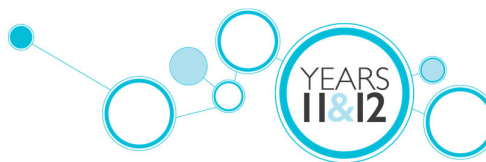


2019 September Moderation - Report



Meeting Details

Meeting took place in:

Statewide

AM or PM session?

PM

Which meeting is this report for?

Languages - French Level 2

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?

The group agreed on a mark between 47 - 49%.

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

The student did not complete many of the questions fully towards the end of task resulting in reduced marks. For higher marks, the student would need to provide (correct) answers to more questions.

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

The group all were within the same range.

Sample 1 - What actions would you

There could be two factors particularly pertinent; one is the use of a dictionary (dictionary skills). It was thought the student may need more practise looking up key

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

words and be able to identify nouns versus verbs.

Time management may also have played a factor in the student being able to full complete the task. Assis the student to build on their time management skills with shorter exercises and gradually increase to more complex ones.

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?

The student's ratings were based on the percentage of correct answers: approx. 63%

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

The student needed to provide more detailed responses particularly for the last three questions.

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

The above was agreed by the group.

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

Again, there could be two factors particularly pertinent; one is the ability to use of a dictionary (dictionary skills) effectively. It was thought the student may need more practise looking up key words and be able to identify nouns versus verbs. Less reliance on the dictionary (time spent looking up words) would also help.

Time management may also have played a part in the student being able to full complete the task. Assist the student to build on their time management skills with shorter exercises and gradually increase to more complex ones.

Moderation Details for Calibration - Sample 3

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

Criterion 3 = Overall

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?

Teachers agreed the student achieved around 43/72

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

Whilst the student aimed to complete most questions, some responses were not accurate.

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

The group reached this consensus as the questions were straightforward and we had all calculated approximately the same number of correct responses.

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

Again, there could be two factors particularly pertinent; one is the ability to use of a dictionary (dictionary skills) effectively. It was thought the student may need more practise looking up key words and be able to identify nouns versus verbs. Less reliance on the dictionary (time spent looking up words) would also help.

Time management may also have played a part in the student being able to full complete the task. Assist the student to build on their time management skills with shorter exercises and gradually increase to more complex ones.

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.

One of the key issues was how to arrive at ratings for Criterion 3 when it is marked numerically. It was agreed that this should all be standardised and Julie Inman shared a 'cut off' template from which we all agreed to work. The CL Languages reminded the group that unofficial "cut-off" tables should not be used as they cannot be guaranteed. Teachers could refer to the exam report for guidance.

Course Support

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

Nothing specific was suggested; however, a standard TASC endorsed 'cut off' for ratings would be useful