

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of my text and use supporting detail. LIT 2-16a

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. LIT 2-17a

Learning Intentions:

To identify the main idea of a text

To respond to a range of question types

To create a range of question types.

Success Criteria:

I can summarise a text

I can explain the main idea

I can complete a book review

I can state which questions are literal, inferential and evaluative

I can using my reading strategies to answer a range of reading questions

I can use higher order thinking skills to create a range of questions

Briefly outline the context and range of quality learning experiences.

Context: Stormbreaker novel

From this pupils engaged in a number of learning experiences such as taking on the variety of Literature Circle roles. As the 'Summariser', pupils were able to explain the key events of different chapters (Appendix 1). As the 'Question Master', pupils were able to create a variety of questions using HOTS (Appendix 5). As the 'Word Finder', pupils were able to develop their dictionary skills by locating words and their definitions in the dictionary. As 'Passage Master', pupils were able to evaluate the chapter, select the most important part and give reason as to why they chose it.

Pupils also used Bloom's Buttons to answer a variety of HOTS questions on the text to assess their knowledge and understanding of the text.

On completion of the novel, pupils completed a book review which enabled them to explain the plot (Appendix 2) and offer their opinion. They also watched the film so they could compare the key ideas (Appendix 3) in the film and the novel and complete a comparison grid.

In addition, pupils also undertook a standardised reading assessment which involved a fiction and a non-fiction paper. The pupils answered four inferential and six literal questions in each paper (Appendix 4). This assessment was used to identify next steps in reading and to see which types of questions needed reinforcement. These papers were also used as a discussion point so pupils could explain which questions were literal and which were inferential and explain why.

Activity 2b

Record the range of assessment evidence considered to meet the success criteria, considering breadth, challenge and application.

Write

- Summary of a chapter
- Book review

Make

- Creating questions in role of Question Master

Do

- Literature Circles
- Reading assessments

Record the open ended questions you may ask to evidence that the learner has met the success criteria.

Sequence the events of this chapter.

What happens in the story?

Describe the plot twists.

What makes the book interesting?

What is your opinion of the book?

Would you recommend this book and why?

Identify a literal/inferential/evaluative question.

Explain why it is a literal/inferential/evaluative question.

How do you know it is a literal/inferential/evaluative question?

Explain how you found the answer.

Activity 3 National Benchmarks

How does the assessment evidence relate to the relevant national benchmarks?

Appendix 1/Appendix 2/Appendix 3 - Identifies the keys ideas of a text with appropriate detail.

- In the 'Summariser' task, the pupil successfully summarised a chapter by listing the five key ideas of the chapter.
- In the book review, the pupil gave a very brief outline of the plot but demonstrated his understanding of the story and the key idea.
- In the novel and film comparison grid, the pupil successfully identified the key ideas of the story in the novel and film versions. After reading the novel and watching the film, he was able to evaluate and say which version he preferred and why.

Appendix 4 – Responds to literal, inferential and evaluative questions to demonstrate understanding of texts.

In the reading assessment, the pupil scored top marks and answered both literal and inferential questions successfully. He was able to identify the types of questions and explain why they were literal or inferential.

Appendix 5 – Creates different types of questions to show understanding of texts.

In the 'Question Master' task, the pupil successfully created a variety of questions using HOTS which are colour coded i.e. purple for a remembering question, red for a creating question.

PART TWO

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Written feedback for 'Summariser', 'Question Master' and book review on evidence provided.

Following the reading assessments, each pupil was given oral feedback and next steps such as to work on inferential questions, to read the question, to work on non-fiction texts and describing the types of questions through verbal questioning.

Pupil Voice: What have you learned? How did you learn? What skills have you developed?

"I have learned that the different types of questions are literal, inferential and evaluative. I answered literal and inferential questions well in my reading assessment and knew how to find the answers."

"I really enjoyed using Literature Circles when reading the novel. Being the Question Master was a challenge as I had to use my HOTS to create different questions. When we finished the novel, we watched the film to compare the novel and film. This was real exciting but I still prefer the book."

"I think I developed my reading skills as I got full marks in my reading assessment. I am good at summarising and questioning too."

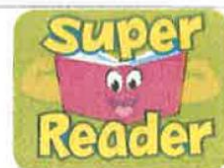
Appendix 1: Learner Evidence – Summariser

Learning Intention: To identify the keys ideas of a text.

Summariser

30th November

L.J. to summarise the chapter




1. Alex was first in a submerged tunnel struggling to swim in the water.
2. Suddenly he saw a light coming from afar in the tunnel and tried to follow.
3. He'd peeped through the window of the chamber with two men in space suits.
4. A guard crept up on Alex and held a gun to his head then Alex knocked him out.
5. He was caught by Mr. Grim who then punched Alex who fell to the ground.

You have achieved your personal language target this week by successfully summarising a chapter and identifying the five most important parts.

The pupil remembered and identified the key ideas of the chapter then listed them in bullet points to form his summary of the chapter.

Appendix 2: Learner Evidence – Book review

Learning Intention: To identify the keys ideas of a text.





