- **Organisation of assessment moderation activity**

applicant

[redacted] 12/11 8:46 am Curriculum leader 4

Physics Exam : marking calibration/moderation

Dear 08 Science - I have sought [redacted] endorsement to organise a calibration style moderation activity for the Year 8 Physics exam. This will be a little different to our usual moderation process of a post-marking swap of certain selected assessments between pairs of teachers.

Attached (and in files) are scans of three papers drawn from three classes, they are de-identified and "de-marked". Also attached is a Word document for recording the grades you would award for each question on these papers, and the overall grades for each criteria (SU/SIS). Once you have completed this moderation task, please email your completed Word document back to myself and I will collate the results for a snapshot of our consistency.

The advantages of an approach like this are many fold. It will better enable us to judge the consistency of grading student achievement as a team, not just between pairs of teachers, it will enable us (if necessary) to have specific and targeted conversations in a moderation meeting related only to questions where grading is inconsistent/problematic, and will enable us to better reflect on the questions and the marking scheme for particular questions leading forward to improvement for next year (assuming we use the same assessment piece). Thank you in advance for participating in this trial approach.

See less

5.3 – organise assessment moderation activity

Marking moderation sheet.docx ···

Cross marking sample 3.pdf ···

Cross marking sample 2.pdf ···

Cross marking sample 1.pdf ···

Collapse all

colleague to applicant

[redacted] 12/11 10:12 am 1

Hi [redacted] is this due before Tuesday given we have Year 8 meetings scheduled that afternoon?

applicant to colleague

[redacted] 12/11 10:36 am Edited 3

Hi [redacted] - thanks, I hadn't matched the two things together, but now you mention it that would be good. It doesn't mean you have to have all of your marking done, but the samples at least would enable good use of the meeting time. Also, 08 Science FYI.

Reply

Curriculum leader

[redacted] Tuesday 2:10 pm 3

PL Nov 16

applicant

Year 8 focus this afternoon will be moderation led by [redacted]

Other staff can continue with other moderation and marking tasks. Please collaborate as necessary.

Reply

- **Example of completed blind sample marking moderation sheet**

Year 8 Physics Exam 2021
- Marking moderation -

Step 1: Please grade the three sample papers provided and record your marking on this sheet.

Step 2: Email this form back to [redacted] *who will collate grading between teachers for the three sample papers.*

applicant

Marking sample 1

Science Understanding

Question	Grade
1-5	C+
6	B-
7	C
8	C+
9	C-
10	D
Overall SU Grade	C

Science Inquiry Skills

Question	Grade
11	C-
12	C
13	C
Overall SIS Grade	C

Marking sample 2

Science Understanding

Question	Grade
1-5	C+
6	C
7	C
8	C
9	B-
10	B
Overall SU Grade	C+

Science Inquiry Skills

Question	Grade
11	B
12	C+
13	B
Overall SIS Grade	B-

Marking sample 3

Science Understanding

Question	Grade
1-5	C+
6	B
7	C
8	C
9	B-
10	A
Overall SU Grade	B

Science Inquiry Skills

Question	Grade
11	A
12	B+
13	A
Overall SIS Grade	A-

- **Collated marking moderation responses from colleagues, as presented at moderation meeting**

applicant [redacted]

Moderation results T4 2021 - Last Modified: 11h ago

Sample 1						
[redacted]	C+	C+	C+	C+	C+	C+
6	C	B	D	C+	B	C+
7	C	C+	C+	C+	C+	C
8	C+	D	C	C+	C+	C+
9	C-	D	D	D	C	C-
10	D	C/D	D	C	C-	D
11	C-	C	C	C	C	C
12	C	C	C	C	C	C
13	C	C	C	C	C	C
SU	C-	C	C-	C	C	C-
SIS	C	C	C	C	C	C

Sample 2						
[redacted]	C+	C+	C+	C+	C+	C+
6	C	C	C	C	B-	C
7	C	C+	C+	C+	C+	C
8	C	C/D	C	C	C	C
9	B-	B/C	B	B	B-	B-
10	B-	B/C	C	C+	B	C
11	B	B	B	B	B	B+
12	C+	B/C	C	C+	B-	C+
13	B	A	B	A-	B+	B
SU	C+	C+	C+	C+	B-	C+
SIS	B-	B+	B-	B	B+	B

Sample 3						
[redacted]	C+	C+	C+	C+	C+	C+
6	B	B	B	B	B	B
7	C	C+	C+	C+	C+	C
8	C	C	C	C	C	C
9	B-	B/C	C	B	B-	B-
10	A	B	A	A	B	A
11	A	A	A	A	A	A
12	B+	B	B	B	B	B+
13	A	A	A	A	A	A
SU	B	B-	B-	B+	B-	B
SIS	A-	A-	A-	A-	A-	A-

