

Assessment and Moderation Course outline:

[Click here to find out dates, venues and reserve places at this course](#)

Day One:

- 8:30-9:00 **Registration and question session**
- 9:00-9:30 **Introduction to assessment in the Australian Curriculum: Mathematics**
Unpacking the proficiency strands and the achievement standard as the basis for assessment and reporting using a five-point scale. What does assessment for learning look like?
You will receive: Slides and training manual
- 9:30-11:00 **How to assess problem-solving using unfamiliar and meaningful questions**
Problem solving is best assessed using a range of problems over a semester, with criteria that focus on the student thinking evident in each piece. Leaders will develop criteria, mark student sample work and calibrate grading.
You will receive: Slides, sample work, flow charts for assessing thinking and criteria for use with staff
- 11:00-11:30 **Morning tea**
- 11:30-12:15 **Assessing and reporting on student reasoning**
Proof and process are important aspects of assessing the validity and clarity of student reasoning. Student work that shows visual, kinesthetic, written and oral reasoning will be cross-marked to help leaders develop a deep understanding of the standards.
You will receive: Adaptive flow-chart and criteria, reporting comments, slides and student samples
- 12:15-1:00 **Making connections and adapting: assessing understanding**
When students can connect questions and adapt what they know to a different situation they are demonstrating an understanding of the underlying principles and patterns of mathematics. Leaders will explore questions and student samples as well as the standards to come to a shared understanding of assessment using non-standard and adaptive questions. NAPLAN questions will also feature.
You will receive: Keys for questions that demonstrate understanding, criteria and flow charts, slides and student sample work
- 1:00-1:30 **Lunch and networking with time to answer informal questions**
- 1:30-3:30 **Designing assessment tasks with appropriate criteria and teacher guidelines**
Leaders will use criteria to design an appropriate moderation task for a particular grade level as well as evaluating the composition and usefulness of tasks within a portfolio of work.
You will receive: Bank of tasks designed by participants, templates for design to use with staff

Day Two:

- 8:30-10:00 **Accurate, efficient, appropriate and flexible strategies for Fluency**
The achievement standard not only incorporates the proficiency strands, it also describes the content for assessment. Leaders will work from the achievement standards to develop content-based criteria across a five-point scale for each level.
You will receive: Criteria for each grade level for content, slides

10:00-11:00	Auditing and evaluating an existing assessment instrument Many assessment items used by teachers do not currently meet the standards. In this session leaders will audit and evaluate an assessment instrument used by teachers in their own school and redesign this to meet the achievement standards. <i>You will receive: Auditing tools and questions</i>
11:00-11:30	Morning tea
11:30-12:30	Designing assessment to meet the achievement standards Well-designed tasks make marking easy, with questions that meet each of the requirements set out. Templates and exemplars will be explored prior to participating in a collaborative design process. <i>You will receive: Templates for task design, exemplary tasks, slides</i>
12:30-1:00	Trialing one of the tasks with a group of students and evaluating its success Leaders will work to trial one of the tasks that they have designed with a group of students from the host school. Feedback templates will be used to record observations and inform the design. <i>You will receive: Feedback templates</i>
1:00-1:30	Lunch and informal planning for partnership moderation
1:30-3:30	How to conduct successful moderation sessions Moderation sessions can be difficult if not run appropriately. Leaders will discuss and cooperatively plan moderation sessions to run at their own sites and across the partnership. <i>You will receive: Slides, guidelines for moderation sessions, expectations for participants</i>

Follow up:

Leaders will be provided with all resources used throughout the course on the day.

Following this, leaders will also receive **access to recorded webinars** to support their implementation with staff, links to a **bank of tasks** designed by participants and additional resources designed by Tierney Kennedy. These tasks include multiple assessment items for each year level, indicators for A-E reporting for each year level as well as templates and auditing tools.

All leaders will have access to ongoing support and mentoring via email, and additional in-person training with staff can be arranged as needed.

Price:

\$495 per person includes the course costs for both days, copies of the work book, all resources listed above, the assessment bank tasks and of course the training materials so that you can train your own staff. Certificates with the relevant AITSL standards will also be supplied.

For more information go to www.backtofrontmaths.com.au/moderation or email admin@kennedypress.com.au