Holistic Assessment Examples Designed for Training Purposes by Argyll and Bute AMFs and QAMSOs

Below you will find examples of holistic assessment tasks that have been designed by our Assessment and Moderation Facilitators/Quality Assurance and Moderation Support Officers following their training on holistic assessments. These should be used for **discussion purposes only.** It may be useful to consider whether or not you think these are effective holistic assessment tasks and why.

Early Level Writing

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| Curriculum Organiser | Experiences and Outcomes | Benchmarks |
| **Organising and using information** | ***Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.***  ***LIT 0-26a*** | * ***Uses different approaches to help organise ideas and information for writing.*** * ***Writes to convey ideas, messages and information in different ways.*** * ***Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.*** |
| **Tools for writing**  - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning | ***I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.***  ENG 0-12a **/ *LIT 0-13a /***  ***LIT 0-21a***  ***As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.***  ***LIT 0-21b*** | * ***Forms lowercase and uppercase letters correctly and legibly.*** * ***Knows the sounds and names of lowercase and uppercase letters.*** * ***Leaves a space between words when writing.*** * ***Writes words from left to right.*** * ***Spells most high frequency/common words correctly.*** * ***Uses a range of different strategies to spell words.*** * ***Uses a capital letter and a full stop correctly in sentences most of the time.*** * ***Makes attempts to join sentences with simple conjunctions.*** |
| **Enjoyment and choice**  **-** within a motivating and challenging environment developing an awareness of the relevance of texts in my life | ***I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.***  ***LIT 0-01a / LIT 0-11a /***  ***LIT 0-20a*** | * ***Participates actively in songs, rhymes and stories.*** * ***Identifies letter blends/sounds made by a combination of letters.*** * ***Chooses and discusses a variety of texts*, *giving reasons for likes and dislikes.*** * ***Participates in storytelling sessions, using pictures, repetitive parts of the story or rhyme to help make predictions.*** * ***Engages in stories and texts in different ways, for example, retelling stories in own words, re-enacting stories and using puppets/props.*** |

Task:

Share the story Spider Sandwiches with a prop table to encourage conversation.

Create a meal for the monster in the mud kitchen.

Picture plan – draw the meal and label picture.

Write the recipe so that the monster can make the meal for himself – this can be differentiated – independent working, word banks, part scribed, over/under copying, writing frames/templates.

First Level Writing

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| Curriculum Organiser | Experiences and Outcomes | Benchmarks |
| **Organising and using information**  **-** considering texts to help create short and extended texts for different purposes | ***By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.***  ***LIT 1-26a*** | * ***Plans and organises ideas and information using an appropriate format.*** * ***Includes relevant information in written texts.*** * ***Organises writing appropriate to audience and in a logical order.*** * ***Uses relevant and/or interesting vocabulary as appropriate for the context.*** |
| **Creating texts**  - considering texts to help create short and extended texts for different purposes | ***I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.***  ***LIT 1-28a / LIT 1-29a*** | * ***Creates a variety of texts for different purposes.*** * ***Selects, organises and conveys information in different ways.*** * ***Uses appropriate vocabulary and language for specific purposes.*** * ***Shares own viewpoint and makes use of vocabulary and language to persuade the reader.*** |
| **Creating texts**  **-** applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary | ***When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.***  ***LIT 1-09a*** | * ***Contributes to group/class discussions.*** * ***Engages with others for a range of purposes, communicating clearly and audibly.*** * ***Selects and shares ideas/information using appropriate vocabulary in a logical order.*** * ***Selects and uses with support appropriate resources to engage with others, for example, objects, pictures and/or photographs.*** |
| **Finding and using information**  **-** when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary | ***Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.***  ***LIT 1-14a*** | * ***Identifies the key features of fiction and non-fiction texts.*** * ***Uses contents, index, headings, sub-headings and diagrams to help locate information.*** * ***Finds key information from a text using different strategies.*** |

Task:

Create a game for the Christmas Fayre and write a clear set of instructions to help others play the game.

Design a poster to persuade visitors to the fayre that your game is worth playing!

Try each other’s games by reading the instructions provided and choose your favourite, giving a reason for your choice.

Second Level Writing

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| Curriculum Organiser | Experiences and Outcomes | Benchmarks |
| **Organising and using information**  **-** considering texts to help create short and extended texts for different purposes | ***By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.***  ***LIT 2-26a*** | * ***Uses notes and/or other sources to develop thinking and create new texts.*** * ***Selects relevant ideas and information.*** * ***Acknowledges sources appropriately.*** * ***Organises information in an appropriate way.*** * ***Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.*** |
| **Creating texts**  - considering texts to help create short and extended texts for different purposes | I am learning to use language and style in a way which engages and/or influences my reader.  ENG 2-27a  ***I can convey information, describe events, explain processes or combine ideas in different ways.***  ***LIT 2-28a*** | * ***Creates a range of short and extended texts regularly for different purposes.*** * *Attempts to engage and/or influence the reader through word choice and/or use of language.*   ***When writing to convey information, describe events, explain processes or combine ideas in different ways:***   * ***Uses appropriate style and format to convey information applying key features of the chosen genre.*** * ***Includes relevant ideas, knowledge and information.*** * ***Organises and presents information in an appropriate way.*** * ***Uses tone and vocabulary appropriate to purpose.*** |
| **Enjoyment and choice**  **-** within a motivating and challenging environment developing an awareness of the relevance of texts in my life | ***I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.***  ***LIT 1-20a / LIT 2-20a*** | * ***Creates texts for a range of purposes and audiences selecting appropriate genre, form, structure and style.*** |
| **Tools for listening and talking**  - to help me when interacting or presenting within and beyond my place of learning | ***When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking.***  ***LIT 2-02a*** | * ***Contributes a number of relevant ideas, information and opinions when engaging with others.*** * ***Shows respect for the views of others and offers own viewpoint.*** * ***Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others’ opinions or ideas.*** * ***Applies verbal and non-verbal techniques in oral presentations and interactions clearly, for example, eye contact, body language, pace and/or tone.*** * Recognises some techniques used to influence the listener, for example, word choice, emphasis, tone and/or rhetorical questions. |
| **Tools for Writing** | Lit 2-21a – 2-23a | Spelling, punctuation and editing |

