

2019 March Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which PM Meeting is this report for?

English - English as an Additional Language or Dialect Level 3

Moderation Leader Name

Helen Brown

Moderation Leader Email

helen.brown@education.tas.gov.au

Minute Keeper

Louise Ives

Minute Keeper Email

louise.ives@education.tas.gov.au

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.

Helen Brown: Newstead
Christopher Ellison: Grammar
Hayley McLeod: SOC
Barbara Jowett: St Patricks

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who

Nil

did not attend the meeting.

Moderation Details for Calibration - Sample 1

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

Criterion 1 = Overall

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

C-

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

Candidate's understanding of the questions was somewhat limited, especially in the second sample. Candidate has guessed many responses; by transcribing the spoken text rather than answering the question.

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

More accurate responses. Improved spelling.

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

More listening practice.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being

Criterion 1 = Overall

moderated and IF SELECTED the elements within that criterion

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

A

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

The moderating participants were all in agreement. Responses were accurate. A solid "A".

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

Slightly neater handwriting to ensure correct responses are legible.

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

Coach students to take care with hand-writing.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall

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

B

sample?

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

There were glimpses of real understanding because some questions were answered very well; but then it seems that the candidate could not keep up, thus answering several questions inaccurately and/or without details.

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

More details. More complete responses.

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

More listening practice.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 4: Spoken text (Louise Ives to provide samples following mid-year exam)

Sharing Resources

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

A note regarding assessing Criterion 1 against individual elements: the standards are too jargon-laden so the students could not possibly understand expectations. Further, we see no utility to assessing against individual elements for Criterion 1 because for listening comprehension, there is generally either a "right" or "wrong" answer.

- breakingnewsenglish.com

- BBC English: 6-minute grammar

- Phone apps: BBC World Service 6 Minute Vocab: BBC World Service The English

We Speak

- VCAA website

- to help students develop listening/reading skills, students can find their own texts: then craft questions to the text, allocate marks, then test and mark each others work.

Course Support

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

We need more PD; especially in the North, please.

Curriculum: The language used in the course documents is barely comprehensible; and certainly, students from a NESB could not understand. The language needs to be simplified.

Also, there are too many internal course requirements and teachers feel the pressure to enact all of these. Then, students are forced to rush through each assessment task in order to submit by due dates. They're so busy completing assessment tasks, they have limited time for actual self-study such as reading and listening practice.