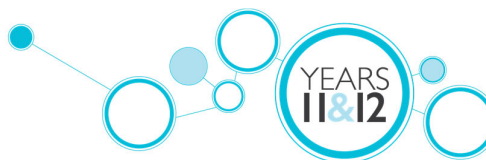


2019 September Moderation - Report



Meeting Details

Meeting took place in:

Statewide

AM or PM session?

PM

Which meeting is this report for?

Languages - French Level 3

Moderation Details for Calibration - Sample 1

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

Criterion 3 = 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?

Overall, the group awarded 10/20

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

The student would need to achieve a greater degree of accuracy in both the French to French and the multiple choice questions.

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

The group all arrived at the same rating.

Sample 1 - What actions would you recommend for

Advise student to put in more detail
Read widely and more frequently.
If unsure, try to guess the question as well - don't overuse the dictionary but polish

teachers to help the student attain a higher rating (or ratings)?

up their dictionary skills.
Teachers all agreed to use the cut off sheet provided by Julie Inman.

CL Note: A reminder that such “cut-offs” are unofficial and therefore should not be relied upon.

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall

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

B-

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

Student missed several of the multiple-choice questions as well as some elements of the French- French questions.

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

Greater accuracy in the multiple choice and greater correlation between the original passage in the French - French section and the student's responses.

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

As above

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

Advise student to put in more detail
Read widely and more frequently
Guess the question as well - don't overuse the dictionary but polish up their dictionary skills.
Teachers all agreed to use the cut off sheet provided by Julie Inman.

CL Note: A reminder that such “cut-offs” are unofficial and therefore should not be relied upon.

Moderation Details for Calibration - Sample 3

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

A-

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

A- (85%)

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

This was a consistently strong response from a student who has only made a few errors. A greater degree of accuracy would be needed to reach an A.

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

Everybody was within one or two points in the A- range, which suggested it was a very reliable example of work at this level.

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

Advise student to put in more detail in each response – model what this might look like for individual answers.
 Read widely and more frequently, making a list of useful vocabulary and structures as they go, then learn them by heart.
 Guess the question as well - don't overuse the dictionary but polish up their dictionary skills.
 Teachers all agree to use the cut off sheet provided by Julie Inman.

CL Note: A reminder that such “cut-offs” are unofficial and therefore should not be relied upon.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 5

Sharing Resources

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

Teachers all agree to use the cut off sheet provided by Julie Inman.

Teachers expressed a desire to meet more regularly to share resources

Course Support

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

It was asked as to whether TASC could put up the marking schema for the listening and reading sections of past exams. It does not appear to be consistent and there are some gaps

It was also asked whether TASC could provide the rating cut offs that have been used in past exams so that when teachers use past exams in class, they have an idea of whether the text was considered particularly challenging for that year's cohort.

CL note: CL advised teachers to ask TASC directly about these concerns via their school TLOs.