

These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Writing Third Level

Experiences and Outcomes		Holistic Assessment Task	Benchmarks
<i>Listening and talking</i>	<p><i>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</i></p> <p><i>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</i></p> <p style="text-align: right;">LIT 3-02a</p>	<p>1. We have been studying newspaper articles on different aspects of society and politics. In pairs, choose one of the articles as a focus for your research. Source further information on the topic and gather notes and information and discuss your findings with your partner. Write a persuasive essay which convinces the reader of your point of view on this topic. Ensure you use persuasive language, maintain a clear line of argument and reference your sources in the appropriate manner.</p>	<ul style="list-style-type: none"> • Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence. • Responds appropriately to the views of others developing or adapting own thinking. • Builds on the contributions of others, for example, asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas. • 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 and/or other sources to generate ideas, inform thinking and support the creation of new texts. • Acknowledges and references sources appropriately. • Selects relevant ideas and information including appropriate supporting detail or evidence. • Organises ideas or information in a coherent way to convey a line of thought. • Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.
<i>Reading</i>	<p><i>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.</i></p> <p style="text-align: right;">LIT 3-14a / LIT 4-14a</p>		
<i>Writing</i>	<p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</i></p> <p><i>I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.</i></p> <p style="text-align: right;">LIT 3-25a</p> <p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></p> <p style="text-align: right;">LIT 3-26a / LIT 4-26a</p>		

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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p><i>To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.</i></p> <p style="text-align: right;">LIT 3-08a</p> <p><i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</i></p> <p style="text-align: right;">LIT 2-10a / LIT 3-10a</p>	<p>2. We have been considering the impact of persuasion in any subject. You should now choose a topic which you will use as a vehicle to persuade others of your point of view. Discuss this topic with your group who should present you with opposing views. Write your persuasive piece in full before using the written piece as a basis for the notes you need to make in order to present your point of view to a selected audience.</p>	<ul style="list-style-type: none"> • Identifies persuasive techniques, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics. • Comments appropriately on the reliability and relevance/usefulness of sources. • Presents ideas, information or points of view including appropriate detail or evidence. • Organises thinking and structures talks to present ideas in a coherent way. • Introduces and concludes talks with some attempt to engage the audience. • Uses signposts throughout talks to provide a basic structure or argument, for example, topic sentences and/or linking phrases. • Uses appropriate tone and vocabulary for purpose and audience. • Applies verbal and non-verbal communication skills appropriately to enhance communication and engagement with audience, for example, eye contact, body language, pace and rhetorical devices. • Uses appropriate resources to enhance communication and engagement with audience. • Comments on reliability and relevance/usefulness of sources with appropriate justification. <p>When writing to persuade, argue, evaluate, explore issues or express an opinion:</p> <ul style="list-style-type: none"> • 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
<p><i>Reading</i></p> <p><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i></p> <p style="text-align: right;">LIT 3-18a</p>		
<p><i>Writing</i></p> <p><i>I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</i></p> <p style="text-align: right;">LIT 3-29a</p> <p style="text-align: center;"><i>(Continued on next page)</i></p>		

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			<p>argument clear, for example, topic sentences and/or linking phrases.</p> <ul style="list-style-type: none">• 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.
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For training purposes only

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Experiences and Outcomes		Holistic Assessment Task	Benchmarks
<i>Listening and talking</i>	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a	3. We have been discussing the importance of community and the different aspects of what makes a community. In pairs, research and discuss the important aspects of your own community and prepare a leaflet which gives detailed information which might attract people to come and live in your community.	<ul style="list-style-type: none"> • Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source. • Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts. • Acknowledges and references sources appropriately. • Selects relevant ideas and information including appropriate supporting detail or evidence. • Organises ideas or information in a coherent way to convey a line of thought. • Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre. • Includes relevant ideas/knowledge/information with appropriate supporting detail or evidence. • Organises and structures ideas or information in a coherent way. • Uses a variety of linking words or phrases. • Uses topic sentences to introduce the focus of paragraphs where appropriate. • Uses appropriate tone and vocabulary for purpose and audience.
<i>Reading</i>	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		
<i>Writing</i>	By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a / LIT 4-26a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28a		