5.3 – moderation to support consistent and comparable judgements

- **Meeting minutes from exam moderation discussion**

Meeting	
Colleagues:	[redacted] applicant and 4 colleagues Absent: [redacted] colleague
Date:	16/11/2021 3:30-4:30pm
Focus:	Moderation of Year 8 Physics exam results

5.3 – moderation to support consistent and comparable judgements

applicant [redacted]: Thanks for trialling this different approach to moderation, results projected on screen for viewing and discussion.
Firstly, these are de-identified, the point is not to judge each other, but to see where discrepancies are and discuss possible reasons. As a result of discussions there may be some need to re-visit some marking, but that is up to individual teachers to decide. If you want to see your personal comparison to others, then come and see me and I can organise for you to view that.
There are some pretty interesting results, the better quality the student responses are the more consistent the marking, the lower standard paper "Sample 1" has the highest variation between colleagues with marks awarded. However, the overall results are comparable across the three samples, so it looks like we are on track with each other with our interpretation and application of the marking guide. Just in "Sample 2" there is one teacher who has been a little bit more generous than the rest.

[redacted] colleague
Strictly applying the marking guide is sometimes in conflict with looking for demonstrated understanding despite mistakes such as incorrect vocabulary. Considers that perhaps her application of the marking guide might have been too hard, a re-look at a few papers is likely needed.

[redacted] colleague
A reasonable approach is needed for Year 8, there is scope for looking at overall understanding despite some errors in wording, there must be some flexibility.
Sample 1 is more of a C standard in Question 6, not a D.

5.3 – moderation to support consistent and comparable judgements

[redacted] colleague
Overall, for Question 6, it should clarify better on the marking guide for more possible answer combinations between Part a and Part b so marker interpretation is clear. The marking guide was a little brief, more detail could be added.

[redacted] applicant
In Question 7 the top mark was C+ based on students writing three words, that sort of question is not that great to differentiate between students' achievement, students could either get a C+ or a D, nothing possible in between. This question needs revising.

Combined discussion around Question 8 - Colleagues agreed that the flow diagram and circled word should match, difficult to define where the "energy starts", possible revision of this question in future.

[redacted] colleague
Question 9 possibly too simple, changing numbers up on the Sankey diagram would be good, also remove requirement to discuss the diagram as this felt like double up explaining if students had used calculations to justify.

[redacted] applicant
Agree, while marking this ended up feeling like students were doing the same thing twice, seemed unfair to penalise for this.
General agreement:
Colleagues decided on a B- grade if students didn't mention the diagram.

5.3 – moderation to support consistent and comparable judgements

[redacted] colleague

Check on marking for Question 10, is mentioning particles or density required for A level response?
General agreement:
Yes, this would be required.

5.3 – moderation to support consistent and comparable judgements

[redacted] colleague

For Question 11 there was often an implied definition for insulators, which was OK as long as there was some mention to do with blocking heat movement.
CTA:
I gave these a B+ if lots of data use, but no description of insulator purpose.

[redacted] colleague

Question 12 was a good discriminating question for achievement level, calculation done fine by most, reasoning OK in Part b but use of data overall poor. Getting students to include data in SIS question is an ongoing challenge.
General discussion:
Lots of reported variation for success in Part c, perhaps the expectation here is too high?

Other matters for discussion:

[redacted] applicant

On reflection of using the marking guide, particularly for the C level questions, there regular use of C+ grades, but no use of A+ at the upper level. Always find this an interesting tendency to be generous at the lower end and then reluctance for the "+" grade at the very upper end.

[redacted] colleague

A conversion to mark-based grading is imminent, something being considered for 2022. This would make the awarding of the "+" and "-" grades much more objective.

[redacted] applicant

This will make the grading more in line with preparing students for assessment in higher grade levels.
General agreement:
Marks based would be a preferred approach in future assessments.

[redacted] colleague

Suggestion for working practice that one person to write paper, one person to do solutions as check for questions/clarity/errors.
General agreement:
This could be a useful approach to future assessment preparation.

[redacted] colleague

Incorporation of maths in this exam was a good inclusion, being able to support the calculations with practical activities was good and added a little more rigour to the term's work.
General agreement:
Exam was an improved assessment piece compared to the Rube Goldberg assessment.

Meeting ended 4:30pm

applicant

[redacted] [redacted] Tuesday 5:22 pm colleague 2 1

Dear 08 Science - thanks for the discussions this afternoon, and in her absence, thanks to [redacted] for her work on writing the exam and the clear marking guide which resulted in good consistency between teachers. I have put the moderation results for the sample paper and notes of the discussion around questions in the Files as an Excel document, good for reference for next year.