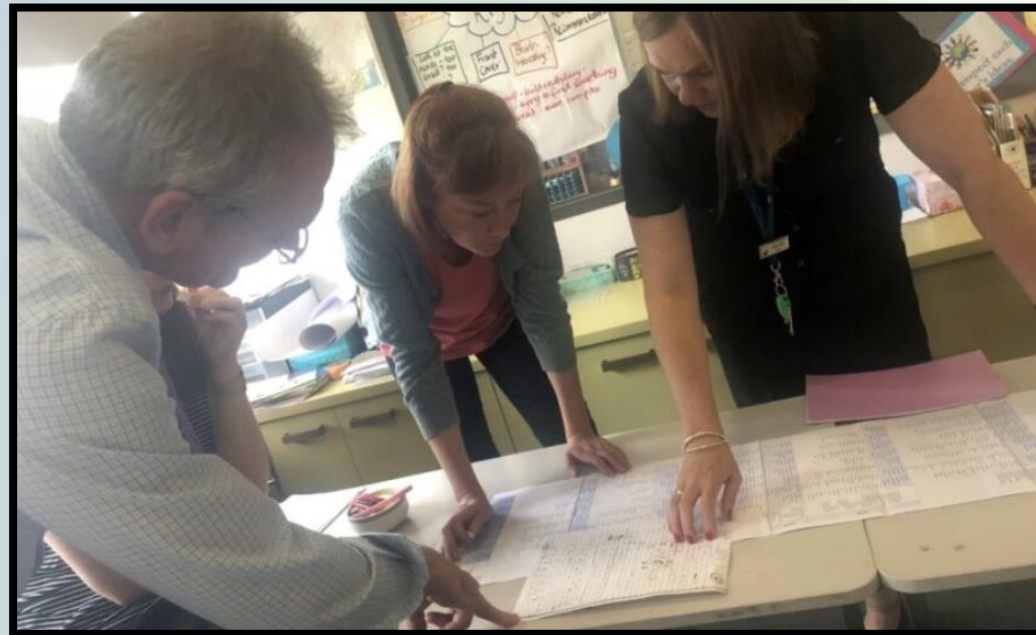
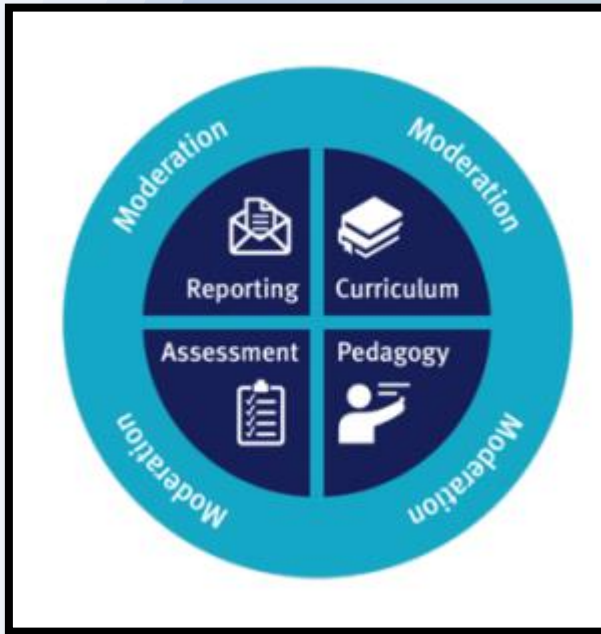


# Part 2: Whole-class co-construction of multimodal text

## Assessment Moderation



(Breen, 2020)

Teachers use moderation to make judgements to inform ongoing planning, modify their teaching practice and monitor student progress.

different writing situations (Fellowes & Oakley, 2019). Gathering written text samples at various stages throughout the learning allows the teacher to evaluate student progress; make informed adjustments to teaching, learning and assessment; highlight areas of improvement; and determine what needs to be taught next (NSW Education Standards Authority [NESA], 2021a).

To explicitly assess the learning of writing development, I collect written text samples for each student during the co-construction of the multimodal text. At the beginning of the process, I ask the students to complete writing activities in class relating to the Indigenous book 'Go Home, Cheeky Animals!'. For example, in their learning journals students create a drawing and write a couple of sentences to describe their favourite cheeky animal from the book. At the end of the co-construction, to assess whether students are able to construct texts using word processing programs (ACELY1654), I have the class spend a lesson in the computer lab to type up their finalised written text. At the end of the lesson, I print a copy of each students' written text to collect as evidence to store in the child's writing portfolio. Collecting writing samples enables me to effectively analyse each child's written text to correctly assess their writing development as per the Australian Curriculum content descriptions ACELY1651, ACELY1653 and ACELY1654. To assist with the analysis, I firstly provide annotations on each written work to clearly identify the student's writing skills and understandings, and secondly use a writing checklist to record information that can be used for future evaluation and reference (Fellowes & Oakley, 2019). Furthermore, to make consistent judgements in the analysis and evaluation process, I use exemplars or work samples aligned to different developmental levels to assist me in accurately assessing each student's written work (Fellowes & Oakley, 2019; NESA, 2021b).

### **Slide Seventeen:**

Moderation plays a significant role in the assessment process as it "supports the alignment between curriculum, pedagogy, assessment and reporting" (DET, 2020a, p.4). It occurs in the pre-planning and planning stages, as well as multiple times throughout the teaching and learning process, to ensure schools and their teachers are all on the same page when it comes to understanding what is to be assessed, how is it being assessed, and what is being reported at the end of each semester (DET, 2020a). It entails teachers examining a number of different types and qualities of student work and comparing them with the Australian Curriculum F-10 Achievement Standards. This process enables teachers to reach an agreement on the level of achievement for each student, which in turn provides consistent and comparable judgements across the whole year level (Smaill, 2020). Moderation is most efficient when colleagues from the same year level work together to interpret the evidence collected from the students to cooperatively decide where the learners are at currently, where they need to go and what is the best way to move forward. This is commonly referred to as social moderation, as the process involves a group of teachers coming together to discuss and negotiate student work with an end goal of reaching a consensus of the overall quality of the work (Wyatt-Smith, 2010).

For the co-construction, I will implement moderation before, during and after the summative assessment task of creating a multimodal text to ensure consistent and valid, evidence-based decisions are being made across the Prep teaching team. When designing the summative assessment task for the Prep students, I will work together with my fellow teachers to build agreement and create a marking guide that aligns with the Foundation level achievement standards from the Australian Curriculum: English. The four data collection tools used as a means of formative assessment throughout the co-construction process allow us to effectively monitor student progress and establish whether students are able to demonstrate an understanding of the content knowledge (DET, 2019b). This in turn enables the teaching team to make adjustments to the learning program, to ensure students are working towards attainable, challengeable and realistic learning goals dependent on individual student abilities. Finally, I will use moderation after the assessment to support the accuracy of the judgements I make; to report results against the relevant marking criteria; to generate reliable data that can be used for confidential discussions with parents; and to provide students with specific feedback that assists them in moving their learning forward (Department of Education, 2020a).