Form 2   Assessment front sheet and feedback record
Level 3 Award in Education and Training

Unit No:	305	Enrolment number:	YLF7806
Date issued:	18thJune 2018	Learner name:	
Date submitted:	18 July 2018		

Feedback:
Continue on a separate sheet if necessary, see overleaf
Tutor/Assessor/Marker and IQA's signatures (IQA if sampled) must be appear on the following page.

Introduction
Your introduction includes detail as to the direction the work will take, with reference to your own practice setting

Explain the purpose of types of assessment used in education and training
  You have defined four key terms and explained their purpose

1.1 Describe characteristics of different methods of assessment in education and training
   You have described characteristics of different methods of assessment in education and training
1.2 Compare the strengths and limitations of different assessment methods in relation to meeting individual learners needs
   You have drawn on your own experience as a learner and facilitator in your comparison of different assessment methods
1.3 Explain how different assessment methods can be adapted to meet individual learners needs.
   You have explained how different assessment methods can be adapted to meet individual learners needs

Identify who may be involved in the assessment process.
 You make reference to others who may be involved in the assessment process in addition to learners

2.1 Explain why it is important to involve learners in the assessment process

You have explained why it is important to involve learners in the assessment process

Learners must sign when they receive feedback.

Feedback received and signed by learner:			Date	
For Office use only				
Marker/Tutor/Assessor name:		Grade	Refer	Date	16th July 2018
Second Marker Name:		Agree with decision Yes / No		Date	
Resubmission date (if referred):		Grade		Date	
IQA's name (if sampled)				Date	

Recourses and assessment opportunities that meet the learners needs.

As discussed earlier, it is important that teachers meet the needs of every learner; this includes in the resources we use and the assessment methods we choose.

All learners will have various needs and promoting equality is one of the key things a teacher must do. To meet the needs of learners, teachers must ensure the resources they use are suitable for the learners; this may be that handouts and power points are bilingual or that they printed on yellow paper with Calibri font to suit any dyslexic learners. It is important that initial assessments are carried out where learners can state if they have any additional needs for a teacher to ensure that all the resources they have are suitable for all learners.

As established previously every learner will have their own preferred way of learning therefore will also have their own preferred way of being assessed. Some may do well Aurally; giving a presentation on a subject or by class discussion, others writing; by way of essay writing etc. Keeping this in mind assessments should be chosen in a way that have a purpose, fair to all learners so that they are all included, and meets their needs. To help choose the appropriate assessment method there are tools that can be used to see what level our learners are at with an assessment such as WEST and VARK. These assessments can give the teacher a good idea on where the learners may need extra support but also in what way would be best to assess them.

As all learners will have different needs and a preferred way of being assessed it may be difficult to find assessment methods that suit everyone; therefore, a range of methods should be used. An assessment doesn't have to be something that is graded at the end. Assessment is something that can be done throughout a lesson in many ways. Examples of this include: Class discussion, role play, Question and Answer or observation.

This will not only promote equality and meet the needs of learners but can also develop essential and wider skills that have been discussed previously.

UNDERSTANDING ASSESSMENT IN EDUCATION AND TRAINING

Assignment 3- Unit 305

Abstract

[Draw your reader in with an engaging abstract. It is typically a short summary of the document. When you're ready to add your content, just click here and start typing.]

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Introduction

This assignment will focus on understanding assessments in in education and training. It will look at the purpose of assessments used in education and training and discuss the advantages and disadvantages of various assessment methods. It will then go on to how some of these methods can be adjusted to suit learners needs. The assignment will also discuss involving learners and others in the assessment process, constructive feedback and the assessment process, and assessment record keeping.

> **Commented [GM1]:** Nice introduction detailing the direction the work will take. You could have included your own work context here

1.1 Explain the purposes of **types** of assessment used in education and training. **(Not self-assessment and peer assessment)**

Formal- With Formal assessments the learner is being assessed and assessment dates will be set beforehand. It's likely that the assessment will be conducted under exam conditions and can include assessments such tests, written assignments and exams.

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Initial- Initial assessment takes place either before a course or at the start. It can come in the form of application form, interviews, questionnaires or self-assessment tests. The purpose of initial assessment is to gather information and enable the teacher to get to know the learner and to identify any specific needs the learner may have.

