

Consistency

of Teacher

Judgement

2015



Organisation

Northern Cluster

Prep	North Cairns
1	Redlynch
2	Trinity Park
3	Woree
4	Gordonvale
5	Bentley Park
6	OLHOC
LST	Parramatta Park
Specialists	Manunda
School Officers	Manunda

Catering: Organised and paid for by host school with the exception of School Officers which will be billed back to the school

Southern Cluster

Teachers	Innisfail
School Officers	Silkwood

Catering: Organised and paid for by Innisfail/Silkwood and billed back to the schools

Western Cluster

Teachers	
P - 3	Mareeba
4 - 6	Atherton
School Officers	Mareeba

Catering: Organised by host school and billed back to the schools (School Officers morning tea only)

Library Assistants


TBA

School Officers

The Agenda for the day can be accessed [online](#). You will need to use your Google username and password to access this document.

Specialist Teachers

The Agenda for the day can be accessed [online](#). You will need to use your Google username and password to access this document.



2015 Focus For Teachers

CTJ will have four main components:

1. Moderation in English
 - Writing
2. Moderation in English
 - Reading Comprehension
3. Visible Learning Feedback
4. Sharing Success Stories

The Agenda for the day can be accessed [online](#). You will need to use your Google user name and password to access this document.

Session Information

Session 1

All teachers bring:

3 copies (or 1 digital copy or artifact) of a Writing sample (level to be advised prior e.g. at standard, below standard etc), task sheet and criteria sheet.

1 copy of two other Writing samples, task and criteria sheets at different levels (e.g. one above and one below standard)

Process

1. The teacher provides a copy of one sample of work, task sheet and criteria sheet to members of the group **without** disclosing the level of the sample. The teacher provides an explanation of the context etc.
2. Participant assess the sample using the criteria sheet. They then share their judgement using examples from the Australian Curriculum achievement standard, year level descriptions and/or content descriptions.
3. Teachers moderate by comparing judgements to either confirm or to adjust those judgements to meet a consensus.
4. This process is repeated for a sample from each participant.

NB Please do not disclose what level your school has been allocated to other staff or throughout moderation process.

Each teacher is given two of the remaining work samples, task and criteria sheets. They assess the work sitting examples and return it to the appropriate teacher.

Session Information cont.

Session 2

All teachers bring:

3 copies (or 1 digital copy or artifact) of a Reading Comprehension sample (level to be advised prior e.g. at standard, below standard etc), task sheet and criteria sheet.

1 copy of two other Reading Comprehension samples, task and criteria sheets at different levels (e.g. one above and one below standard)

Process

1. The teacher provides a copy of one sample of work, task sheet and criteria sheet to members of the group **without** disclosing the level of the sample. The teacher provides an explanation of the context etc.
2. Participant assess the sample using the criteria sheet. They then share their judgement using examples from the Australian Curriculum achievement standard, year level descriptions and/or content descriptions.
3. Teachers moderate by comparing judgements to either confirm or to adjust those judgements to meet a consensus.
4. This process is repeated for a sample from each participant.

NB Please do not disclose what level your school has been allocated to other staff or throughout moderation process.

Each teacher is given two of the remaining work samples, task and criteria sheets. They assess the work using examples and return it to the appropriate teacher.

Session 3

All teachers bring:

an example of the use of learning intentions, success criteria and feedback (This will be shared with their small group or whole group depending on numbers)

Process:

Teachers take turns to share their example and how the students responded. Answer any participant questions.

Session 4

All teachers bring:

A 1 - 2 min. sharing of a successful strategy that has been used - any subject/activity/process. (This will be shared with the whole group)

Process:

All teachers have something that they do in their classroom that works well for them. It may be something as simple as how they complete morning prayer, mark the roll or communicate learning intentions and success criteria.

Teachers take turns, in the large group, to share their strategy and answer any questions.

Reading Comprehension

Comprehension can be a complex activity as it requires students to draw upon multiple approaches. It is not a natural and automatic outcome of word recognition. Students need explicit instruction, ample time to read many texts and multiple opportunities to reflect on their understanding.

To comprehend, students must be active readers and they achieve this by seeking to understand what they read and by thinking about what authors have written.

Students benefit from explicit instruction in how to read a range of text types because different demands are placed on readers of fiction to readers of non-fiction texts.

Factors that influence Comprehension

- Purpose
- Text type
- Vocabulary
- Word recognition
- Fluency
- Skills and Strategies
- Metacognition
- Timeliness
- Generalisation
- Interdependence

Strategies for Explicit Instruction

- Connecting with prior knowledge
- Predicting
- Getting the Main Idea
- Visualising
- Summarising
- Synthesising
- Monitoring and clarifying
- Inferring
- Questioning

The comprehension strategies can be used to confirm students' literal, inferential and evaluative understanding.

