**A copy is not to be given to learners.**

**Marking Guide Assignment 3**

**Understanding Assessment in Education and Training.**

**Part 1 – Academic Poster**

**Generic**

* Name of learner submission date, and page numbers on notes.
* Accurate use of grammar, spelling and punctuation.
* Subheadings and criteria used.

**Introduction:**

* Verbal introduction setting out intentions for poster and teaching specialism

**Assessment Criteria:**

* 1. **Explain the purpose of types of assessment used in education and training.**

Define key assessment types and explain their purpose.

Initial, diagnostic, formative and summative.

Describe the purposes of these.

May include formal and informal.

* 1. **Describe characteristics of different methods of assessment in education and training.**

Identify 3 methods of assessment; (one from each type - initial, formative and summative)

Describe their characteristics. (Paper based, practical, electronic etc.)

Put into context. Describe where you would use these. Include practical examplesfrom own teaching.

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

For each assessment method above, explain how they can be adapted to meet individual learner needs.

Consider ALN needs and external factors that can affect assessment.

ALN – Dyslexia, Anxiety, Physical Disability, Dyspraxia, Dysgraphia.

External – Cultural, Caring Commitments, Finance, Location.

* 1. **Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs**

Using the 3 methods identified in 1.2, compare their strengths and limitations.

Consider the impact on the learner, the tutor and others.

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**Part 2 – Case Study**

**Introduction:** Briefly describe the organisation, the setting, the course, provide a group profile and anonymise learner details.

Who is involved in the assessment process in your organisation: Learners, Line manager, other tutors, IQA team- internal verifiers, Awarding body- External verifiers, mentors, employers.

**Learning Outcomes:**

**2.1 Explain why it is important to involve learners and others in the assessment process.**

Identify who is involved in assessment process in your organisation, learners, line manager, other tutors, Internal Quality Assurers (IQA), Awarding body, External Quality Assurers (EQA), mentors, employers, individual learner support assistants.

Firstly, how do you involve the learner and others in the assessment process?

Explain the importance of involving both learner and others.

Learner - Consider developing skills in making accurate judgements, taking ownership, will deepen knowledge of the criteria/ course. Strengthens professional relationships between the tutor and the learner. Motivates and encourages growth.

Others – Ensures fairness of assessment opportunity to all learners irrespective of their characteristics under the Equality Act 2010. Makes reasonable demands on learners to ensure reliable assessment.

**2.3 Identify sources of information that should be made available to learners and others involved in the assessment process**

Learners - discuss at least 2 sources of information. Consider the qualification criteria, methods of assessment, the grading criteria, appeals procedure, deadlines, relevant policies and procedures.

Others - discuss at least 2 further sources of information. Consider the registration for the award, the attendance register, group profile, tracking documents, the assessment product, (written, oral and video evidence) learning style results, tutorial reports, feedback sheets, results of initial and diagnostic tests i.e. WEST, individual learning plans/ action plans, any evidence of plagiarism or malpractice, lesson plans/ SOW, evidence of reasonable adjustment, evidence of standardisation.

**4.1 Explain the need to keep records of assessment of learning**.

What records are kept and **what is the purpose of this**? (IQA, EQA, statistics, funding, identifying good practice.

SOW, LP, WEST, ILP, register of attendance, assessment plan, tracking forms, the product (video / paper / audio.)

**4.2 Summarise the requirements for keeping records of assessment in an organization.**

Refer to your organisation’s policy, if applicable, and give examples from your own practice of what you keep.

OR

(Refer to AOC|ALW policy on record keeping).

**2.2 Explain the role and use of peer and self-assessment in the assessment process.**

Define each - peer and self-assessment and give examples of when you would use them. Identify why they are useful and how they contribute to the assessment process.

Self- Develops critical thinking, encourages ownership, promotes self-development and reflective practice.

Discuss - Learners why tend to be too critical of themselves and need to identify strengths as well as areas for development. (Balanced approach).

Peer- Learners need to learn how to give balanced constructive feedback first. A safe environment should have been established with ground rules etc. Positive aspects of peer assessment could include, encourages team work and may provide an alternative view.

**Reflective conclusion**

Sum up the main points of part 1 & 2

What you have learned about assessment? What does your organization do well? How can they improve? How you could you have fed back differently, how do you feel about their own feedback and assessment?

Reference list.

List of sources used in the assignment.

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**Part 3 – Reflection**

**Introduction:**

 Summarise the situation where feedback was given.

**Learning Outcomes:**

**3.1 Describe key features of constructive feedback**

Summarise feedback given to peers on the micro teach. Make clear links to models such as CORBS or similar and how your feedback links to this. Describe how you gave this feedback (feedback sandwich etc). Identify features such as: start with the positive, be specific, timely feedback, avoid confrontational language, make feedback personal, use names, refer to behaviour that can be changed, offer alternatives, own the feedback (e.g. I believe etc.), leave the recipient with a choice.

**3.2 Explain how constructive feedback contributes to the assessment process**

Reflect on how your feedback in the microteach helped your peers. Make links to the assessment cycle (the assessment process) to demonstrate how constructive feedback contributes to the assessment process.

**3.3 Explain ways to give constructive feedback to learners**

Discuss why you gave written and oral feedback. Consider the timing of feedback.

Other suggestions for ways to give feedback –Tutorials, formative, summative.