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Formative-This type of assessment is on-going throughout the course. This involves class discussion, Question and Answer sessions and group work. The purpose of this is so the tutor can monitor how the learners are doing throughout the course. From the outcomes of the formative assessments they can see if what they are delivering is being understood by the learners or if anything needs to be adapted and delivered again.

Summative- Summative assessments are taken place at the end of a course, unit or topic. This is a more formal way of assessing and allows the tutor and learner to have a grade or closing mark at the end of the course.

Assessment Type	Assessment Method	Context What situation would you use this in? Practical Example (from own teaching) How do you use it?	Advantages (for learner/ tutor)	Disadvantages (for learner/ tutor)
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Diagnostic	WEST online Test	This would be used at the beginning of the course to determine at which level the learners are on regarding literacy and numeracy. This can then help the tutor in supporting their learners as needed.	• Government recognised test. • Gives all participants a level that the tutor can use to help them and give them support if needed.	• Some participants may find it difficult to do on a computer. • Not supervised- participants are able to do it in their own time at home.
Formative. Example 1	Professional Discussion	This would be used throughout a play work course so that a tutor can listen to what is being discussed by the class and know if the learners are understanding what is being taught or not.	• Informal and non-threatening for learners. • Teacher can prompt learners if needed. • Allow for a more complete assessment • Learners develop team work and discussion skills • Instant feedback can be given by teacher	• Teacher can take over and lead discussion too much. • Can cause disagreements between learners • No record of the discussion unless it's recorded (which makes it more formal) • You may have some learners that are more

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Summative: Example 1	Observation	Tutors of playwork may observe learners in a practical play work setting. This gives tutors an opportunity to see if what the learners have been taught is being put into practice.	• Gives learners an opportunity to demonstrate their skills. • Can be observed by more than one assessor. • Learners can decide for themselves what went well and what needs to be worked on.	• Different assessors may assess different things. • No formal record. • Can be misinterpreted by the tutor. • Timing- it may take too long for tutors to be able to observe every learner.
Summative: Example 2	Portfolio/ workbook	A workbook is filled in by all learners on playwork training with various written tasks. These are worked on throughout the course and finished individually by the learners and marked by the tutor at the end of the course.	• Shows that the learner has understand what has been delivered on the course. • Can be produced as a hard copy or electronically. • Contains varying assessment evidence	• If being hand written there are no back-up copies. • Learners could plagiarise • Not environmentally friendly (if using paper copies)
Summative: Example 3	Learning Journal	Learning journals are filled out throughout the playwork course. The journals include information such as what has been learnt in that session, anything the learner enjoyed/needs to work on and how they feel after the session.	• Encourages reflection • Gives learners pointers on where they may want to improve • Tool for teachers to see how the learners are feeling where to help them.	• Learners may not understand the importance of the learning journals. • Time consuming • Learners may find it a difficult task

Commented [GM9]: Summative assessment normally involves giving a grade/final mark although this can be done verbally

Commented [GM10]: Formative and summative if used at the end of a Unit

Assessment Type	Assessment Method	Context: What situation would you use this in? Practical Example (from own teaching) How do you use it?	Advantages (for learner/tutor)	Disadvantages (for learner/tutor)
			- and peers. - Allows an opportunity for learners to give their opinion.	- vocal than others.
Formative: Example 2	Presentation	Presentations are often used in playwork training. This gives the learners an opportunity to present to the class on a topic related to playwork.	- Builds learners confidence - Gives learners an opportunity to do more in-depth research related to a topic. - Develops key skills. - Can be given feedback by other learners and tutors.	- Can be scary for some learners who lack confidence. - Time consuming.
Formative: Example 3	Quizzes	Fun and informal quizzes are used during playwork sessions so that tutors can learn what knowledge and understanding of topics the learners have and where may need further work.	- Fun and Informal - Good way to assess learning to date - No pressure of grades - Can be done individually or in groups. - Prepares learners for tests and exams.	- Some learners think that they have no purpose-because there is no grade. - Time consuming

