

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 13, 2018 1:00 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	AM
Which Learning Area is this Report for?	English
Which AM Meeting is this report for?	English - English Applied Level 2
Moderation Leader Name	Jaclyn Jolly
Moderation Leader Email	jaclyn.saunderson@education.tas.gov.au
Minute Keeper (if available)	Felicity Copeland
Minute Keeper Email	felicity.copeland@education.tas.gov.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding

David Squires
Lily Petkovic
Felicity Copeland
Deearne Sapulding
Andy Short
Barb Gilbert
Beverley Carr
Zoe Kilgour
Georgie Perry
Pamela Barney
Bob Pill
Ari Powell

anyone who was extra on the day	James McLeod Hannah Powell
Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:	N/a
Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend	N/a

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against	C1 C3
What rating (or ratings) has the group assigned this Sample?	C- Criterion 1, C- Criterion 3
What evidence supports the rating (or ratings) the group has given	<p>use of mostly accurate language</p> <p>communicates ideas and sequences writing</p> <p>t criterion was supported by a number of participants due to copyright and lack of referencing information</p> <p>effort by student evident</p> <p>Less copied and more in student voice</p> <p>critterion 3 needs to address acknowledgment of the</p>

	source/ reference texts used
	contention between C- and T due to referencing and student voice
What evidence would you need to see in order to assign a higher rating (or ratings)?	task description required to assess against criterion 1 & 3 to know the text that the student has used to satisfy Criterion 3 referencing of sources
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	referencing of sources discussion with student regarding editing and proofreading of work clear copy and pasting from other sources support for student to rewrite information from other texts

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against	C1 C3
What rating (or ratings) has the group assigned this Sample?	Criterion 1 - B- Criterion 3- B-
What evidence supports the rating(s) the group has given	B - accurate and effective language spelling accurate Sentence structure sound and conveys meaning Communicates ideas i
What evidence would you need to see in order to assign a higher	to support arguments with supporting evidence from the text

rating (or ratings)?

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

To expand further on evidence by incorporating examples and/or further evidence from the text/s

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C1
C3

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

Criterion 1 - A Criterion 3 - a

What evidence supports the rating(s) the group has given

accurate spelling of words including specialised vocabulary.

uses punctuation accurately and effectively

effectively communicates ideas using a logical structure to produce a cohesive text/response

controls a range of simple, compound and complex sentence structures

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

further refinement and use of precise vocabulary

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

further introduction/exploration of issue

text connectives and vocabulary choice could be developed further

Summary of any further samples moderated

Further samples - Criteria assessed against	C1 C3
What ratings have the group assigned this/these Sample(s)?	no further samples
What evidence supports the ratings the group has given	no further samples
What evidence would you need to see in order to assign a higher rating (or ratings)?	no further samples
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	no further samples

Planning for September Moderation 2018

Are you planning on:	Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing
Please list the criteria to be moderated:	1,2,4,5

Briefly describe the type of task you plan to look at:

Unsure at this stage

Please state the name of the person supplying the samples for the September moderation

Rosy Davies

Email

rosy.davies@education.tas.gov.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

teachers in small groups shared resources, strategies and texts they have or will be using in English Applied

Course Support

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

further opportunities to moderate

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Sample 1
Sample 2
Sample 3

Any comments:

n/a