**Possible Comments for Moderation Day – Presentation Review Proforma**

**Photography**

**Grades Affirmation Comments**

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| +/- | The student demonstrates that they can/cannot identify key theories/skills/material in the course through their responses to AI #1 and #3, making use of academic integrity principles and engaging with unfamiliar texts. |
| + | Reviewers agree with the grade given. Although the response to AI #1 demonstrated excellent use of analysis and textual support, AI #2 and #3 responses demonstrated that the student had not grasped the unit idea of [x] as they were unable to manipulate information to do [y]. Therefore, the grade is justified. |
| + | We agree with the grade awarded. The student was able to discuss [subject name] concepts and describe their limitations. They were able to interpret and make sense of data and communicate their ideas effectively. |
| +/- | The suite of assessments showed the student was able to analyse, apply and communicate [subject] concepts in a variety of contexts to [routine and nonroutine problems] and were able to represent concepts in a variety of contexts. |
| + | Overall, the work in the student portfolio clearly reflects the standard in the C Grade descriptors. The student explained the application of the design process with limited analysis evident in her annotations and evaluation. Teacher feedback was helpful to see how the standards had been applied. |

**Curriculum Coverage and Levels of Thinking Comments**

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| + | Tasks effectively cover the range of the unit requirements. |
| + | Tasks cater particularly well for student extension. |
| + | Task instructions are detailed and very clear. They are well presented and easy to follow. |
| + | The quality of the tasks is particularly commendable. |
| + | There is a great variety of tasks which would be engaging to students. |
| + | The tasks have clear and explicit instructions and are manageable within the time allowed. |
| + | Tasks require students to demonstrate the knowledge, understanding and skills of the unit. |
| + | Tasks provide opportunity for students to show procedural competence as well as higher order thinking. |
| + | Tests in particular are well differentiated and provide scope to discriminate between students. |
| + | Task 1 - interesting idea to allow students to work through the task together initially and then present solutions of their own. This structure allowed students the opportunity to communicate xxxxx in a different way. |
| + | The teacher has kept the assessment tasks current, relevant and appropriate to the audience. |
| + | The photography practical elements in particular enable students to build on the technical skills explored in the first half of the task in their own choice work. This task, in conjunction with the Photography portfolio task, enables students to fully explore their ideas and interests within the broader theme. |
| + | All tasks provided students with the opportunity to develop skills and understanding of the photographic techniques, aesthetic qualities, as well as historical and cultural contexts. |
| +/- | All tasks require higher order thinking skills; however, not all tasks may be appropriate for a wide range of students. |
| - | Reviewers suggest reducing the number of questions to allow for more critical thinking skills and in-depth responses. |
| - | It is suggested that the tasks be reworked to include detailed information of the requirements needed for the completion of the task. |
| - | Task X is a collection of activities, over a period of time, providing evidence of student progress. A clear statement including what individual components make up the task, when these components are expected to be completed and how they are credited towards the final grade for the whole task, is required. |
| - | With a greater emphasis on critical analysis, more students would be able to shift their focus from retelling to deeper interpretation. |
| - | Tasks require greater differentiation in terms of skills only in word/time limits. Written assessment tasks were too guided for T level and needed to allow students to display greater insight, deeper research skills and discernment in responding. Tasks also need to be realigned for Accredited students. |
| - | The (task) needed to allow this student to demonstrate their full potential. It is recommended that the task be reframed to allow for higher levels of student originality and creativity. It is suggested that the student be given greater opportunity to expand to unfamiliar situations. |
| - | Connecting the (task) to the real world of the student may increase the student’s engagement with the context. |

**Assessment Reliability Comments**

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| + | Marking schemes make it clear to the student what an ‘excellent’ response would be. |
| + | Excellent clarity is found in each marking scheme. |
| + | Rubrics use clear language to indicate the level of response needed to achieve each grade level. |
| + | All the tasks have very explicit criteria and the rubrics are clearly stated. |
| + | Language is understandable and clear. The rubrics effectively highlight what students must do to achieve each grade. |
| **+** | The marking schemes are tailored to the task and assessment criteria; they reflect Framework Achievement Standards and goals of the unit. |
| **+** | It is suggested that final grades appear on the student’s marking schema or rubric. Tasks require a final grade in order to assist reviewers in the Moderation process. |
| **+** | Richer feedback that gives detail of what is required for an excellent response would assist the student to improve in future tasks. |
| **-** | Instrument 2, the written assignment, could include a breakdown of the content to be covered by the test to use for marking (not to be given to the students) or some type of checklist detailing the expectations for marking so that it is consistent. |
| **+** | It is suggested that assessment criteria be more task specific. Descriptors could show students what they need to do in order to achieve a grade. |
| **+** | There needs to be a greater alignment between ticks on rubrics and the grade awarded for a task. |
| **+** | It is recommended that rubrics are tailored specifically for the task. Being more specific about the task in the rubric will lead to richer feedback for the students. |

