

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

Submission Time: March 14, 2018 3:31 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	PM
Which Learning Area is this Report for?	Languages (including EALD)
Which PM Meeting is this report for?	Languages - French Foundation Level 2 & French Level 3
Moderation Leader Name	Shane Wolfe
Moderation Leader Email	shane.wolfe@education.tas.gov.au
Minute Keeper (if available)	Shane Wolfe
Minute Keeper Email	shane.wolfe@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

Gemma Ziesel
Caitlin Clark
Fabrice Dauchez
Shane Wolfe

anyone who was extra on the day

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

none

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

none

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C2

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

C-

What evidence supports the rating (or ratings) the group has given

Clearly not prepared. Failed to understand some basic questions. Poor fluency. Lots of hesitation. Poor control of verbs and tense forms. Basic communication took place however, at a level just on the borderline of a pretertiary pass. The group were divided between a t and a C- mark.

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

Greater fluency. Better comprehension of simple questions. More developed answers (not just a word or two). Some complexity of structures.

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

N/A

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C2

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

A-

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

Good pronunciation. Fair degree of fluency. Extra detail provided following open ended questions. Was prepared to provide some improvised development. Used question as a launching pad, rather than a cue for an automatic response.

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

Just a little higher level development of the things mentioned above.

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

N/A

Moderation and Annotations for Sample 3

Sample 3 - Criteria

C3

assessed against

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

B-

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

Disagreement over this sample due largely to poor quality of recording. Some felt they were giving the benefit of the doubt, due to being uncertain what was actually being said.

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

Some felt it was too rehearsed, but really it's not possible to answer this question accurately as the sample was largely unintelligible.

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

Turn the mike around.

Summary of any further samples moderated

Further samples - Criteria assessed against

C2

What ratings have the group assigned this/these Sample(s)?

Sample 4 - A-

What evidence supports the ratings the group has given

A little erratic, but largely very nice accent and pronunciation. Fluent. Good quick accurate response to most questions. Some sophistication of structure and tense (eg, Quand j'avais onze ans, nous sommes allés).

What evidence would you need to see in order to

Again, just a little higher development in all the above, particularly range and sophistication of structures used.

assign a higher rating (or ratings)?

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

N/A

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:

2 or 4 - Not yet decided

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

Either further conversation recordings (depending on whether teachers can provide these) or samples of essays to assess criterion 4.

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

TBA TBA

Email

shane.wolfe@education.tas.gov.au

Sharing Resources

Course Support

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?

Other: None - They would need to be clearer recordings