Commented [GM7]: You could have mentioned Maslow heee

Commented [GM6]: Good example of embedding skills

Commented [GM8]: Fun is an important principle of learning

1.4 Explain how different assessment methods can be adapted to meet individual learner needs

(use 3 of the methods chosen from the table above)

Professional Discussion-

Although there are some disadvantages of professional discussion this type of assessment method can be adapted so that all learner's needs are met. If you have a learner that is quiet and doesn't contribute much to discussions or even a learner that takes over in discussions there are tools and techniques that can be used to ensure that all learners get an equal opportunity to voice their opinion. One of these tools is using marbles. All leaners are given three marbles each; with each marble representing a comment. Learners are all able to make three comments or points during the discussion. This allows all learners to have a fair and equal opportunity to take part in discussion.

A learner whos first language isn't the language being used in class may find it difficult to take part in discussions, the technique discussed above can help with this as it slows down the discussion and allows learners to have time to think about what they may like to say. The tutor can also give the learner discussion topics before the task is set so that they have time to plan ready for the discussion.

Presentation-

Presentations can be a scary process for many learners and we must adapt so that these learners feel more at ease and a less scary process for them. If a learner is required to do a presentation as part of a course there are certain adaptions that can be made. These could include starting with non-assessed group presentations. This will give the opportunity for the less confident learners to take part and experience giving a presentation without all the attention being solely on them. Another adjustment that can be made is that any presentations that need to be done are put at the end of a course as this allows time for the group of learners to settle in and get to know each other before having to present. If there are any learners with hearing or sight difficulties they may find it difficult to take part in presentations, we can adjust the session to help these learners by allowing them to sit nearer the front when others are presenting, let them give feedback aurally or written to suit and adapt resources to meet their needs.

Portfolios/workbook-

This can be a hard task for many learners especially those that have dyslexia. To help support these learner's adjustments can be made to meet their needs. Teachers should allow the learner to have extra time to complete any written work and allow them to do any work on a computer if they would find this helpful. Also, any handouts or notes should be provided on coloured paper with a font to suit the learner.

Involving learners and others in the assessment process

There can be many different people involved in the assessment process, depending on the type of assessment and the requirements of the courses awarding body. These assessors could include tutors, other tutors, line managers, IQA team, mentors, internal and external verifiers and the learners themselves. These will all have different roles in the assessment process. For example, external verifiers may second mark assignments to ensure they agree with the tutors marking, this can safeguard tutors and learners by making sure that all marking is fair and has some sort of standardisation.

Commented [GM14]: Good range of others noted

Teachers can involve learners in the assessment process by providing students with assessment options, keep them informed of standards of assessments and discussing their responsibility when it comes to assessments. Involving learners in the assessment process can help them understand what they should do and how they can prepare for the assessment. It also gives the learner an opportunity to ask questions and for the teacher to put in place any special requirements for any needs the learner may have. Above all this it motivates learners and gives them a greater understanding of what is required of them.

> "Making judgements about their own or a peer's work clarifies their understanding of the subject matter" (Petty, 2009)

Commented [GM15]: Good use of quote

Students are required to rate their own performance in self-assessment and assess others performance in peer-assessments. Although a tool widely used with many discussed benefits such as those discussed above, there are some criticism to the idea of self-assessments. Some teachers feel that students do not have the necessary experience to be able to self or peer assess, and that learners may grade themselves higher because of this (Falchikov, 2003). Despite this there is suggestion that involving learners in the assessment process develops many skills such as critical thinking skills and encourages learners to identify their strengths but also recognise where there may be targets for improvements. Peer-assessment are another valid tool is assessment and are a good way of involving all learners and giving them the opportunity to experience of

Commented [GM16]: Good attempt to adopt a critical stance

thinking in a constructive way. It also helps the tutor pick up on things that they may have missed. Although peer-assessment is a valuable tool it can be a nerving idea for some therefore teachers must ensure they take in the importance of Maslow (1970) idea of feeling safe and meeting the needs of learners (Reece, 2007)

Learners should be made aware of the type of assessment and how it will be marked when the deadline is and how to appeal any decisions if they feel like they need to. Remembering confidentiality and professional boundaries information on the assessment of learners may need to be shared with others. Material such as the registration information of the learners, WEST assessment results, Individual learning plans, and any evidence of plagiarism.

