

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:

South

Which meeting is this report for?

English - English as an Additional Language or Dialect Level 3

## Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

EALD2 B+

Sample 1 - What evidence supports the rating (or ratings) the group has given?

The text was difficult/ challenging. Student understood a good amount in it.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More inference and explanation for it to be in the A category.

Needs more direct evidence from text which specifically and accurately supports the answer.

Sample 1 - Summary of group consensus with comments to element level if applicable.

Student did a good a good job with a challenging text, but needs to fine tune answers with accurate evidence to support answer.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Consider the level of difficulty.

Syntax - difficult for students.

Consider the students in class with regard to their past.

## Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

EALD 2 B

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Detailed answers for a manageable text and task.

Have demonstrated a good understanding of the text.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Use more examples from the text to support answers.

Needs to evaluate the text in more detail. Re: element 2

Sample 2 - Summary of group consensus with comments to element level if applicable.

Student has a good understanding of text. But needs to provide more detailed answers that show evaluative skills.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Make sure questions give the reader opportunity to show skills required on criterion descriptors.

Task needs more scope.

## Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall

Sample 3 - What rating (or ratings) has the

EALD3 sample 1

group assigned this sample?

Sample 3 - What evidence supports the rating (or ratings) the group has given?

B-

Some strong answers, but often lacking full information.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Taken words directly from text - needs to use own words to effectively answer the specifics of the question.

Sample 3 - Summary of group consensus with comments to element level if applicable.

Teachers agreed that student needed work on writing succinct answers in own words.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Some teacher felt that "in your own words" was not clear for students so perhaps rephrase such as 'using words that are similar to the text, but not the same'. Repeat for each relevant question. There was some concern that this only appeared on the front page.

Teachers could also specifically teach 'in your own words' throughout the year.

#### Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall

Sample 4 - What rating (or ratings) has the group assigned this sample?

EALD 3 sample 2 B

Sample 4 - What evidence supports the rating (or ratings) the group has given?

A slightly higher score than the previous sample.

Sample 4 - What evidence would you need to see in order to assign a higher

The student needs to use their own words more.

Answer questions in full. E.g. 3d, they haven't answered 'how'.

rating (or ratings)?

Sample 4 - Summary of group consensus with comments to element level if applicable.

Student did well in terms of finding the answers but needed to take less directly from text and more paraphrase and use own words.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Teach summarising and paraphrasing and focussing on key words.

Teach 'in your own words'.

Question 3d which asked for five examples: this students basically just lifted the paragraph from the text, but got all five examples included. Perhaps the question could ask for the student to put the five examples either as dot points or to number them, so that they actually have to pinpoint the five examples rather than just find the right paragraph to copy.

### Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall

Sample 5 - What rating (or ratings) has the group assigned this sample?

EALD 3 Sample 3: C

Sample 5 - What evidence supports the rating (or ratings) the group has given?

Low quality of the answers

Fragmented

Irrelevant information

Not university-ready

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More accuracy in answers with correct words from text.

Sample 5 - Summary of group consensus with comments to element level if

Student's answers were of a C quality.

Sometimes irrelevant to the question

applicable.

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Edit and proof read

Answer questions in full

Use dot points

NB: no marking guide was available for this exam. We felt that this would have been helpful.

### Planning for September Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

EALD2 & 3 criterion 3

State the name of the person who will be providing the samples for March moderation.

Alex Wyld provided level 2 samples

### Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

We discussed aligning the criteria of the two levels. We were in agreement to follow the Level 3 order, but to swap Criteria 2 and 3 to keep the oral-written-multi-modal order - much more logical.

Assessment strategy: We discussed trying to ensure that assessment questions allow for A level responses, e.g. evaluation.

### Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Align Level 2 and 3 criteria with Level 3 order EXCEPT to swap Criteria 2 and 3 to maintain the oral-written-multi-modal order.

Consider returning EALD to Languages rather than English as we felt that it was mis-match as we're teaching language skills.

Having read the Please Note below, I will also direct these questions to my college's TASC Liaison Officer as I'm not sure whether I should be directing them to Curriculum Services or not.