READERS ASK THE FOLLOWING QUESTIONS (AND ARE ASKED THE FOLLOWING QUESTIONS)	COMPREHENSION IS CONFIRMED BY ...	READERS DRAW ON ONE OR MORE STRATEGIES TO VERIFY THEIR COMPREHENSION OF AN AUTHOR'S MESSAGE	READERS SIMULTANEOUSLY DRAW ON OVERARCHING AND INTERRELATED STRATEGIES TO UNDERSTAND AN AUTHOR'S MESSAGE
Literal	Locating information in the text	<ul style="list-style-type: none"> • Retelling • Summarising • Getting the main idea • Visualising 	<ul style="list-style-type: none"> • Predicting • Questioning • Monitoring and clarifying
Inferential	Reading between the lines	<ul style="list-style-type: none"> • Inferring • Visualising • Connecting with prior knowledge 	
Evaluative	Making connections between texts and beyond texts	<ul style="list-style-type: none"> • Connecting with prior knowledge • Synthesising 	

Assessing Reading Comprehension

Creating Comprehension Tasks

The *First Steps Reading Resource Book* contains many activities to teach comprehension strategies. You can access a list of the [activities and the focus strategy here](#).

Don't have a copy of the *First Reading Resource Book*? [Download it here](#).

You could create a comprehension task by combining a number of the activities from *First Steps, Teaching Reading Comprehension Strategies*, *The Continuum of Literacy Learning* or other resources. [Access an example](#).

Creating a Comprehension Criteria Sheet

Identify the strategies required to successfully complete the set task. Use these as your criteria. e.g.

	A	B	C	D	E
Identifies Main Idea					
Summarizes text					

	★ ★ ★	★ ★	★
Identifies Main Idea			
Summarises Text			

Read the Australian Curriculum Achievement Standard to determine what your 'C' standard is going to be for each criteria. The [attached document](#) contains the statements from each achievement standard that relate to comprehension.

Fill in the rest of your standards. Remember the verbs related to Bloom's Taxonomy are a good way to increase the difficulty of each criteria. Access [The Learning and Teaching Wheel based on Bloom's Taxonomy](#).

Check to ensure that your criteria are actually represented in the task.

Assessing other Comprehension Assessment Tasks

The Queensland Curriculum and Assessment Authority (QCAA) have archived the material that was available on the QSA Assessment Bank. The Assessment Tasks and Guide to Making Judgements are available for download from [their website](#). There are some examples of comprehension tasks available within this material.

Does your school still have copies of the QCATs? These may also provide additional material.

Accessing other Comprehension Criteria Sheets

NB: These examples may not necessarily be used in their entirety however they may provide statements that can be used when creating your own sheets.

[Common Core Standards ELA - Informational Texts Reading Standards](#) (USA K - 5)

[Common Core Standards ELA - Literature Reading Standards](#) (USA K - 5)

[Comprehension Strategies Rubric](#) (USA)

[Fiction Retelling Rubric](#) (USA)

[Non-fiction Retelling Rubric](#) (USA)

[Reading Comprehension Rubric](#) (USA)

[Reading Comprehension Strategies Rubric](#) (USA)

[Strategy Rubrics](#) (USA K- 5)

References

Books

Bayetto., A.

Oxford Literacy Assess Read Record Respond (2nd Edition) Oxford, 2013

A comprehensive yet flexible reading assessment solution, assists educators to arrive at an understanding of students' reading abilities by providing a process of data collection and analysis, and then helps them to plan for targeted strategy instruction.

Cameron., S.

Teaching Reading Comprehension Strategies Pearson, 2009

A practical resource book that answers the questions many teachers have about how to improve student reading comprehension. A step-by-step guide on how to introduce and teach strategies and how they fit into a literacy programme.

Fountas., I. C. and Pinnell., G. S.

The Continuum of Literacy Learning (2nd Edition) Heinemann, 2011

Includes a guided reading continuum that looks at the competencies that proficient readers, writers and language users demonstrate at each grade level. It provides a common understanding and a common language for assessment, evaluation etc.

Weblinks

<https://www.qcaa.qld.edu.au/26414.html>

<http://education.wm.edu/centers/ttac/documents/packets/inferential.pdf>

<http://www.teachingacenglish.edu.au/explicit-teaching/reading/explicit-teaching-reading-year-3.html>