> **Commented [GM17]:** Good recognition of the need to share information with others

Constructive Feedback and the assessment Process

Feedback is an important part of assessments and according to the University of Reading it is an essential part of effective learning (Reading, 2018). It gives learners guidance and ideas on how to improve their learning and develop their skills. Bellon et al believe that "'academic feedback is more strongly and consistently related to achievement than any other teaching behavior" (Bellon, Bellon, & Blank, 1991). Remembering this, teachers must ensure their feedback is constructive and inclusive to the learners. To do this teachers can follow CORBS; ensuring that the feedback is: Clear-focusing on then most important points, Owned-being clear that the opinion is your own opinion, Regular-You establish a rapport with the learner so that they can improve, Balanced-ensure that the feedback discussed their strengths as well as targets for improvements, and finally Specific- the feedback needs to be clear and to the point so that learners know what they need to do to improve and bring about change.

> **Commented [GM18]:** Valid comment – is there any recent material to support/contradict this view?

> **Commented [GM19]:** Good reference to CORBS

The professional standards for teachers, tutors and trainers in the lifelong learning sector state that teachers in the lifelong learning sector are committed to designing and using assessments as a tool for learning and progression, Assessing the work of learners in a fair and equitable manner, learner involvement and shared responsibility in the assessment process, and using feedback as a tool for learning and progression (Lifelong Learning UK, 2007). It is recognised that feedback is an important part of

assessments and it contributes to the assessment process. This is because the main objectives of giving constructive feedback are to motivate the learner and as discussed above make the learners think constructively about their work and understand where they can improve. As discussed in the table above there are many types of assessment all of which will require different types of feedback, all of which will have various uses in helping a learner grow and develop. For example, formative assessment measures progress throughout a course or session and can deepen a learners understanding of the courses requirements; whereas summative assessment gives the learner a grade and lets them know what they have achieved.

> **Commented [GM20]:** Good point

Giving feedback can be difficult as learners may feel that they have achieved more than what their assessment shows or may feel like they are being attack and get defensive. Therefore, the way that feedback is given is extremely important. Feedback should be given confidentially to a learner in a quiet and private area and done soon after an assessment and before the next assessment so the learner has an opportunity to ask questions and ensure where they can improve for the next assignment. Teachers must ensure that they use language that is appropriate, language that is clear and unembellished so that the learner understands the feedback and that they have a recorded copy of it that they can look over at another time if needed.

> **Commented [GM21]:** Yes – it is well documented that learners have feelings about their work

Assessment Record Keeping

Part of a role of a teacher is to keep documents relating to assessment; there are many reasons why a tutor may need to keep records but they must ensure that they follow GDPR guidelines and only keep what is necessary. Some of the records that relate to assessment that a teacher should keep are: Essays and assignments, evidence of group work, grades, and individual learning plans of students.

Teachers need to keep these records mainly as evidence, this may be for awarding bodies or external auditors. These records are also kept ensuring that there is standardisation between tutors and can be used as evidence if there are any discrepancies.

> **Commented [GM22]:** Very important

Keeping accurate assessment records shows gives proof that the type of assessments that have been used and the marks given meet the qualification criteria and follows the relevant policies and procedures. It also is evidence that a teacher has followed the VACSR principles; that the assessment is valid and relates to the specified criteria, that the work is authentic and was completed by the learner, the work is current and shows that the learners skills and knowledge is relevant, there is sufficient evidence in the assessment that demonstrates that the learning outcomes have been met, and that they are also reliable and that all assessments are marked equally between all learners. Any records of assessment that are kept in a playwork context follow the guidelines of the awarding bodies and GDPR guidelines. All records are kept securely and confidential and are only kept for as long as required.

Commented [GM23]: Good reference to VARCS

Conclusion

The assignment has discussed assessments in in education and training and their uses. Teachers must understand the importance of assessment and how and when it can be used, by understanding the different assessment methods and their advantages and disadvantages they can be adjusted to suits everyone's needs. As well as knowing when and how to use assessments they must also understand how to give feedback that is constructive and fair to learners.

