror QCAA templates to help other colleagues feel supported and confident in their marking **(E: Moderation summary).**

5.5

As team leader I facilitated meetings with colleagues where student work was moderated as a team before being returned to students to ensure marking was accurate and equitable across the cohort **(Artefact E).** This marking information was used to create moderation summary profiles **(E: Summary)** which I used to report to the team and track percentages to ensure my team's marking remains consistently accurate in the lead up to reporting (**E: Minutes)**.

6.3

As team leader I initiated meetings with colleagues in which I led professional discussions **(A-F meeting minutes)** to improve knowledge and practice, alongside improving educational outcomes of students. I led evaluations and reviews of assessment data **(A/B: Data for term 1 and 2)**, which in turn led to staff evaluating their processes and agreeing upon set goals for curriculum delivery moving forward **(A/B: Highlighted in minutes).** I further helped colleagues to improve professional knowledge and practice through leading and aligning staff in moderation activities **(D&E Moderation events) and** review of student surveys **(Artefact C).** Informally I also assisted colleagues in professional discussion to help improve practice around arrange of forums from planning to assessment strategies **(G&H)**.

Evidence

Assessor note - This artefact has been included as an evidence sample for descriptor 5.5. However, the applicant has also annotated it for the other descriptors on this page.

Invitation

Moderation event for ...

Minutes

Meeting Minutes 2...

Colleagues marks

Moderation Summary ...

Moderation Summary

Moderation Sheets Sig...

From: [redacted] applicant
To: [redacted] colleagues
Cc: [redacted]
Subject: Moderation event for Year 8 Geography term 4 2021.
Date: Wednesday, 10 November 2021 3:37:00 PM
Attachments: Urban Sprawl.pdf
Chinas Floating Population.pdf
Moderation recording sheet.docx

Hi Everyone,

I hope everyone's marking of the field report is nearing its completion. In continuing to align to our schools EIA, we will be holding a moderation event next week for Year 8 Geography. By the end of this week can I please have you drop two samples of marked work, preferably a top mark and borderline (B/C) onto my desk in F block staffroom. I will then assign these to teachers with the attached recording sheet on Monday.

I know how busy everyone is at this time of the year and next Monday's Humanity meeting is Year 9 team, which some of us teach in. As a result, I will not organise a formal meeting time, however, can I please ask that by Friday the 19th of Week 7 you have returned the moderated samples to me, I will collate and complete the summary sheet for our next meeting.

Thank you for your continued support in aligning our team for the best results.

Sincerely,

[redacted] | Humanities applicant
[redacted] State High School
[redacted] 34
T: + 61 7 [redacted] | F: + 61 7 [redacted]
W: www [redacted] eq.edu.au

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Team Meeting

Date: 23/11/2021
Time: 3:00pm
Location: E13

Meeting called by: [redacted] colleague **Type of meeting:** Calibration/ Moderation and Excursion .

Facilitator: [redacted] applicant **Note taker:** [redacted] colleague

Timekeeper: [redacted]

Attendees: [redacted] colleagues

Please read: N/A

Please bring: Calibration and Moderation results.

Minutes

Agenda item: Moderation **Presenter:** [redacted] applicant

Discussion: applicant [redacted] handed out the moderation summary sheet to staff and went over some of the things he had noticed.

Conclusions:

- Nearly all pieces were ratified by other staff.
- No staff member asked for more than one mark changed except for one staff member.
- Clearly the calibration piece helped with marking as all teachers marked two pieces of another teacher and 85% of the samples had no issues.
- applicant [redacted] said he would touch base with the staff members whose marks were identified as changing and would also Crossmark to help for accuracy.

Action items	Person responsible	Deadline
✓ Read Summary sheet	Yr.8 Geography team	In own time.

Agenda item: Calibration **Presenter:** [redacted] applicant

Discussion:

Calibration of the Changing Nations Unit

Staff	Overall Grade	Comprehension	Analysis	Synthesis	Communication	Total marks
applicant [redacted]	High C/Low B	3	7	3	3	16
[redacted]	Low B	3	6	3	3	15
colleagues [redacted]	Low B	3	6	3	3	15
[redacted]	Low B	3	6	3	3	15
[redacted]	Low B	3	7	3	3	16
[redacted]	Low B	4	7	3	3	17

Conclusions: applicant

colleague - [redacted] mentioned the ISMG not being correct. [redacted] will check and be sure G: is updated for next time.
- We broke down the individual marks and discussed tick placement and what constitutes the bolded word in the criterion.
- It became clear that students might need to be taught how to explicitly know how to write clearly to boost their communication mark

applicant - [redacted] will send out a handy resource on topic sentence formulas. His resource is on the Black Death but still super useful.
- Planning – Most people are handing out on last lesson this week. For Part A, make sure top end students are working out detailed notes around topic sentences and explaining evidence. Part B, should be writing out the final essay. For lower achieving students, two lessons can be used to draft.
- Be sure that they students know they will receive a blank copy of the sources in on the exam lessons.

colleague [redacted] raised a concern that the content of the unit doesn't really match up with the expectations of the examination; especially regarding evaluation.

applicant - [redacted] will email a copy of summary sheet to absent staff detailing alignment of marks etc.

