

2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
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	Zoe Smith
Moderation Leader Email	ZSmith@gyc.tas.edu.au
Minute Keeper	Tania Beattie
Minute Keeper Email	tania.beattie@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.	Tania	Beattie
	Christena	Halliwell
	Zoe	Smith
	Anne	Kiely
	Daniella	Dadswell
	Helen	Parry
	Daniela	Dadswell
	Heather	Hankinson
	Lisa	Byrne
	Christena	Halliwell
	Anne M	Kiely
	Katie.	walker
	Simon	Moore
	Helen L	Parry
	Melissa	Wickins
Apologies/absences - please enter the names of	None	

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

Criteria 5 Elements 2,3,4,5,6

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 sample?

B+

Sample 1 - What evidence supports

Evidence of range of vocabulary; expression is clunky but

the rating (or ratings) the group has given?

there is structure; control of language;

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

improved accuracy in expression and vocabulary; clarity of language use; word count met requirements of task

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

Held back on 3 and 5, 6 elements

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

Give reasoning for statement; explicit modelling and scaffolding; sampling; 1:1 with teacher and peer checks

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?

t+

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

At elemental level, poor punctuation; loss of meaning because of this; communication has been compromised in all elements

Sample 2 - What evidence would

More coherent; more clarity of accuracy and expression;

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

improved understanding and use of punctuation

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

As above

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

Improve handwriting; explicit teaching to write an essay including planning and understanding the essay question; how to construct; unpacking a question and organisation of ideas; time management

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?

C+

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

While there is a competent structure there are problems with functional vocabulary, repetition, and control of language; meaning is generally clear only achieves clarity not necessarily coherency

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

Better breadth of ideas; improved use of verbs; clearer connectivity between ideas and control of expression; more of

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

Mechanical demonstration of structural elements but
inconsistency of style and expression therefore meaning

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

As above we would explicitly teach - deconstructing
'stream of consciousness' writing to better understand
topic and supporting sentences in connection with ideas
and concepts; how to use extensive vocabulary.

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?

Group felt that the writing was relevant to all standard
elements at A standard however element 2 was more in
the B range creating some lesser effect and quality

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

better relevance to question; more discipline in tone; more
accurate spelling; consistency of genre

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

see above

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

Analysing samples of texts/genres; metalinguistics structure...

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?

t

Sample 5 - What evidence supports the rating (or ratings) the group has given?

this sample is under the proscribed word limit therefore it has to be marked as a 't'

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

develop skills of diction expression and punctuation, use of vocabulary; language acquisitions
understanding of task requirements ie word length

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

as above

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

Explicit teaching of the above skills. language acquisition

ratings)?

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3

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

whichever external criteria is most divergent in results

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

Melissa Wickins

Email

melissa.wickins@education.tas.gov.au

Sharing Resources

Resources are shared within the group when the need arises – This has been done for paragraph writing and listening resources.

Course Support

As there are often different teachers being given this subject, the group would like a workshop on: What constitutes a Level 1, Level 2 and Level 3 task.

An example of each level.

Learn how to annotate a sample for each level.

This would be very useful, of benefit and we do not have time to do this. It would be very supportive.