

# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	Languages - English as an Additional Language or Dialect Level 3
Moderation Leader Name	Louise Ives
Moderation Leader Email	<a href="mailto:louise.ives@education.tas.gov.au">louise.ives@education.tas.gov.au</a>
Minute Keeper	Hayley McLeod
Minute Keeper Email	<a href="mailto:hayley.mcleod@soc.tas.edu.au">hayley.mcleod@soc.tas.edu.au</a>

## Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Louise Ives - Launceston College Helen Brown - Newstead College Hayley McLeod - Scotch Oakburn College Chris Ellison - Launceston Church Grammar School Barbara Jowett - St Patricks College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	N/A

meeting.

## Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criterion 5

Elements: 2, 3, 4, 5, 6

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

Northern and Southern moderation teachers emailed all TCE EALD staff from around the state to set this question as a mid year exam question / in class assessment.

Some of these were then sent to the representatives and there was a consensus on the samples to give a broad range of results and encourage robust discussion.

## Moderation Details for Calibration - Sample 1

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

Criterion 5 = Overall, Element 2, Element 3, Element 4, Element 5, Element 6

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

B

sample?

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

There was some confusion as to what the question was asking the students.

Lower mark for element 6 because student did not quite answer the question.

Lower mark for element 2 because only 1 sentence for introduction

Elements 3, 4 and 5 had great features.

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

A stronger structure - especially the introduction (element 2)

And to answer the question more closely

Structure according to text type

Sample 1 - Summary of group consensus at element level with comments

2 C+  
3 A  
4 A-  
5 B+  
6 C

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

A better worded question - including targeted audience.

More focus on text types and more explanation between style and language.

Also, see comments above for more recommendations.

## Moderation Details for Calibration - Sample 2

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

Crit 5 = All elements, Element 2, Element 3, Element 4, Element 5, Element 6

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

C-

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

Structure very weak  
 Writing illegible - unrelated tangents and this impacted reading and Understanding  
 Limited control of expression  
 Dodgy spelling  
 Not interpretive / more persuasive

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

Need a more logical structure.  
 Need to address the question.  
 Need to use appropriate text type.

Sample 2 - Summary of group consensus at element level with comments

2 T+  
 3 C  
 4 C+  
 5 C-  
 6 T+

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

Per sample 1, but more of it!

Moderation Details for Calibration - Sample 3

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

Crit 5 = All elements, Element 2, Element 3, Element 4, Element 5, Element 6

Sample 3 - What rating (or ratings) has the group assigned this sample?

B-

Sample 3 - What evidence supports

same as above

the rating (or ratings) the group has given?

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

same as above

Sample 3 - Summary of group consensus at element level with comments

2 B  
3 B-  
4 B  
5 B-  
6 C+

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

see above for comments as they are the same for this essay too.

### Moderation Details for Calibration - Sample 4

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

Crit 5 = All elements, Element 2, Element 3, Element 4, Element 5, Element 6

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

A-

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

Good clear structure  
Mostly accurate grammar  
extensive vocabulary  
Good control of expression

	Complex sentence structures
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Element 6 - make sure question is answered
Sample 4 - Summary of group consensus at element level with comments	2 A 3 A- 4 A 5 A- 6 B+
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	focus on element 6...

### Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 5 = All elements, Element 2, Element 3, Element 4, Element 5, Element 6
Sample 5 - What rating (or ratings) has the group assigned this sample?	C
Sample 5 - What evidence supports the rating (or ratings) the group has given?	incomplete essay and see above for like comments
Sample 5 - What evidence would you need to see in order to assign a higher rating (or	Answer the question (element 6)

ratings)?

Sample 5 -  
Summary of  
group consensus  
at element level  
with comments

2 C  
3 C  
4 C+  
5 C  
6 C-

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

see above for similar comments as per sample 1

## Planning for March Moderation 2019 - Statewide Samples

Please select all  
that apply

Level 3 or 4

For Level 3 and 4  
courses please  
suggest criteria  
for consideration  
by CTL's.

Criterion 4: Speaking

Please enter the  
name and email  
address of the  
person providing  
the samples:

Melissa Wickins

Email

melissa.wickins@education.tas.gov.au

## Sharing Resources

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

Breakingnewsenglish.com

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## Course Support

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

Keep us informed of course redevelopment.

Please take into account that TAS cohort of students are completely different to VIC cohort when course is redeveloped.