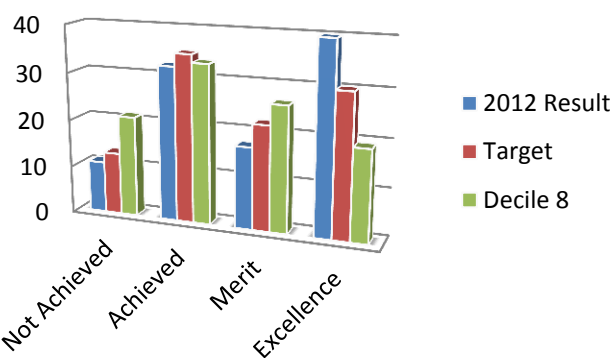


90963 Assessment Review



Teacher: ***

Course: 11PED

Number of Students: 62

Standard: 90963 (1.2)

Assessment Date: Term 1 – Term 2 2012

Targets Based On: 2011 Course Data

Internal Moderation: Yes/No

Target (%)	13	35	22	30
Result (%)	10.8	32.3	17.2	39.8
National: 2013 Target:	21.1	33.3	26.3	19.2
	12	28	25	35

Course Goals:

Teach Achievement Standard 90963 utilising a flipped classroom model to enhance student understanding of content. Aim is to maintain and exceed high results produced against 2011 national standards.

Decrease not achieved rates in Achievement Standard 90965, through the use of improved unit plans

Evaluation:

- What should students achieve?
 - Where are our students in relation to these goals?
 - What specific areas did students do well in? (e.g. specific content or skills)
 - What specific areas did students do poorly in?
 - Did any particular group do notably better or worse? How?
 - What do students need to learn next?
- Students in this standard should acquire an understanding of fundamental physiological concepts (anatomy, biomechanics, and exercise physiology) in relation to three (3) physical contexts – linked to Achievement Standard 90964 (1.3).
 - Data supports the continual improvement of top end achievers; however the not achieved rate has been maintained over a two year period – requiring attention for 2013.
 - Students generally achieve highly within the anatomy and physiology components of the standard and struggle to apply biomechanical principles correctly to chosen context.
 - Students demonstrate competency within recall of information, however struggle to contextualize information to specific tasks.
 - Males performed poorly in comparison to females, with a 16.1% not achieved rate (6.5% female), and a 22.6% excellence rate (58.1% female).

Action:

- What action will support students to achieve these outcomes?
 - What will the teacher do next to ensure students continue to improve?
- Assessment timeframe has been adjusted. Standard is usually structured to start at the commencement of the academic year, however has been adjusted to allow for effective learning relationships to be developed.
 - Explicit teaching of student autonomy skills at the commencement of the unit to develop self-management and questioning skills to enhance achievement at bottom end.
 - Continuation of the flipped classroom model of teaching throughout unit to enhance application and contextualised activities.
 - Explicit feedback sessions after each topic test to ensure mistakes aren't carried over to subsequent written assessments.
 - Continuation of structured formal/informal tutorial sessions – adjusted to ensure that bottom end achievers are in attendance to enhance achievement.

External Moderation and Changes:

- What action has the moderator suggested within commentary notes?
 - What specific changes have been made to the Achievement Standard for 2013
- "A minor modification is required to include the wording from the standard in the task and assessment schedule. Demonstrate understanding/demonstrate in depth understanding, and demonstrate comprehensive understanding for achieved/merit/excellence" (2012).
 - Modifications made to the assessment schedule as per the moderation commentary.
 - Assessment dates have been adjusted for 2013 to allow for class culture to be developed, whilst developing student autonomy prior to standard commencement.