Action items	Person responsible	Deadline
✓ Adapt marking to calibration	Yr.8 Geography team	In own time.

Agenda item: Excursion Alignment **Presenter:** [redacted] applicant

colleague applicant

Discussion [redacted] and myself stayed back with [redacted] to discuss the upcoming excursion to [redacted] Creek Environment Centre. [redacted] wanted to talk about explicit expectations and reminders of the risk assessment and other concerns around the excursion.

Conclusions:

Y8 Geography Excursion

- Covered the expectations for the hiking trail. The paths are all paved; they shouldn't be mucking around and they shouldn't be leaving anything behind.
- Weather dependent. We might reorganise for Week 10 Wednesday. Low rainfall expected.

colleague - [redacted] will check first aid kit – expiries and quantities.
- Wear appropriate clothes.

applicant - [redacted] will email parents telling them to bring an umbrella / raincoat.
- Live animal exhibit tomorrow: not sure what animals. We will split into three groups and we will make expectations very clear.
- Two prescribed breaks – not likely to take until 2:40. We will leave around 2. First break: 10:30 am. Second Break: 12:30. After sessions we will fill in reflections and feedback forms. Students asked to write a journal article for the newsletter. We will pick the top three and publish them. Students can take photos along the way. Teachers can take photos as well.

colleague - Phone policy – [redacted] will set expectations on the bus with students. If misconduct occurs it will be confiscated.

students - [redacted] and [redacted] (Year 10 environment leaders) will be there as role models.
- A lot of medical issues going on the trip; check EpiPen availability; allergies; anaphylaxis; medical conditions.

applicant - [redacted] reminded us of expectations and enforcing them, students to be role models of the school, appropriate uniform, behaviour and safety is a priority.
- Any concerns to call [redacted] or directly to [redacted] with medical.

applicant colleague

Moderation Summary sheet

[redacted]

Humanities Department.

Term 4

Geography Field Report.

Submissions.

Learning Area/Subject	Geography Field Reports	**Year Level:**	8	**Date:**	23/11/2021	
Level of achievement of student samples		**A**	**B**	**C**	**D**	**E**
Sample Assessments Submitted		3	2	6	1	0

Moderation reflection.

Samples Submitted	**A: 3**	**B: 2**	**C: 6**	**D: 1**	**TOTAL: 12**
Samples ratified	**Total:** 10		**Percentage: 83%**		
Samples disputed	**Total:** 2		**Percentage: 17%**		
Comments and feedback	- High level of achievement, great references to evidence. - Short sentences with lack of explanation reflect the lower end mark. - Well organised piece with a plethora of supporting evidence. - Some elements of repetition but overall solid communication. - Data representation was competent. - Elements of the template commonly seen throughout				

Reflection

Based upon the data and your experience do you have any key findings or feedback about the moderation event.

Team Leader thoughts: *A great outcome with a high percentage aligned, despite some comments that say marks should move by one, nearly everyone was completely aligned in marking. Consistency and confidence amongst own marking an marking of the team is clear to see.* *Great work everyone.*

Moderation recording sheet

[redacted]

Humanities Department: Term 4

Geography Field Report.

Submissions.

Teacher:	[redacted]	Samples submitted		2	Date:	16/11/21
Grades Awarded	Comprehension	Analysis	Synthesis	Communication		Total:
Sample 1	7	14	7	6		34
Sample 2	4	10	4	4		22

Moderation Feedback

Sample 1					
Do you agree that evidence in the student work matches the grade awarded?	(Yes)	No			
If no, what judgement does the evidence support?	(A)	B	C	D	E

If applicable, add comments to support the judgement you made. Base your comments on the specific task standards.

yes, I agree. High level of achievement. well communicated with great reference to images / evidence from field day.

Sample 2					
Do you agree that evidence in the student work matches the grade awarded?	(Yes)	No			
If no, what judgement does the evidence support?	A	B	(C-)	D	E

If applicable, add comments to support the judgement you made. Base your comments on the specific task standards.

low C. V. short sections with explanations and have done bare minimum in most sections.

Moderator Signature: [redacted] **Date:** 17/11/21 **Team Leader Signature:** [redacted]

Moderation recording sheet

[redacted]

Humanities Department: Term 4

Geography Field Report.

Submissions.

