

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for? Preliminary to Level I suite of courses

## Moderation Details for Calibration - Sample I

PRELIMINARY COURSES ONLY - Sample I - What stage do you believe this sample should be assessed?	Stage 3
Sample I - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion I = Element I
Sample I - What rating (or ratings) has the group assigned this sample?	Rating C
Sample I - What evidence supports the rating (or ratings) the group has given?	Identified family members and others. Unclear on how they were related.
Sample I - What evidence would you need to see in order to assign a higher rating (or ratings)?	Names personalised. Relationships, ie: nan, pop, brother, sister.
Sample I - Summary of group consensus with comments to element level if applicable.	All agreed student at Stage 3. Groups spoke about more annotation around the task and the levels of adjustment for the students attempting the task.
Sample I - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Students needed more information on how that person was related to them.

## Moderation Details for Calibration - Sample 2

PRELIMINARY COURSES ONLY - Sample 2 - What stage do you believe this sample should be assessed?

Stage 2

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

Criterion 1 = Element 1

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

Rating C

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

Characteristics were mentioned.  
Extended family were mentioned.  
Added picture of self.

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

Needs more descriptive words for the student to follow.  
Identify family member by name not title.  
More context needed around the task itself.

Sample 2 - Summary of group consensus with comments to element level if applicable.

After discussions the group was evenly split between Stage 2 and 3 with a C rating.

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

Providing a word bank for the student.  
Providing an editing process for the student.  
Communicate within the task for the student to name people.

## Moderation Details for Calibration - Sample 3

PRELIMINARY COURSES ONLY - Sample 3 - What stage do you believe this sample should be assessed?

Stage 2

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 1 = Element 1
Sample 3 - What rating (or ratings) has the group assigned this sample?	Rating C
Sample 3 - What evidence supports the rating (or ratings) the group has given?	The student acknowledged family members. Added immediate family.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	More detail of family members needed, for example, names of people. Prompting the students to add more detail in the body of the task. Missing extended family. Dog is not technically family. Didn't contain descriptive words.
Sample 3 - Summary of group consensus with comments to element level if applicable.	The group agreed there may have been more verbal prompting for this student to complete the task.
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Providing an explanation of what is family to the student. Word bank for the students. Description in task design. Provide annotations on the adjustments used to support the student.

### Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Preliminary English - Criterion 3 Elements 3-7
State the name of the person who will be providing the samples for moderation	Peta-Maree Revell-Cook

## Sharing Resources

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

Samples have been forwarded to the Curriculum Leader, Mixed Field (Janine Bowes) ready for March Moderation 2022.

## Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

Providing more annotation and information around adjustments that are being made for the students to complete the task.