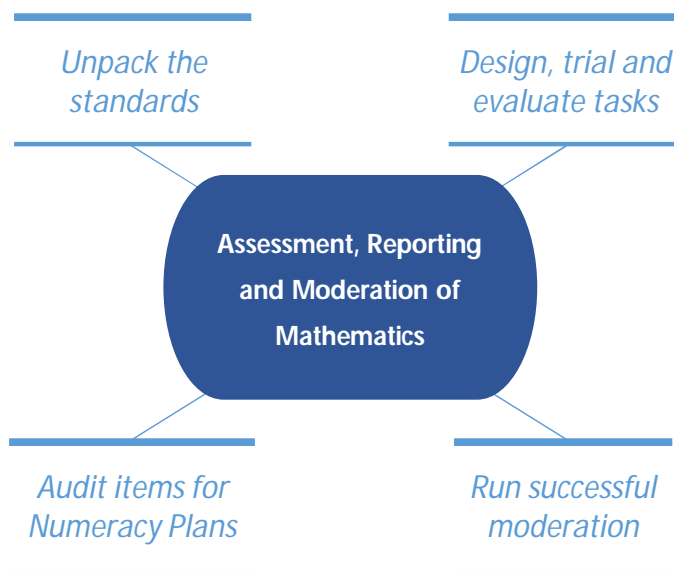


Assessment and Moderation in Primary Mathematics

This two-day course will provide leaders and lead learners with the **knowledge, skills and resources to train their own staff** in how to use the achievement standard and proficiency strands to assess and moderate student work in mathematics.



In the Australian Curriculum: Mathematics, judgements are made using the **proficiency strands** and the **achievement standards** (ACARA, 2017).

Expectations in each of the proficiency strands... will establish the respective achievement standards for the curriculum, and will be used as the basis of national assessments and reporting

(NCB, 2008, p.10).

Moderation within and across schools requires a shared understanding of the standards for assessing and reporting. Discrepancies between school-based reporting, PAT M and NAPLAN numeracy results highlight the need to address assessment, reporting and moderation difficulties at a leadership level.

This course will prepare each school to

- Run professional learning on assessment and moderation for all staff (all training materials supplied)
- Unpack and explain grading on a five-point scale using the achievement standard and proficiency strands
- Calibrate grading with staff by comparing student sample work from different levels
- Design appropriate criteria and reporting comments for use across sites
- Audit and evaluate existing assessment instruments using the standards and redesign these as needed
- Design and trial assessment items with students in the host school, including writing clear instructions for teachers
- Build assessment into numeracy plans

Assessment and Moderation in Primary Mathematics: Professional Learning for Curriculum Leaders



About the Presenters:

Tierney Kennedy is well-known to Curriculum Leaders for her highly-practical approach to professional learning, focus on improving student results and ability to work with teachers at all stages of learning. Her improvements to schools' NAPLAN and PATM results have been well documented. Her [Data is available at this link](#). Tierney is currently undertaking projects with nine SA Partnerships.



Leah O'Neill is a former principal of a one-teacher school, head of curriculum and learning support teacher as well as being a junior primary specialist. Leah co-authored *Back-to-Front Maths* with Tierney and has been consulting since 2011. SA teachers and principals alike have praised her approachability, flexibility and strong knowledge base of developmental teaching.

Who will benefit most from this training?

- ☐ Leaders or leading teachers in each site who will be responsible for training staff and conducting moderation in 2017
- ☐ Those with a working knowledge of the Australian Curriculum: Mathematics.
- ☐ Those who will work well in a group to cooperatively to design an assessment item, trial the item with a selected sample of students, and are willing to share tasks with other curriculum leaders.

Participants will receive

- Training materials to use with their own staff (includes two recorded webinars, training manual, slides and presenter notes, sample student work for calibration and video segments)
- Moderation session guidelines
- Auditing tools to use with all existing summative assessment items in mathematics as well as principles for designing formative assessment that truly informs teaching
- Templates for designing assessment items for inclusion within a student portfolio
- A bank of assessment items designed by course attendees as well as samples designed by the consultants for staff to adapt to suit the needs of their students

Venues and dates are available here: www.backtofrontmaths.com.au/events
A course outline is included on the following pages.

Proposed course dates and venues:

To see all course venues and dates and to register for each session, click here:

<https://www.backtofrontmaths.com.au/moderation>

Course outline:

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?
<i>You will receive: Slides and training manual</i> |
| 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.
<i>You will receive: Slides, sample student work to use for calibration, flow charts for assessing thinking and criteria for use with staff</i> |
| 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.
<i>You will receive: Slides and information on how to analyse your existing data</i> |
| 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.
<i>You will receive: Bank of tasks designed by participants, templates for design to use with staff</i> |

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.
<i>You will receive: Adaptive flow-chart and criteria, reporting comments, slides and student samples</i> |
| | 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 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