

# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

Statewide

AM or PM session?

AM

Which meeting is this report for?

Languages - Italian 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?

B+

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

The student was able to answer most aspects of the questions pertaining to the passage. The student had a clear grasp of the language and structures required to respond to the elements in this task at Level 3.

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

The more subtle details of the passage would need to be included so that the grade could be moved up to an A.

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

This student could well have earned an A for this passage had they focused more on how the questions were structured so they could understand the amount of detail and which details were required for a high-scoring answer.

Sample 1 - What actions would you recommend for

The teacher could provide more examples of passages where the student needs to think carefully about the way questions have been structured, in

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

order to plan responses that address all elements of a question.

## 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?

This student has a solid grasp of strategies for completing a reading comprehension in a second language. This said, there are obvious gaps in the student's knowledge of vocabulary and grammar.

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

The student would need to provide much more evidence of comprehension through including more precise and more relevant details for questions that demand more detail.

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

This sample is a good example of a strong, mid-range B.

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

The teacher would need to provide the student with appropriate extension reading tasks in order to increase their range of passive vocabulary for this topic / sub-topic as well as their understanding of the relevant grammar structures.

## 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?

C-

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

This student struggled to satisfactorily address the basic questions, although they clearly attempted all the tasks, suggesting they do have an understanding of assessment strategy. The partial answers provided demonstrate a lack of basic vocabulary as well as gaps in knowledge of basic language structures.

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

The student would need to build up a broader passive knowledge of vocabulary and consolidate an understanding of simple structures in order to be able to navigate the text and extract the required information.

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

This sample showed moments where the student's potential to pass was evident, but overall the lack of passive knowledge of common vocabulary for this topic and lack of awareness of simple structures limited the student's capacity to achieve a better result.

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

The teacher would need to focus on specific aspects of the student's ability (e.g. vocabulary, simple sentence structures, complex sentence structures) and also motivation and engagement as necessary, as the sample currently does not clearly enable us to make judgments about the potential of this student.

## 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.

we will be holding a resource sharing meeting next week as we ran out of time today.

## Course Support

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

We will be focusing on textbooks and resources in line with syllabus rewrites in the near future.