Victorian Curriculum F-10  English

Moderation: From Planning to Assessment
You will need:

• Your teaching team

• The Victorian Curriculum English: F-10

• School-based framework reference materials

• School planning documents

• Time to work with your team
Before you start…

It is important to note that moderation is an ongoing process that involves teachers sharing their understandings at every stage of the planning, teaching/learning and assessment cycle.
Step 1
Agree on the element of the achievement standard you are going to teach towards.

The Victorian Curriculum *achievement standards* represent the milestones students will typically reach at the completion of each level of learning.
Example 1

- **What do I want my students to know / understand / do?**
  - *Which part of the achievement standard am I working towards?*

<table>
<thead>
<tr>
<th>L 3 Achievement Standards</th>
<th>Content Descriptions</th>
<th>School-based Frameworks</th>
<th>L 4 Achievement Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.</td>
<td></td>
<td></td>
<td>Students create texts that show understanding of how images and detail can be used to extend key ideas and use language features to create coherence.</td>
</tr>
<tr>
<td>Students use knowledge of letter-sound relationships and high-frequency words to spell words accurately and can write words with complex consonant and vowel clusters.</td>
<td></td>
<td></td>
<td>Students create well-structured texts to explain ideas for different audiences. They understand how to express an opinion based on information in a text.</td>
</tr>
</tbody>
</table>

*Victorian Curriculum Foundation–10*
Step 2

Agree on the content that feeds into that part of the achievement standard.

The Victorian Curriculum content descriptions are what we teach to help students gain the skills and understandings they need to progress towards each milestone or achievement standard.
Example 2

- What do I need to teach my students to guide them towards knowing / understanding / doing this?
  - Which content descriptions feed into this part of the achievement standard?

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Students’ texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.</td>
<td>VCELA 292, VCELA 293, VCELY 295</td>
<td>VCELA 277, VCELA 279</td>
<td>Students create texts that show understanding of how images and detail can be used to extend key ideas and use language features to create coherence.</td>
</tr>
<tr>
<td>Students use knowledge of letter-sound relationships and high-frequency words to spell words accurately and can write words with complex consonant and vowel clusters.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students make use of their increasing knowledge of phonics to spell accurately.</td>
</tr>
</tbody>
</table>
Step 3

Agree on the elements of your school-based frameworks through which you will deliver this content.

School-based frameworks are teaching and learning models, sometimes in the form of commercial programs, that schools use to develop a common language and / or pedagogy around the delivery of the curriculum.
**Example 3**

- **How will I deliver the content?**
  - Which elements of my school-based frameworks relate to this content?

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</thead>
<tbody>
<tr>
<td>Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.</td>
<td>VCELA 292 VCELA 293 VCELY 299</td>
<td>Insert relevant school-based framework information.</td>
<td>Students create texts that show understanding of how images and detail can be used to extend key ideas and use language features to create coherence.</td>
</tr>
<tr>
<td>Students use knowledge of letter-sound relationships and high-frequency words to spell words accurately and can write words with complex consonant and vowel clusters.</td>
<td></td>
<td></td>
<td>Students create well-structured texts to explain ideas for different audiences. They understand how to express an opinion based on information in a text.</td>
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<td>Students make use of their increasing knowledge of phonics to spell accurately.</td>
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Step 4
Agree on what achievement will look like.

Achievement needs to be unpacked in relation to the content that has been taught. The Literacy Learning Progressions can assist teachers to map out the observable, developmental progress that students will demonstrate towards, at and above the target achievement standard.

<table>
<thead>
<tr>
<th></th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing – Phonics and Word Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students use accurate spelling.</td>
<td>Write words with more complex letter combinations</td>
<td>Write words with more complex letter combinations</td>
<td>Write words with more complex letter combinations</td>
</tr>
<tr>
<td>Use patterns, generalisations, syllabification, letter combinations, double letters, morphemic knowledge</td>
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</tr>
<tr>
<td>Use context to spell homophones correctly</td>
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<td>Use context to spell homophones correctly</td>
</tr>
<tr>
<td>Write less familiar words that share common letter patterns but have different pronunciations</td>
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</tr>
<tr>
<td>Use accumulated understandings to write increasingly complex words</td>
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</tr>
<tr>
<td>Use known words, word origins, base words, prefixes, suffixes, to spell new words, technical words and words adopted from other languages</td>
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<tr>
<td>Understand how to use spelling rules and word origins to learn new words and how to spell them</td>
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### Example 4

- **What will I see in student work that will help me determine their level of achievement?**
  - **What are the small steps inside the big steps that will help me differentiate between degrees of achievement?**

