

2018 September Moderation - Report



Meeting Details

Meeting took place in:	Both (use this if you are submitting a report on behalf of both regions)
AM or PM session?	AM
Which AM Meeting is this report for?	Languages - Chinese Level 3
Moderation Leader Name	Leigh Cordell
Moderation Leader Email	leigh.cordell@soc.tas.edu.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.	Shelley Keyes Shelley McLeod Helen Han Eric Marr Monique Gall
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	

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 2 All elements

Moderation Details for Calibration - Sample 1

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

Criterion 2 = Overall

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

B

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

Student maintained conversation (although used English - needs to use Chinese to ask teacher to repeat and/or rephrase). Grammar accurate. Some errors in tone and pronunciation.

A range of simple and complex sentence structures.

<p>Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Quite fluent.</p>
<p>Sample 1 - Summary of group consensus at element level with comments</p>	<p>Student needed to ask teacher to repeat - that is appropriate but needs to ask in Chinese.</p> <p>A wide range of results, from A- down to C.</p> <p>It is an average between A and C.</p> <p>Student maintained conversation (although used English - needs to use Chinese to ask teacher to repeat and/or rephrase). Grammar accurate. Some errors in tone and pronunciation.</p> <p>A range of simple and complex sentence structures.</p> <p>Quite fluent.</p>
<p>Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>To maintain conversation in Chinese</p>

Moderation Details for Calibration - Sample 2

<p>Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Crit 2 = All elements</p>
<p>Sample 2 - What rating (or ratings) has the group assigned this sample?</p>	<p>A</p>
<p>Sample 2 - What evidence supports the rating (or</p>	<p>Consensus.</p>

ratings) the group has given?

Moderation Details for Calibration - Sample 3

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

Crit 2 = All elements

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

B-

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

The rating assigned was contentious: Four voted B
Three voted C+
So the majority ruled: and we rated the sample, B-.

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

Range from t through to B+.
Some members of the group thought the student's tones/pronunciation were quite clear; others thought there were frequent errors in tone. We discussed around compliance with the various elements for the Criterion (i.e. some elements are a B, some are a C, etc.).

Moderation Details for Calibration - Sample 4

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

Crit 2 = All elements

Sample 4 - What rating (or ratings) has the group

B+

assigned this sample?

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

Used both simple and complex structures.
 Command of wide range of structures.
 Pronunciation quite good.
 Some hesitation.
 Did not answer all questions.
 Student may have memorised the responses but did not actually understand the questions.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Have the ability to answer all questions.

Sample 4 - Summary of group consensus at element level with comments

Some agreement around use of both simple and complex structures.
 Pronunciation quite good.
 Too much hesitation.
 Did not answer all questions.
 Student may have memorised the responses but did not actually understand the questions.

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

Student should practise more casual conversation and should not rote-learn questions and answers.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4
 Level 1 or 2

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

Criterion 3

For Level 1 or 2 courses please nominate the criteria for moderation.

Criterion 3

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

Leigh Cordell

Email

leigh.cordell@soc.tas.edu.au

Sharing Resources

Course Support