A Book Review by _____ Your star rating for this book 

Title: Starbaster **Author:** Anthony Horowitz

Plot What happens? Are there any plot twists? Did you find the plot interesting? A young schoolboy named Alex Rider tries to find out who killed his uncle. He did find it interesting.	Characters Who are the main characters? Who was your favourite character? Why? The main characters are Alex Rider, Mr. Geronimo, Gregory, and Sarge and Nade. My favourite character is Mr. Geronimo because he just seemed to know about.
Your opinion Did you like the book? What was your favourite part? Why? I did enjoy the book. I didn't have a favourite part because every page was more interesting.	Recommend Would you recommend this book to a friend? Why or why not? I would recommend this to a friend because it is interesting and creative.

POW!

You have summarised the key ideas of the text. Next time write more detail when asked about the plot and explain why you found the text interesting.








The pupil gave a very brief outline of the plot but demonstrated his understanding of the story and the key idea. His next steps were to provide more detail in his summary of the plot by identifying some of the main events and to explain why he found the story interesting.

Appendix 3: Learner Evidence – Novel and Film Comparison grid

Learning Intention: To identify the keys ideas of a text.

Stormbreaker novel and film comparison

	Characters <i>(How were they described in the book? Did they look the way you thought they were going to in the movie?)</i>	Setting 	Additions <i>What did they add to the movie that wasn't in the book? What was in the book but wasn't in the movie?</i>	What did you like? 	What didn't you like? 
Book Version 	Alex was described as a... My... was described as... ✓	The... where... ✓		I liked the ending of the book. ✓	I didn't like... because it said... ✓
Film Version 	Alex knew... ✓	I... ✓	Alex... ✓	I liked when Alex was... ✓	I didn't like the ending because it was quite... ✓



I preferred the book version of this story, because: it had a better...
 ✓

The pupil successfully identified the key ideas of the story in the novel and film versions. After reading the novel and watching the film, he was able to evaluate and say which version he preferred and why, demonstrating his understanding of the key ideas.

Appendix 4: Learner Evidence – Reading assessment (one page only)

Learning Intentions:

- To identify literal, inferential and evaluative questions.
- To respond to literal, inferential and evaluative questions.

Extract 2

6. Charlotte said her husband 'was not there.' Where was he?
Charlotte's husband ~~was~~ was not there because he was still on the Titanic, or dead.
7. Charlotte finishes the third paragraph with the phrase 'And then crash!' Why does she do this? (Tick one answer)
- She wants to show how suddenly the crash happened.
- She wants to give us a fright.
- She wants to have a rest.
8. Charlotte's husband woke her up at 10 o'clock. What day of the week was this?
Charlotte's husband woke her up at 10 o'clock on Sunday April 14th.
9. The Carpathia arrived the following day. Which word tells us this?
The word that tells us The Carpathia arrived the following is 'clear'.
10. Why was it difficult for the men to row the four miles to The Carpathia?
It was difficult for the men to row the four miles to The Carpathia because they were frozen.

Question 6 is inferential because the answer is not actually said in the text. I had to read the sentences around it and understand what was happening.

Question 7 is literal because it gives you options.

Question 8 is literal because it said it in the text but I did have to look for the answer.

Question 9 is literal because the answer was right there. I didn't have to look for clues or scan the text.

Question 10 is inferential because the answer wasn't obvious or stated. I had to think about the answer.

The pupil scored top marks and answered both literal and inferential questions successfully. He was able to identify the types of questions and explain why they were literal or inferential. His responses are shown in the speech bubble.

Appendix 5: Learner Evidence – Question Master

Learning Intention: To create different types of questions.

Question Master



L.I. to create questions.

1. In what year did Sir Rupert Dozmary blow his brains out? ✓
2. Identify what Alex done to stop the sense of claustrophobia. ✓
3. Make another copy of the map that Alex used for the mine. ✓
4. What was the purpose of Alex searching the mine? ✓ I really like this question.
- What is your opinion on Alex almost drowning? ✓
6. Predict what will happen in the next chapter. ✓ You have created a range of questions using HOTS which are relevant to the chapter. A fantastic piece of work.

The pupil successfully created a variety of questions which were relevant to the novel, using HOTS which were colour coded i.e. purple for a remembering question, blue for an understanding question, green for an applying question, yellow for an analysing question, orange for an evaluating question and red for a creating question. The pupil ensured each question linked to one of the HOTS, with a focus on the skill.

[Practitioner Moderation Template](#)

[Learner Evidence](#)

Bruno

I think Bruno isn't safe because he lives next to a concentration camp, his Dad's war and he lives at war.

I think Bruno is healthy because Pavel cuts up lots of vegetables for dinner.

I think Bruno is active although he can't attend school because he plays outside.

I think Bruno is a bit worried because he is looked after.

I think Bruno is achieving because Bruno's parents had in a tutor to help with his learning.

I think Bruno isn't responsible because his parents are forcing him to do things.

I think Bruno is a wee bit respected because his Dad and Butler respects him but he isn't really involved in decision that affects him.

I think Bruno isn't included because he is being left out on decisions that affect his life.

Shmuel

I think Shmuel's not safe because he is in a camp and the soldiers and Germans that work there are abusing the prisoners.

I don't think Shmuel is healthy because he is very skinny and isn't getting fat.

I think Shmuel is a little bit active because he works in a camp but is forced to do it.

I think Shmuel isn't nurtured because he isn't getting looked after.

I think Shmuel isn't achieving things because he is getting tortured in a camp.

I think Shmuel isn't responsible because he is forced to do things in camps that benefit Germans.

I don't think ^{Shmuel} Bruno is respected because the Germans are trying to take away his identity.

I think Shmuel isn't included because he is not given a voice in decisions that affect him.