Task:

Choose a well-known traditional tale that you enjoyed as a child. Retell this story from the point of view of a different character of your choosing e.g. Cinderella from the point of view of the step-mother. Carefully consider how the story might change as they tell it. Share your completed story with infant children.

Third Level Writing

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| Curriculum Organiser | Experiences and Outcomes | Benchmarks |
| **Finding and using information**  **-** when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary | ***Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.***  ***LIT 3-14a / LIT 4-14a***  ***I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.***  ***LIT 3-15a / LIT 4-15a*** | * ***Finds and selects relevant information from a variety of sources for a range of purposes.*** * ***Summarises information using own words.*** * ***Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.*** * ***Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.*** |
| **Tools for writing**  - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning | ***I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.***  ***LIT 3-24a*** | ***Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics.*** |
| **Creating texts**  - considering texts to help create short and extended texts for different purposes | I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.  ENG 3-27a / ENG 4-27a  ***I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.***  ***LIT 3-29a*** | * ***Creates short and extended texts regularly for a range of purposes and audiences.*** * Engages and/or influences the reader through use of language, style and tone as appropriate to genre, for example, word choice, persuasive language, imagery and/or rhetorical devices.   ***When writing to persuade, argue, evaluate, explore issues or express an opinion:***   * ***Presents ideas or conveys a point of view with appropriate supporting detail or evidence.*** * ***Organises and structures ideas or information in a coherent way.*** * ***Uses signposts to make structure and/or argument clear, for example, topic sentences and/or linking phrases.*** * ***Includes an effective introduction that makes the purpose of the text clear and makes some attempt to engage the audience.*** * ***Ends with a conclusion that sums up the line of thought.*** * ***Uses language/techniques to influence or persuade the reader, for example, word choice, repetition, rhetorical questions and/or emotive language.*** |
| **Tools for Writing** | Lit 3-21a – 3-23a | Spelling, punctuation and editing |

Task:

Read through your design brief carefully and take notes on the aims and objectives of the project as well as carefully considering the target audience. Using this knowledge, create an advertisement which persuades the reader to; buy a product, support a charity, improve health and wellbeing or promote an organisation.

Fourth Level Writing

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| Curriculum Organiser | Experiences and Outcomes | Benchmarks |
| **Reading -Understanding, analysing and evaluating**  investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | I can:   * discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence. * Identify how the writer’s main theme or central concerns are revealed and can recognise how they relate to my own and others’ experiences. * identify and make a personal evaluation of the effect of aspects of the writer’s style and other features appropriate to genre using some relevant evidence and terminology.   ENG 4-19a | * Makes evaluative comments about the effectiveness of structure, characterisation and/or setting with relevant reference to the text. * Shows understanding of how the writer’s theme is developed and recognises how it relates to own or others’ experiences/ the writer’s purpose/ the central concerns of the text. * Identifies and makes evaluative comments on aspects of the writer’s style, use of language and other features appropriate to genre with detailed reference to the text and appropriate terminology. |
| **Creating texts**  - considering texts to help create short and extended texts for different purposes | I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.  ENG 3-27a / ENG 4-27a  Having explored the elements which writers use, I can create texts in different genres by:   * integrating the conventions of my chosen genre successfully and/or * using convincing and appropriate structures and/or * creating interesting and convincing characters and/or * building convincing settings which come to life.   ENG 4-31a | * ***Creates short and extended texts regularly for a range of purposes and audiences.*** * Uses language, style and tone effectively to engage and/or influence the reader or to create particular effects. * ***Structures writing effectively in a way that clarifies line of thought and engages the reader.***   When writing imaginatively or creatively:   * Applies features of the chosen genre confidently and effectively. * Develops plot, setting and character convincingly. Engages the reader and achieves particular effects through effective use of narrative devices, pace, mood/atmosphere and/or language. * Uses structure effectively to enhance writing. |
| **Tools for Writing** | Lit 4-21a – 4-23a | Spelling, punctuation and editing |

Task:

A creative piece of writing using the Hunger Games as stimulus. Learners consider their own view of a dystopian world. Aspects of their world to be created are: political regime, gender roles, architecture etc.

Through use of setting, mood and language they should create and sustain a bleak vision of the future with a structured plot and narrative.