National Quality Assurance and Moderation

Moderating holistic task

Group being evaluated:

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| --- | --- | --- |
| Question 1 | Prompt | Evaluative comments/suggested improvements |
| Experiences and Outcomes | Do the Es and Os link concepts appropriately?  Are they taken from a range of organisers? |  |
| Holistic task | Is the task at the appropriate level? |  |
|  | Does this task enable the teacher to gather evidence of learning against the selected Es and Os? |  |
|  | Will this task require the learner to draw on a range of learning? |  |
|  | To what extent does the task promote higher order thinking skills?  Which skills will be most needed? |  |
|  | Are breadth, challenge and application evident? |  |

Agree a list of key points to share with practitioners on how to write effective holistic assessment tasks.

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| Question 2 | Prompt | Evaluative comments/suggested improvements |
| Experiences and Outcomes | Do the Es and Os link concepts appropriately?  Are they taken from a range of organisers? |  |
| Holistic question | Is the task at the appropriate level? |  |
|  | Does this task enable the teacher to gather evidence of learning against the selected Es and Os? |  |
|  | Will this task require the learner to draw on a range of learning? |  |
|  | To what extent does the task promote higher order thinking skills?  Which skills will be most needed? |  |
|  | Are breadth, challenge and application evident? |  |

Agree a list of key points to share with practitioners on how to write effective holistic assessment tasks.