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Experiences and Outcomes		Holistic Assessment Task	Benchmarks
Reading	<p>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</p> <p>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</p>	<p>4. Having read and discussed "An Inspector Calls", you are going to create a blog factfile for an Edwardian: the one you would have been in the Birlings' day. Use the website http://www.pbs.org/manorhouse/1905/index.html to input the information which generates your "character". Using the information, research the details of the kind of life your character would have led making notes before creating the blog post.</p>	<ul style="list-style-type: none"> • 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.
Writing	<p>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 3-20a / LIT 4-20a</p> <p>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. LIT 3-21a</p> <p>As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 3-22a / LIT 4-22</p> <p>Throughout the writing process, I can review and edit my writing to ensure</p>		<ul style="list-style-type: none"> • Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience. • Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary. • Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate. • Writes almost all sentences in a grammatically accurate way. • Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists, repetition and minor sentences. • Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.

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<p><i>that it meets its purpose and communicates meaning at first reading.</i> LIT 3-23a</p> <p><i>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.</i> LIT 3-24a</p> <p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</i></p> <p><i>I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.</i> LIT 3-25a</p> <p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i> LIT 3-26a / LIT 4-26a</p>		<ul style="list-style-type: none">• <i>Writes in a fluent and legible way.</i>• <i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i>• <i>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.</i>• <i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i>• <i>Acknowledges and references sources appropriately.</i>• <i>Selects relevant ideas and information including appropriate supporting detail or evidence.</i>• <i>Organises ideas or information in a coherent way to convey a line of thought.</i>• <i>Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.</i>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised, summarise findings or draw conclusions. <p style="text-align: right;">LIT 3-09a</p> <p><i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</i></p> <p style="text-align: right;">LIT 2-10a / LIT 3-10a</p>	<p>5. We are running an "Evening of Talk" event in the school in February showcasing how Talk skills are used in different departments. Your task is to create information leaflets which will be distributed as visitors arrive which provide information about what they can find out and to prepare a short presentation on talk skills for the subject you selected.</p>	<ul style="list-style-type: none"> • Communicates in a clear expressive way in a variety of contexts. • Presents ideas, information or points of view including appropriate detail or evidence. • Organises thinking and structures talks to present ideas in a coherent way. • Introduces and concludes talks with some attempt to engage the audience. • Uses signposts throughout talks to provide a basic structure or argument, for example, topic sentences and/or linking phrases. • Uses appropriate tone and vocabulary for purpose and audience. • Applies verbal and non-verbal communication skills appropriately to enhance communication and engagement with audience, for example, eye contact, body language, pace and rhetorical devices. • Uses appropriate resources to enhance communication and engagement with audience.
<p><i>Writing</i></p> <p><i>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</i></p> <p style="text-align: right;">LIT 3-20a / LIT 4-20a</p> <p><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and</i></p>		<p><i>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</i></p> <ul style="list-style-type: none"> • Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre. • Includes relevant ideas/knowledge/information with appropriate supporting detail or evidence. • Organises and structures ideas or information

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	<p><i>communicates meaning at first reading.</i> LIT 3-23a</p> <p><i>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.</i> LIT 3-24</p> <p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</i> LIT 3-25a</p> <p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i> LIT 3-26a / LIT 4-26a</p>		<p><i>in a coherent way.</i></p> <ul style="list-style-type: none"> • <i>Uses a variety of linking words or phrases.</i> • <i>Uses topic sentences to introduce the focus of paragraphs where appropriate.</i> • <i>Uses appropriate tone and vocabulary for purpose and audience.</i> • <i>Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience</i> • <i>Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.</i> • <i>Writes in a fluent and legible way.</i> • <i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i> • <i>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.</i> • <i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i> • <i>Selects relevant ideas and information including appropriate supporting detail or evidence.</i> • <i>Organises ideas or information in a coherent way to convey a line of thought.</i> • <i>Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.</i>
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<p><i>Reading</i></p> <p><i>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. LIT 3-13a</i></p> <p><i>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></p> <p><i>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</i></p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • <i>identify and consider the purpose, main concerns or concepts and use supporting detail</i> • <i>make inferences from key statements</i> • <i>identify and discuss similarities and differences between different types of text. LIT 3-16a</i> <p><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. LIT 3-18a</i></p>	<p>6. Write a letter explaining to your parents/carers the arrangements for the discussion session you will lead at next month's Meet the Mentor afternoon. Use your skills-tracker and Didbook uploads to provide information that will persuade them to come along to find out more.</p>	<p><i>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</i></p> <ul style="list-style-type: none"> • <i>Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre.</i> • <i>Includes relevant ideas/knowledge/information with appropriate supporting detail or evidence.</i> • <i>Organises and structures ideas or information in a coherent way.</i> • <i>Uses a variety of linking words or phrases.</i> • <i>Uses topic sentences to introduce the focus of paragraphs where appropriate.</i> • <i>Uses appropriate tone and vocabulary for purpose and audience.</i> <p>• Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.</p> <ul style="list-style-type: none"> • <i>Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.</i> • <i>Writes in a fluent and legible way.</i> • <i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i> • Selects features of layout and presentation, including in digital texts, to clarify meaning and

