

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**
- 9:00-10:30 **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
- 10:30-11:00 **Morning tea**
- 11:00-12:30 **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 student work to use for calibration, flow charts for assessing thinking and criteria for use with staff
- 12:30-1:00 **Problem solving in NAPLAN**
Teachers and leaders will unpack NAPLAN questions and learn how to examine their current data to see the trends in student performance.
You will receive: Slides and information on how to analyse your existing data
- 1:00-1:30 **Lunch and networking with time to answer informal questions**
- 1:30-3:30 **Designing and trialing problem solving assessment tasks with appropriate criteria and teacher guidelines**
Teachers and 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. At 2:30, participants will trial their task with students, gain useful feedback and then spend time redesigning tasks.
You will receive: Bank of tasks designed by participants, templates for design to use with staff

Day Two:

- 8:30-10:30 **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
- 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

10:30-11:00 **Morning tea**

11:30-1:00 **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

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.
You will receive: Auditing tools and questions

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.
You will receive: Templates for task design, exemplary tasks, slides

1:00-1:30 **Lunch and informal planning for partnership moderation**

1:30-3:30 **Making on-balance judgements**

Teachers and leaders will consider what evidence is required for portfolio-based assessment and moderation, as well as how to make an on-balance judgement. They will run through scenarios and discuss outcomes, as well as considering which elements of judgements will be the most important for their staff.
You will receive: Slides, guidelines for on-balance judgements

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.
You will receive: Slides, guidelines for moderation sessions, expectations for participants

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