

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

South

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

Alexandra Wyld

Moderation Leader Email

alexandra.c.wyld@education.tas.gov.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.

Zoe Smith GYC  
Nick Eaves Hutchins  
Dee Morgan Rosny College  
David Squires Rosny College  
Christena Halliwell Hobart College  
Lorise Clark St Marys College  
Justine Ross Friends  
Daniela Dadswell Elizabeth College  
Debbie Heather Elizabeth College  
Tania Beattie Claremont College  
Craig Adams St Michaels Collegiate  
Vonni Passarelli Elizabeth College  
Alex Wyld Rosny College

None

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who 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, Element 1, Element 2, Element 3, Element 4

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

B- to C-

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

Participants discussed evidence of sample - eg student only demonstrated evidence of 'describing'. Another participant added up questions score and assigned rating- two different results not all elements applied to Sample 1P's felt it was mainly E1 evidence

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

greater detail in responses and demonstrating more understanding of text

**Sample 1 - Summary of group consensus with comments to element level if applicable.**

C

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

explicit teaching of inferencing vocabulary building strategies for deconstructing meaning explicit teaching of what different questions are asking you and key words, to unlock meaning

**Moderation Details for Calibration - Sample 2**

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

Criterion 1 = Overall, Element 1, Element 2, Element 3, Element 4

**Sample 2 - What rating (or ratings)**

A+ - A B-

has the group assigned this sample?

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

very accurate with answers = high ratings ie A evidence of student breaking question down - analysing question well self-correction - while not an element demonstrates evaluation of answers

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

N/A

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

A - for accuracy and detail

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

reinforce strategies a already used

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, Element 1, Element 2, Element 3, Element 4

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

B+ to C-

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

clear results from marking guide/assessment report TASC document where are variations coming from - maybe other elements coming into play eg spelling but needing more detail and a bit more understanding/key information missing

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

the student would need to demonstrate more understanding of the text ie more detail what is more detail? students sometimes only answering half the question not all

Sample 3 - Summary of group consensus with comments to element level if applicable.

B

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

more accurate information and detailed answers

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 5 Elements 2, 3, 4, 5

State the name of the person who will be providing the samples for September moderation.

to be convened

Email address of the person providing the samples for September moderation

unsure what was resolved here

Sharing Resources

Please record any links to or details of resources that were shared, or describe any

TASC 2018 Assessment Report Recommendation from meeting Alex will work with the North Moderation leader to make final determination of Criterion, elements and task description/question.

assessment  
strategies that  
were discussed.

Course Support