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<p>Writing</p>	<p><i>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</i> LIT 3-20a / LIT 4-20a</p> <p><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i> LIT 3-23a</p> <p><i>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.</i> LIT 3-24</p> <p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</i> LIT 3-25a</p> <p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i> LIT 3-26a / LIT 4-26a</p>		<p>suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics.</p> <ul style="list-style-type: none"> • <i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i> • Selects relevant ideas and information including appropriate supporting detail or evidence. • Organises ideas or information in a coherent way to convey a line of thought. • Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing. <p>* Teachers could use any of the tools for writing benchmarks depending on the needs of individual children.</p>
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<p><i>Reading</i></p> <p><i>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</i> LIT 3-13a</p> <p><i>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.</i> LIT 3-14a / LIT 4-14a</p> <p><i>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.</i> LIT 3-15a / LIT 4-15a</p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • <i>identify and consider the purpose, main concerns or concepts and use supporting detail</i> • <i>make inferences from key statements</i> • <i>identify and discuss similarities and differences between different types of text.</i> LIT 3-16a <p><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i> LIT 3-18a</p>	<p>7. Write to argue for or against speed cameras. Make sure you use appropriate language and style and that your spelling and punctuation are accurate. Remember not to copy text from sources.</p>	<p><i>When writing to persuade, argue, evaluate, explore issues or express an opinion:</i></p> <ul style="list-style-type: none"> • <i>Presents ideas or conveys a point of view with appropriate supporting detail or evidence.</i> • <i>Organises and structures ideas or information in a coherent way.</i> • <i>Uses signposts to make structure and/or argument clear, for example, topic sentences and/or linking phrases.</i> • <i>Includes an effective introduction that makes the purpose of the text clear and makes some attempt to engage the audience.</i> • <i>Ends with a conclusion that sums up the line of thought.</i> <p><i>Uses language/techniques to influence or persuade the reader, for example, word choice, repetition, rhetorical questions and/or emotive language.</i></p> <ul style="list-style-type: none"> • <i>Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.</i> • <i>Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.</i>

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<p>Writing</p>	<p><i>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</i> LIT 3-20a / LIT 4-20a</p> <p><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i> LIT 3-23a</p> <p><i>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.</i> LIT 3-24</p> <p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</i> LIT 3-25a</p> <p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i> LIT 3-26a / LIT 4-26a</p>		<ul style="list-style-type: none"> • <i>Writes in a fluent and legible way.</i> • <i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i> • <i>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.</i> • <i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i> • <i>Selects relevant ideas and information including appropriate supporting detail or evidence.</i> • <i>Organises ideas or information in a coherent way to convey a line of thought.</i> • <i>Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.</i>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</p> <p><i>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</i></p> <p>LIT 3-02a</p>	<p>8. Write a report of your trip to the Sky Academy to be shared on the learning wall. Talk over with your shoulder partner the structure and layout of your report and think about the vocabulary you will use.</p>	<ul style="list-style-type: none"> • Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence. • Responds appropriately to the views of others developing or adapting own thinking. • Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.
<p><i>Writing</i></p> <p>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>LIT 3-20a / LIT 4-20a</p> <p>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p>LIT 3-23a</p> <p>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.</p> <p>LIT 3-24</p> <p>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</p> <p>LIT 3-25a</p>		<p>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</p> <ul style="list-style-type: none"> • Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre. • Includes relevant ideas/knowledge/information with appropriate supporting detail or evidence. • Organises and structures ideas or information in a coherent way. • Uses a variety of linking words or phrases. • Uses topic sentences to introduce the focus of paragraphs where appropriate. • Uses appropriate tone and vocabulary for purpose and audience • Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument. • Writes in a fluent and legible way.