<table>
<thead>
<tr>
<th>Informative text</th>
<th>Crafting ideas</th>
<th>Crafting ideas</th>
</tr>
</thead>
</table>
| **Crafting ideas**  
The student:                                                                                          | **Crafting ideas**  
The student:                                                                                          | **Crafting ideas**  
The student:                                                                                          |
| • writes for a range of learning area purposes (explains a life cycle of a butterfly, recounts a process, describes an artwork) | • writes informative texts for a broad range of learning area purposes that describe, explain and document (describe an art work, document the materials and explain why it was created) | • writes to explain and analyse (analyses how artists use visual conventions in artworks) |
| • includes structural features appropriate to the type of text and task        | • selects structural elements to suit the purpose (a fact sheet includes an opening statement, labelled diagrams and text boxes) | • writes to compare and contrast phenomena (identify the differences between elements) |
| • writes ideas which are relevant to the purpose of the text                   | • develops ideas with details and examples                                      | • orients the reader to the topic or concept (using a definition or classification in the opening paragraph) |
| • organises ideas to support the reader (groups ideas under headings).         | • uses ideas derived from research                                              | • intentionally selects structural elements for effect (includes an appropriate conclusion that summarises, restates or synthesises ideas) |
| Text frame and features                                                      | revision and visual presentation evidence                                      | revision and research (including multimedia)                                   |
Step 5
Agree on the method you will use to record evidence of student achievement and provide feedback.

Assessment documents should provide clear information to students, parents and teachers about where the student is now and where they are heading to next.
Example 5

- What documentation will we develop to accurately record and communicate student progress and achievement?
  - What are the various levels of achievement possible for this task?
  - What are the observable steps within the levels of achievement?
  - Do my assessment documents clearly describe progress and achievement?
  - Do my students understand the information in the documents in relation to their learning?
  - Are my assessment documents available to students before, during and after the teaching and learning cycle?
Step 6
Agree on how your students will demonstrate their learning.

Assessment tasks need to be:

• based on curriculum expectations (achievement standards)
• linked to instruction (content descriptions and school-based frameworks)
• able to measure essential learnings (developmental progress)
• accessible to all students (differentiated)
Example 6

• How will I know if my students know / understand / can do this?
  – What options will I give my students to demonstrate their progress towards or beyond this part of the achievement standard?
  – Is the task relevant to the content taught and the achievement being measured?
  – Is the task accessible to all students?

    eg. They recall one or two events from texts with familiar topics.

This part of the Foundation Reading and Viewing achievement standard could be measured effectively through an oral presentation / role play / writing / drawing. As long as the essential learning is being measured there can be flexibility within the task itself.
Step 7
Agree on when assessments will take place.

Assessment tasks should simultaneously inform students and teachers about current student learning and the next stage of student learning. Whether assessments take place before, during or after a lesson sequence, or a combination of these, will depend on the students and how well you know their learning in relation to this topic.
Example 7

• At which stages of the unit / lesson sequence will we assess student learning?
  – What prior understandings are my students bringing to this task?
  – When will I check in on their progress?
  – Am I allowing them time to respond to feedback?

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<td>• writes informative texts for a broad range of learning area purposes that describe, explain and document (describe an artwork, document the materials and explain why it was created)</td>
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<td>• includes structural features appropriate to the type of text and task</td>
<td>• selects structural elements to suit the purpose (a fact sheet includes an opening statement, labelled diagrams and text boxes)</td>
<td>• writes to compare and contrast phenomena (identify the differences between elements)</td>
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<td>• writes ideas which are relevant to the purpose of the text</td>
<td>• develops ideas with details and examples</td>
<td>• orient the reader to the topic or concept (using a definition or classification in the opening paragraph)</td>
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<td>• organises ideas to support the reader (groups ideas under headings).</td>
<td>• uses ideas derived from research</td>
<td>• intentionally selects structural elements for effect (includes an appropriate conclusion that summarises, restates or syntheses)</td>
</tr>
<tr>
<td><strong>Text forms and features</strong></td>
<td><strong>uses written and visual supporting evidence</strong></td>
<td><strong>uses evidence and research including multimodal</strong></td>
</tr>
</tbody>
</table>

• Draft 1
• Draft 2
• Final Draft
Step 8

Agree on what the assessment tells you about student learning and teacher effectiveness.

‘One of the most powerful research based strategies for linking assessment to improved instructional practice is teacher moderation. This process involves educators in a collaborative discussion of student work based on predetermined assessment criteria.’

Example 8

• What has this task told us about our students’ learning and our teaching?
  – Did all students demonstrate progress?
  – Were most students able to demonstrate the targeted skills / knowledge / understandings?
  – How does this information inform our future teaching at school / cohort / class / student level?
  – What adjustments will I make to the activities / assessment task / assessment rubric / my teaching method when I revisit this element of curriculum?
What are the key takeaways from this session?

• Moderation is teachers sharing.
• Moderation should occur at every stage of the planning, teaching, assessment and reporting cycle.
• Moderation occurs when teachers agree on:
  • the part of the achievement standard they are addressing
  • the content they need to teach
  • the assessment task the students will carry out
  • what achievement looks like
  • how to act on information gained from assessment.
Thank-you!