This proforma demonstrates how an oral text from a student in the Middle Years has been moderated. Proformas are available for a written text, an oral text and a multimodal text. Within each Band the three proformas are consistent but the level of complexity alters for each Band.

Key features and examples provides the main features of the Language Strand of each of genre, field, tenor and mode, as defined within the ESL Scope and Scales. They are a guide only to finding key features within a text. They are not descriptive of any particular genre or Scale level and not all key features and examples may be relevant to a specific text.

In Examples of evidence demonstrated by student the language items from the student text which are examples of the language features in Key features and examples, have been recorded. Italicised words are those taken directly from the student’s text. Bracketed words which are not italicised are corrections of the student’s examples.

Evidence for Scaling

VALLY: ORAL PERSONAL RECOUNT

<table>
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<th>Language</th>
<th>Key features and examples</th>
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| **noun groups:**
  - numbers, descriptors, classifiers, qualifiers
  - time, a book, the period, all day, the children in the water, the children living in the city, the medical discovery that has had the most impact
  - comparative: funnier, slower, more beautiful, best
  - nominalisations;
  - likelihood, growth, development, beauty, risk, government, capability
  - verbs: action: added, created, said, made
  - mental (sensing): knew, believed, understood, enjoyed, hated
  - saying: said, laughed, shouted, asked, asserted
  - relational: are, became, has, consist of, represents
  - verbal groups: wanted to improve, tired estimating
  - phrasal verbs: fell in with the wrong crowd, look it up, put up with, put off, put out
| **causal relations:**
  - verbs: led to, brought on
  - nouns: the result of the floods, the cause of the injury
  - phrases: because of the heat, in spite of the rain
  - dependent clauses: because the weather was bad, in order to end the suffering
| **circumstances and clauses:**
  - when: in 1814, when he arrived
  - where: at the sign, standing on stage
  - how: carefully, with a fine brush, like a leopold with whom: with her friend, with their belongings

| Metaphors: |
| get it off your chest |
| technical vocabulary: |
| digest, high sugar levels, niacin |
| **direct and reported speech:**
  - direct: The police officer said, “There were no injuries.”
  - reported: The manager of the team said that they were ...
| **Examples of evidence demonstrated by student:**
  - high school visit, two buses, another high school, big mistake like this, front office, Mr Surrey office, about eleven students, lots of students, different words, the same words, one card.
  - The next two days, every student, the best thing, lots of games, different words
| **Scale:** |
| 5/5 |

The language items which have been recorded in Examples of evidence demonstrated by student indicate a tendency for a student to make choices from a Scale or a range of Scales. This Scale or Scale range for each of genre, field, tenor and mode is recorded in the Scale column. Where the language items provide insufficient information for such a determination, the Scale column is left blank.

http://www.eslmoderatedevidence.sa.edu.au