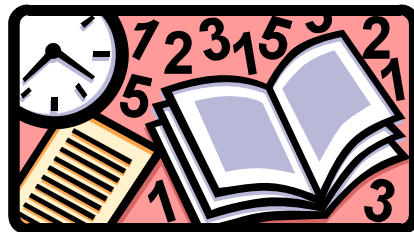


# Hints and Tips

## Moderating

# Writing



### 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.

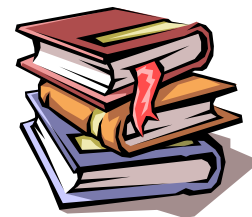
Moderation support materials and published evidence of learning can be found at:

[http://www.deet.nt.gov.au/education/teaching\\_and\\_learning/assessment\\_standards\\_reporting/index.shtml](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 Writing?**

- A collection of evidence is not just a collection of pieces of writing. It is important to include different tasks from the same student to show a range of evidence for different text types.
- Examples of a collection of evidence for different genres may include:

| Narrative   | Poetry  | Explanation   | Report   | Scripts  | Argument/<br>Exposition   |
|---|---|---|--|--|---|
| <ul style="list-style-type: none"> <li>• Planning sheets.</li> <li>• Drafts of the writing with editing and the proofing marks of the student clearly seen.</li> <li>• An analysis of Writing.</li> </ul> | <ul style="list-style-type: none"> <li>• Range of different types, suited to age/level.</li> <li>• Include reflections/ annotations to identify vocab, imagery, and understanding of why particular words/phrases were used?</li> </ul> | <ul style="list-style-type: none"> <li>• Make sure topic suits the genre.</li> <li>• How and Why topics.</li> </ul> | <ul style="list-style-type: none"> <li>• Include drafts, research plans, notes taken during research, bibliography etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Include dialogue <u>AND</u> visual direction.</li> <li>• Develop characters.</li> </ul> | <ul style="list-style-type: none"> <li>• Fact and opinion.</li> <li>• Tone.</li> <li>• Back up statements with supporting information (for younger students who haven't fully developed research skills it may be opinion/statements are just backed up with reasons).</li> </ul> |

**See First Steps Writing Resources for further ideas.**

- A range of text types helps a moderator make a judgement at Emerging, Solid, Comprehensive within a Band/Level (To demonstrate solid or comprehensive understanding the student needs to be consistently demonstrating evidence across a range of text types).
- A piece of reflective writing on the author's craft, eg. 'As the author, what was I trying to achieve? What writing techniques was I focusing on?'
- Make sure tasks allow for demonstration of outcomes, eg if explanation is the genre then give topics that lend themselves to that genre. An explanation of how/why, not a recount of the student doing something.
- To judge the Strategies element it helps:
  - To include plans, reflections, annotations by teacher and/or student, note taking.
  - To demonstrate evidence of self-editing or at least identification of error and/or attempts to correct/improve a draft. Teacher corrections don't help moderators – if needed perhaps margins could be used rather than marking over the top of student writing.  
*However please note, not all work needs to include drafts and a "good copy" but it helps to see the process the student has followed to improve.*
- Common Writing Tasks can be moderated at school level and used to check consistency when National results come back (NAPLAN/MAP).

**Teacher feedback regarding moderation of Writing:**

- Although prose under supervision or writing under test conditions is a valid form of assessment, it should be accompanied by a range of writing samples from the same student (some including drafts/plans). This would help demonstrate strategies/editing across a range of genres.
- In the early years, annotations providing evidence about the student's ability to read their writing back to the teacher / peer should be included.