Teacher:	[redacted]	Samples submitted		2	Date:	16/11/21
Grades Awarded	Comprehension	Analysis	Synthesis	Communication		Total:
Sample 1	4 4	8 5	4 2	4 3		20 (14)
Sample 2	7 6	14 11	7 5	6 6		34 (28)

Moderation Feedback

Sample 1					
Do you agree that evidence in the student work matches the grade awarded?	Yes	(No)			
If no, what judgement does the evidence support?	A	B	C	(D)	E
If applicable, add comments to support the judgement you made. Base your comments on the specific task standards.					
See marks on assessment in pencil					

Sample 2					
Do you agree that evidence in the student work matches the grade awarded?	Yes	(No)			
If no, what judgement does the evidence support?	A	(B)	C	D	E
If applicable, add comments to support the judgement you made. Base your comments on the specific task standards.					
See marks/comments on assessment in pencil					

Moderator Signature: [redacted]

Date: Nov 21

Team Leader Signature: [redacted]

Moderation recording sheet

Humanities Department: Term 4

Geography Field Report.

[redacted]

Submissions.

Teacher:	[redacted]	Samples submitted	2	Date:	16/11/21
Grades Awarded	**Comprehension**	**Analysis**	**Synthesis**	**Communication**	**Total:**
Sample 1	5	10	4	6	25
Sample 2	7	12	6	6	31

Moderation Feedback

Sample 1

Do you agree that evidence in the student work matches the grade awarded?	(Yes) No
If no, what judgement does the evidence support?	A B C D E

If applicable, add comments to support the judgement you made. Base your comments on the specific task standards.

Agreement

Sample was well organized and reserched, plenty of supporting audence.
As marker pointed out, photos would do better integrated into text.

Sample 2

Do you agree that evidence in the student work matches the grade awarded?	(Yes) No
If no, what judgement does the evidence support?	A B C D E

If applicable, add comments to support the judgement you made. Base your comments on the specific task standards.

I would perhaps have given a score of 6 for comprehension and 5 for communication. In the first case there is an element of repetition, in the case of expression there are some repeated errors. But I would not insist on these changes as there is some solid work also

Moderator Signature: [redacted] **Date:** 22/11/21 **Team Leader Signature:** [redacted]

Moderation recording sheet

[redacted]

Humanities Department: Term 4

Geography Field Report.

Submissions.

Teacher:	[redacted]	Samples submitted		2	Date:	16/11/21
Grades Awarded	**Comprehension**	**Analysis**	**Synthesis**	**Communication**		**Total:**
Sample 1	5	10	4	4		23
Sample 2	4	9	3	4		20

Moderation Feedback

Sample 1					
Do you agree that evidence in the student work matches the grade awarded?	(Yes)	No			
If no, what judgement does the evidence support?	A	B	C	D	E
If applicable, add comments to support the judgement you made. Base your comments on the specific task standards. I probably would have given a 5 for communicating as I feel that the representation of data was competent.					

Sample 2					
Do you agree that evidence in the student work matches the grade awarded?	(Yes)	No			
If no, what judgement does the evidence support?	A	B	C	D	E
If applicable, add comments to support the judgement you made. Base your comments on the specific task standards. Agreed, looks good but doesn't say a lot.					

Moderator Signature: [redacted] **Date:** 22/11/21 **Team Leader Signature:** [signature]

Moderation recording sheet

[redacted]

Humanities Department: Term 4

Geography Field Report.

Submissions.

Teacher:	[redacted]	Samples submitted	2	Date:	16/11/21
Grades Awarded	**Comprehension**	**Analysis**	**Synthesis**	**Communication**	**Total:**
Sample 1	6	11	5	5	27
Sample 2	8	15	8	8	39

Moderation Feedback

Sample 1					
Do you agree that evidence in the student work matches the grade awarded?	(Yes)	No			
If no, what judgement does the evidence support?	A	B	C	D	E
If applicable, add comments to support the judgement you made. Base your comments on the specific task standards.					

Sample 2		Excellent!			
Do you agree that evidence in the student work matches the grade awarded?	(Yes)	No			
If no, what judgement does the evidence support?	A	B	C	D	E
If applicable, add comments to support the judgement you made. Base your comments on the specific task standards.					

Moderator Signature: [redacted] **Date:** 22/11/21 **Team Leader Signature:** [redacted]

Moderation recording sheet

Humanities Department: Term 4

Geography Field Report.

[redacted]

Submissions.

Teacher:	[redacted]	Samples submitted		2	Date:	16/11/21
Grades Awarded	**Comprehension**	**Analysis**	**Synthesis**	**Communication**		**Total:**
Sample 1	3	9	2	4		18
Sample 2	6	12	7	7		32

Moderation Feedback

Sample 1

Do you agree that evidence in the student work matches the grade awarded?	(Yes) No
If no, what judgement does the evidence support?	A B C D E

If applicable, add comments to support the judgement you made. Base your comments on the specific task standards.

• Students work had simple foundations, however was missing clear evidence or even following the task. Still elements of the template here.

Sample 2

Do you agree that evidence in the student work matches the grade awarded?	(Yes) No
If no, what judgement does the evidence support?	A B C D E

If applicable, add comments to support the judgement you made. Base your comments on the specific task standards.

Clear application of the task with a strong understanding of the reports guidelines.

Moderator Signature: [redacted] **Date:** 22/11/21 **Team Leader Signature:** [redacted]