**Feedback to Students Comments**

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| + | Feedback is mostly constructive; there is some specific information given to the student on how to improve, especially in the xxxxx task. |
| + | Feedback is constructive and understandable, providing the student with information on how to improve. It is evident for every task and is comprehensive as well as supportive. |
| + | Good feedback given, especially where teacher has written out correct working for comparison. |
| + | Errors pinpointed for students to reflect upon. |
| + | Good feedback that provides scope for reflection and improvement. Good quantity of feedback as well, with written explanation. |
| - | Reviewers suggest the inclusion of more explicit feedback so that students understand how to improve. |
| - | Consider giving examples of how to improve in order to help students progress further in their learning. |
| - | Written feedback was brief. While there was some commentary, most written feedback was in the form of marks. |
| - | Feedback is generally limited to ticks and crosses. Reviewers suggest using more detailed feedback in order to improve student learning and give students the opportunity to reflect on their work. |
| - | Positive language and encouragement was evident, however, more practical suggestions for improvement could be included. |
| - | Feedback needs developing further. It is quite value laden, not offering constructive advice for specific skill development. See Hattie & Timperley for giving constructive feedback in the classroom. |

**Provision of Materials**

For the green PRP form, cut and paste the information on the BSSS pink form. You do not need to comment further.

**Overall Comments/ Recommendations**

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| + | This portfolio was very well planned and presented. |
| + | This presentation is to be commended for the overall clarity of documents. |
| + | Very well organized portfolio with quality tasks and great opportunities for the student to demonstrate knowledge, understanding and higher order thinking skills. The tasks also represent useful AST practice. |
| + | The unit assessment tasks showcased what the students had learned and allowed for differentiation through well designed and authentic tasks that allowed for higher order thinking. |
| + | Assessment items match unit goals, and assessments are creative and thorough. Feedback was particularly impressive. |
| + | Tasks allowed for discrimination and higher order thinking. The questions were rigorous and overall a very good coverage of the content. |
| + | The tasks were interesting and varied and met inclusivity and cultural knowledge assessment principles. |
| + | Tasks are commended for integrating important industry standards and conventions relevant to the professional world of photography. |
| + | Overall, the tasks allow students to explore a diverse range of media. The unit challenges their preconceived ideas and enables them to think in different ways. The structure of the unit allows students to develop their learning in areas that interest them, both conceptually and materially. |
| + | The photographic folio is ambitious in scope and demonstrates conceptual and creative understandings. The inclusion of excursions and 'artist in residence' offers additional rigour and depth to the unit undertaken. |
| + | The research task was a particular highlight as it was very well structured and encouraged the student to experience and respond to a local art institution. |
| - | Reviewers recommend the inclusion of higher order thinking questions, and also encourage transparent marking and detailed feedback for students to further support their improvement. |
| - | It is recommended for future assessments that more open and higher order thinking questions are incorporated into the tasks. |
| - | More variety in question and assessment types would be beneficial. |
| - | All major work would benefit from either being presented at Moderation Day or at least larger/to scale images provided. This will ensure that a fair and valid judgement of this task can be made. |
| - | Within the framework of a body of work, it would be interesting to consider relating tasks as a suite of designs/promotional material and so provide a strong conceptual link. |

**Subject Group Leader**

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| + | A well organised portfolio. |
| + | The presentation has met the requirements in terms of unit grade decisions, unit outline, assessment items, marking rubrics as well as providing detailed feedback to the students. |
| + | Excellent organisation of teaching and learning activities as well as assessment. |
| + | Tasks were rich and well organised. |
| + | The teacher's assessment items were authentic and creative, and the presentation was well organised. |
| + | Tasks covered the knowledge/skills/content of the course. Student work gave clear evidence supporting grade decisions. |
| **-** | Feedback to students could be more specific and detailed in order to help students reflect on their learning. |
| **-** | Some excellent feedback from the reviewers will help to fine tune the tasks. |
| **-** | It is recommended that the teacher refers closely to the BSSS Framework Achievement Standards and Course and Unit Goals. |