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	<p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></p> <p><i>LIT 3-26a / LIT 4-26a</i></p>		<ul style="list-style-type: none">• <i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i>• <i>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.</i>• <i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i>• <i>Selects relevant ideas and information including appropriate supporting detail or evidence.</i>• <i>Organises ideas or information in a coherent way to convey a line of thought.</i>• <i>Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.</i>
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Experiences and Outcomes		Holistic Assessment Task	Benchmarks
Reading	<p><i>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.</i></p> <p>LIT 3-15a / LIT 4-15a</p>	<p>9. Research your local community and write a leaflet which a tourist might read to find out more about the area.</p>	<ul style="list-style-type: none"> • Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source. • Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts. • Acknowledges and references sources appropriately. • Selects relevant ideas and information including appropriate supporting detail or evidence. • Organises ideas or information in a coherent way to convey a line of thought. • Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre. • Includes relevant ideas/knowledge/information with appropriate supporting detail or evidence. • Organises and structures ideas or information in a coherent way. • Uses a variety of linking words or phrases. • Uses topic sentences to introduce the focus of paragraphs where appropriate. • Uses appropriate tone and vocabulary for purpose and audience.
Writing	<p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></p> <p>LIT 3-26a / LIT 4-26a</p> <p><i>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</i></p> <p>LIT 3-28a</p>		

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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Reading</i> <i>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</i> LIT 3-13a</p> <p><i>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.</i> LIT 3-14a / LIT 4-14a</p> <p><i>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.</i> LIT 3-15a / LIT 4-15a</p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • <i>identify and consider the purpose, main concerns or concepts and use supporting detail</i> • <i>make inferences from key statements</i> • <i>identify and discuss similarities and differences between different types of text.</i> LIT 3-16a <p><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i> LIT 3-18a</p>	<p>10. Write a letter to Sky's Managing Editor, persuading her that reality TV programmes can affect teenagers negatively and should not be made/should be re-worked.</p> <p>Using your reciprocal reading roles, read and discuss the newspaper articles.</p> <p>On your own, make notes, selecting the main points each writer makes about reality television. Use a highlighter to pick out the language techniques the writer has used to persuade the reader and the links the writer makes between paragraphs. Use the notes you have made to complete the letter.</p>	<ul style="list-style-type: none"> • <i>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying and analysing.</i> • <i>Understands some specialist and more complex vocabulary.</i> • <i>Finds and selects relevant information from a variety of sources for a range of purposes.</i> • <i>Summarises information using own words.</i> • <i>Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.</i> • <i>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</i> • <i>Identifies purpose and audience of a range of texts with appropriate justification.</i> • <i>Gives an accurate account of the main ideas of texts.</i> • <i>Makes inferences and deductions with appropriate justification.</i> • <i>Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.</i> • <i>Identifies and makes appropriate comments about persuasive language such as word choice, emotive language, repetition, rhetorical questions and/or use of statistics.</i> • <i>Comments on reliability and relevance/usefulness of sources with appropriate justification.</i>

