|  |
| --- |
| What is a range of evidence? |
| * Learner evidence can indicate how well a learner has met the expected standards outlined within the Es and Os and associated Benchmarks * A body of evidence, gathered to support overall teacher professional judgement, should show that the learner has: achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the Experiences and Outcomes for the level, responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects and demonstrated **application** of what they have learned in new and unfamiliar situations * Gathered over time, learner evidence indicates progress made * To ensure that evidence is valid and reliable, the assessment should be discussed with, reviewed by or created in collaboration with colleagues so that there is agreement that it provides opportunities for the learner to successfully demonstrate their learning. |
| What are sources of evidence? |
| * An end product, for example, a piece of artwork,  a power point presentation, a poster, a project or a report * Day to day learning and classwork: written responses, jotter work, workbooks, notes, photographs or video clips – often annotated, or alongside checklists, transcripts * Observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions * Records of learning created by learners which may include self and/or peer assessment or may be assessed by the practitioner * Information obtained through high quality interactions and dialogue * Accounts provided by others (parents, other learners, colleagues, partners) about what learners can do * Results from Scottish National Standardised Assessments and class tests * High quality holistic assessments |

**In summary, evidence:**

* Will include a **range** gathered over a period of time, including classwork;
* Will show **breadth** of learning experiences through coverage of Experiences and Outcomes and corresponding Benchmarks;
* Will demonstrate **challenge** by being at the appropriate level;
* Will demonstrate **application** innew and unfamiliar contexts;
* Will **not** capture absolutely everything.

**An example of a numeracy portfolio may include:**

* a dated photo/video of a Number Talk;
* an example of a think board;
* a Sumdog report;
* an example of problem solving in context;
* samples of jotter work;
* any holistic tasks;
* summative assessments including GL or SNSA reports;
* relevant pages from pupils’ learning logs, including self and peer assessment.

**An example of a literacy portfolio may include:**

* any pieces of extended writing the pupil has done, like reports, creative pieces, critical writing, book reviews
* teacher’s checklist/notes about group discussion / solo talk
* short pupil responses to Close Reading or listening questions;
* samples of jotter work, like note taking, plans, etc;
* examples of literacy being applied in another curricular area;
* any holistic tasks;
* summative assessments including GL or SNSA reports;
* relevant pages from pupils’ learning logs, including self and peer assessment.