

2019 March Moderation - Report



Meeting Details

Meeting took place in:	Statewide
AM or PM session?	AM
Which AM Meeting is this report for?	Languages - Japanese Level 3
Moderation Leader Name	Christena Halliwell
Moderation Leader Email	christena.halliwell@education.tas.gov.au
Minute Keeper	Tricia de Jersey
Minute Keeper Email	tricia.de.jersey@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.	Heath Watts
	Tricia de Jersey
	Christena Halliwell
	Dana Hutchison
	Crystal Krause
	Rochelle Hoare
	Diane Hyland
	Jenny Banbury
	Angie Dicker
	Anh Quach
Minami Takenawa	

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Kaori Suto

Gemma Ziesel

Moderation Details for Calibration - Sample 1

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

Criterion 4 = Overall

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

A

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

Accurate answers

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

none

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

all agreed

Moderation Details for Calibration - Sample 2

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

Criterion 4 = 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 free writing section was at a higher level than the prescribed writing, so the overall mark was lowered.

Good use of the Japanese scripts.

Read well.

Used a range of tenses

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

Consistency with tenses, formality.

More variety in vocabulary.

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

Free writing counted more than prescribed writing.

Refer to exam marking coordinator's report rubric, published on TASC website.

If we all mark in the same way, we should be getting similar results..

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

Guide students in use of tense. To get an A, students need to be advised about using a large range of vocab; when using a dictionary, vocabulary selection should be correctly applied.

Teach exam techniques such as using a vocabulary item only once, grammatical items sparsely.

Moderation Details for Calibration - Sample 3

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

Criterion 4 = 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?

Good range of grammar structures. Sentence order was sometimes difficult to follow and lacked coherence in meaning.

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

More coherence and story line.

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

Need to ignore handwriting problems, provided the actual characters formed are recognisable as such.

"Ignore spelling" direction given on exams cannot be applied in Criterion 4 language assessments.

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

Writing practice. Teaching students story planning. Help students develop a checklist of structures.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate

Criterion 1

the criteria and elements (if desired) for moderation.

Sharing Resources

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

The large number of redaction made it difficult to assess the students' work. We needed to make assumptions about correct usage of grammar structures and vocabulary. Using a common marking scheme. There is a difference between the TASC marking rubric and the standards. How do we follow both. This discrepancy may have come about from the vagueness of the standards.

Course Support

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

Review all the standards and elements to make them specific and easier to apply.

Could samples from Moderation sessions be made available. Teachers need exemplars of each standard to ensure more standardised marking.