Creating effective holistic assessment tasks

A holistic assessment task will demonstrate the following:

1. Breadth of learning - it comes from a range of Es and Os across different organisers
2. Challenge - it asks pupils to use a range of higher order thinking skills such as analysis, creation, evaluation, problem solving, tackling multi step tasks, interpreting tasks
3. Application of learning in new and unfamiliar situations
4. And will come from one of the four contexts of learning

The Four Contexts of Learning are:

* Life and ethos of the school as a community
* Curriculum areas and subjects
* Interdisciplinary learning
* Opportunities for personal achievement.

To ensure best practice, the holistic assessment should be created at the same time as the planning is taking place, following the steps laid out in the NAR flowchart.



Using holistic assessment should also allow schools to tackle bureaucracy as it reduces the time for assessment as it is focusing on bundles of Experiences and Outcomes.

Here are some examples of Second Level holistic assessment for numeracy and literacy, shown to QAMSOs at the Education Scotland event in November.









Creating effective holistic tasks

* Select a bundle of Es and Os which reflect the learning happening in the classroom.
* Create 2 holistic tasks which require:-
	+ the learner to draw on a range of learning
	+ appropriate level of challenge
	+ higher order thinking skills
	+ application of learning in a new and unfamiliar situation
	+ come from one of the four contexts of learning

Experiences and outcomes

Holistic Assessment

Experiences and outcomes

Holistic Assessment

Education Scotland provided the following prompts for moderating holistic assessment pieces.

|  |  |  |
| --- | --- | --- |
|  | 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 the 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? |  |

This is an example of a first level holistic assessment for numeracy that was created by practitioners at a recent national QAMSO event. Moderate the example using the sets of questions provided by Education Scotland.

**Experiences and Outcomes**

MNU 1-02a

MNU 1-03a

MNU 1-09a

MNU 1-09b

MNU 1-20b

**Holistic task – ETHOS OF SCHOOL AND CURRICULAR AREAS**

Primary 4 are making Christmas crafts for their Christmas Fayre. They are making Snowmen Marshmallow Sticks.

Each snowman needs –

1 lollipop stick 12p each

3 marshmallows 15p each

9 smarties 6p each

1 spoonful of melted chocolate 2p a spoonful

How much does it cost to make one snowman?

By the day of the Fayre they have made 40 snowmen. Create a table that shows how much of each item has been used. What have they used the most of? What have they used the least of?

How much have they spent altogether to make the 40 snowmen?

The 1st customer buys 4 lollipops at £1.50 each. How much change do they get from £20?

Using the smallest number of coins, how would you give them their change?