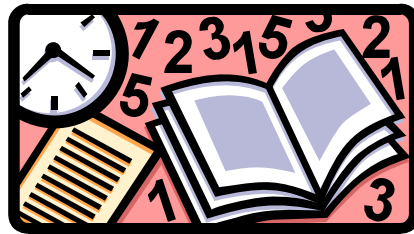


Hints and Tips

Moderating

Listening & Speaking



Background Information

This resource is a collection of feedback collected directly from NT teachers during Moderation and Standards Validation sessions conducted in 2007.

The ideas provided are by no means an exhaustive list, but aim to provide aspects to consider when conducting school-based moderation and/or preparing for cross-school moderation.

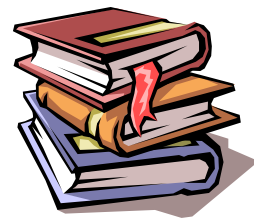
Moderation support materials and published evidence of learning can be found at:

http://www.deet.nt.gov.au/education/teaching_and_learning/assessment_standards_reporting/index.shtml

This website is the main storehouse for annotated evidence of learning and information regarding assessment, standards and reporting (including moderation resources). Published evidence of learning will continue to be added to the storehouse periodically.

Schools are encouraged to:

- print off annotated samples to include in the Evidence of Learning (EOL) folder provided in Semester 1, 2007.
- create their own bank of school and cross-school moderated EOL to add to this folder.



What provides quality evidence of learning for Speaking & Listening?

- Evidence needs to be comprehensive, especially anecdotal evidence of spontaneous independent speech.
- There should be a broad range of enriched assessment tasks and transcripts other than retell.
- Transcribed questioning techniques.
- Film more than one student talking eg. Group formal/rehearsals.
- Record songs – allow pause times and silences.
- Don't always record in a classroom setting.
- Filming rather than taping helps demonstrate the non verbal cues and body language involved.

Teacher feedback regarding moderation of ESL Listening & Speaking:

(Many of these ideas are also appropriate for English.)

- Range of Transcripts: conversations, retell of text, procedural, descriptions, songs and rhymes, performances, unsighted images/texts related to topic- *at least 3 of above list*
 - Written the way the child is speaking (eg bish – fish), including comments relating to intonation, gestures, fluency
 - NB – transcribe portions of the text that demonstrate quality evidence rather than the whole text.
- Video and sound files to support transcribed evidence.
- Anecdotal notes/checklist of spontaneous informal/conversational speech.
- Set up formal record keeping detailing Socio-Cultural and Learning How to Learn elements.