Commented [GM24]: Yes – it can also feedback into the teaching and learning cycle

Bibliography

Bellon, J. J., Bellon, E. C., & Blank, M. A. (1991). *Teaching from a Research Knowledge Base: a Development and Renewal Process.* New Jersey: Facsimile.

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Learners should be made aware of the type of assessment and how it will be marked when the deadline is and how to appeal any decisions if they feel like they need to. Remembering confidentiality and professional boundaries information on the assessment of learners may need to be shared with others. Material such as the registration information of the learners, WEST assessment results, Individual learning plans, and any evidence of plagiarism.

Constructive Feedback and the assessment Process

Feedback is an important part of assessments and according to the University of Reading it is an essential part of effective learning (Reading, 2018). It gives learners guidance and ideas on how to improve their learning and develop their skills. Bellon et al believe that "'academic feedback is more strongly and consistently related to achievement than any other teaching behavior" (Bellon, Bellon, & Blank, 1991). Remembering this, teachers must ensure their feedback is constructive and inclusive to the learners. To do this teachers can follow CORBS; ensuring that the feedback is: Clear-focusing on then most important points, Owned-being clear that the opinion is your own opinion, Regular-You establish a rapport with the learner so that they can improve, Balanced-ensure that the feedback discussed their strengths as well as targets for improvements, and finally Specific- the feedback needs to be clear and to the point so that learners know what they need to do to improve and bring about change.

The professional standards for teachers, tutors and trainers in the lifelong learning sector state that teachers in the lifelong learning sector are committed to designing and using assessments as a tool for learning and progression, Assessing the work of learners in a fair and equitable manner, learner involvement and shared responsibility in the assessment process, and using feedback as a tool for learning and progression (Lifelong Learning UK, 2007). It is recognised that feedback is an important part of

assessments and it contributes to the assessment process. This is because the main objectives of giving constructive feedback are to motivate the learner and as discussed above make the learners think constructively about their work and understand where they can improve. As discussed in the table above there are many types of assessment all of which will require different types of feedback, all of which will have various uses in helping a learner grow and develop. For example, formative assessment measures progress throughout a course or session and can deepen a learners understanding of the courses requirements; whereas summative assessment gives the learner a grade and lets them know what they have achieved.

Giving feedback can be difficult as learners may feel that they have achieved more than what their assessment shows or may feel like they are being attack and get defensive. Therefore, the way that feedback is given is extremely important. Feedback should be given confidentially to a learner in a quiet and private area and done soon after an assessment and before the next assessment so the learner has an opportunity to ask questions and ensure where they can improve for the next assignment. Teachers must ensure that they use language that is appropriate, language that is clear and unembellished so that the learner understands the feedback and that they have a recorded copy of it that they can look over at another time if needed.

Assessment Record Keeping

Part of a role of a teacher is to keep documents relating to assessment; there are many reasons why a tutor may need to keep records but they must ensure that they follow GDPR guidelines and only keep what is necessary. Some of the records that relate to assessment that a teacher should keep are: Essays and assignments, evidence of group work, grades, and individual learning plans of students.

Teachers need to keep these records mainly as evidence, this may be for awarding bodies or external auditors. These records are also kept ensuring that there is standardisation between tutors and can be used as evidence if there are any discrepancies.

Keeping accurate assessment records shows gives proof that the type of assessments that have been used and the marks given meet the qualification criteria and follows the relevant policies and procedures. It also is evidence that a teacher has followed the VACSR principles; that the assessment is valid and relates to the specified criteria, that the work is authentic and was completed by the learner, the work is current and shows that the learners skills and knowledge is relevant, there is sufficient evidence in the assessment that demonstrates that the learning outcomes have been met, and that they are also reliable and that all assessments are marked equally between all learners.

Any records of assessment that are kept in a playwork context follow the guidelines of the awarding bodies and GDPR guidelines. All records are kept securely and confidential and are only kept for as long as required.

Conclusion

The assignment has discussed assessments in in education and training and their uses. Teachers must understand the importance of assessment and how and when it can be used, by understanding the different assessment methods and their advantages and disadvantages they can be adjusted to suits everyone's needs. As well as knowing when and how to use assessments they must also understand how to give feedback that is constructive and fair to learners.

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