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<p>Writing</p>	<p><i>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</i> LIT 3-20a / LIT 4-20a</p> <p><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i> LIT 3-23a</p> <p><i>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.</i> LIT 3-24</p> <p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</i> LIT 3-25a</p> <p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i> LIT 3-26a / LIT 4-26a</p>		<ul style="list-style-type: none"> • <i>Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.</i> • <i>Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.</i> • <i>Writes in a fluent and legible way.</i> • <i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i> • <i>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.</i> • <i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i> • <i>Selects relevant ideas and information including appropriate supporting detail or evidence.</i> • <i>Organises ideas or information in a coherent way to convey a line of thought.</i> • <i>Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.</i> <p>(Continued on next page)</p>
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		<p><i>When writing to persuade, argue, evaluate, explore issues or express an opinion:</i></p> <ul style="list-style-type: none">• <i>Presents ideas or conveys a point of view with appropriate supporting detail or evidence.</i>• <i>Organises and structures ideas or information in a coherent way.</i>• <i>Uses signposts to make structure and/or argument clear, for example, topic sentences and/or linking phrases.</i>• <i>Includes an effective introduction that makes the purpose of the text clear and makes some attempt to engage the audience.</i>• <i>Ends with a conclusion that sums up the line of thought.</i>• <i>Uses language/techniques to influence or persuade the reader, for example, word choice, repetition, rhetorical questions and/or emotive language.</i> <p>* Teachers could use any of the tools for writing benchmarks depending on the needs of individual children.</p>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p>As I listen or watch, I can:</p> <ul style="list-style-type: none"> identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements identify and discuss similarities and differences between different types of text use this information for different purposes. LIT 3-04a <p>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>LIT 3-05a / LIT 4-05a</p>	<p>11. Your task is to listen to the PowerPoint presentation your partner delivers about the experiment he conducted on gases and go on to create a written report on the experiment .</p>	<ul style="list-style-type: none"> Identifies purpose and audience of spoken texts with appropriate justification. Gives an accurate account of the main ideas of spoken texts. Uses own words to make and organise notes, selecting key information. Uses notes to create new texts that show understanding of the issue/subject.
<p><i>Writing</i></p> <p>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>LIT 3-20a / LIT 4-20a</p> <p>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</p> <p>I recognise when it is appropriate to quote from sources and when I</p>		<ul style="list-style-type: none"> Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary. Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate. Writes almost all sentences in a grammatically accurate way. Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists, repetition and minor sentences. Uses paragraphs effectively to structure content.

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<p><i>should put points into my own words. I can acknowledge my sources appropriately. LIT 3-25a</i></p> <p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a / LIT 4-26a</i></p> <p><i>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28a</i></p>		<p><i>Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.</i></p> <ul style="list-style-type: none"> • <i>Writes in a fluent and legible way.</i> • <i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i> • <i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i> • <i>Acknowledges and references sources appropriately.</i> • <i>Selects relevant ideas and information including appropriate supporting detail or evidence.</i> • <i>Organises ideas or information in a coherent way to convey a line of thought.</i> • <i>Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.</i> <p><i>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</i></p> <ul style="list-style-type: none"> • <i>Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre.</i> • <i>Includes relevant ideas/knowledge/information with appropriate supporting detail or evidence.</i> • <i>Organises and structures ideas or information in a coherent way.</i> • <i>Uses a variety of linking words or phrases.</i> • <i>Uses topic sentences to introduce the focus of paragraphs where appropriate.</i> • <i>Uses appropriate tone and vocabulary for purpose and audience.</i>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Reading</i></p> <p>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</p> <p>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</p> <p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>LIT 3-16a</p>	<p>12. Your task is to produce a factfile on a European country of your choice. You need to complete research from the sources you choose, ensuring you use your own words and acknowledge your sources.</p>	<ul style="list-style-type: none"> • 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.
<p><i>Writing</i></p> <p>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 3-20a / LIT 4-20a</p> <p>Throughout the writing process, I can review and edit my writing to</p>		<p>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</p> <ul style="list-style-type: none"> • Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre. • Includes relevant ideas/knowledge/information with

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<p><i>ensure that it meets its purpose and communicates meaning at first reading.</i> LIT 3-23a</p> <p><i>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.</i></p> <p style="text-align: right;">LIT 3-24</p> <p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</i> LIT 3-25a</p> <p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></p> <p style="text-align: right;">LIT 3-26a / LIT 4-26a</p>		<p><i>appropriate supporting detail or evidence.</i></p> <ul style="list-style-type: none">• <i>Organises and structures ideas or information in a coherent way.</i>• <i>Uses a variety of linking words or phrases.</i>• <i>Uses topic sentences to introduce the focus of paragraphs where appropriate.</i>• <i>Uses appropriate tone and vocabulary for purpose and audience.</i>
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For training purposes only