

Foundation Degree in Learning and Teaching

PDT1065 AS1: Pupil Assessment

Word count: 3250 words

Submission deadline: 9.00am, Monday 19th November 2018

Brief: Write a report exploring both formative and summative assessment, reflecting on current practices within your setting and referring to relevant literature on the subject of assessment.

Learning Outcomes

- b) Review the use, purpose and effectiveness of a variety of assessment strategies.
- c) Integrate reference to literature and practice to produce a line of argument analysing the relevance and significance of information about teaching, learning and assessment strategies.
- d) Apply expected conventions of academic writing, including use of relevant reading, referencing and standard English.
- e) Communicate core ideas and concepts, supporting arguments with evidence and literature.
- f) Reflect on practice in order to identify potential areas for improvement and suggest solutions.

Guidance

1. Use the marking rubric to guide you in the content and detail you must address within the assignment.
2. Decide the scope of your assignment, i.e. are you going to focus on a particular class, year group, key stage, subject or look at assessment across the whole school? This should be clearly identified in the introduction.
3. Collect examples of assessment – formal and informal, formative and summative – used in your focus area. For each example you choose to write about in your report, you will need to explain its use and purpose, be able to identify the strengths and limitations of it and draw conclusions about its appropriateness/effectiveness. These should be presented at the back of your work as appendices and can be annotated to provide contextual information.
4. Ensure you include appropriate references to background reading to support your work. This might include government or school policy documents, but the focus should mainly be on academic citations. These should include

reference to some of the seminal writers on Assessment for Learning, e.g. Black and Wiliam, Clarke, Butt, Assessment Reform Group, as well as more recent writers.

5. All your citations and references must use the University's Harvard system. Details can be found in the Referencing Handbook or on the University's Skills Hub: <https://skillshub.northampton.ac.uk/referencing/>.
6. The assignment must be presented as a report with sections and subsections. There is information on planning and writing reports available on the University's Skills Hub: <https://skillshub.northampton.ac.uk/reports/>. The appendix gives 2 potential structures for your report.
7. Ensure you maintain confidentiality; the name of your school must not be included, nor the names of any staff members or pupils. Substitutions should be used instead, e.g. School X, Teacher A, Child B, etc.
8. Any names and/or people who appear in the appendices must be anonymised.
9. Your work must be formatted as outlined in the Student Course and Study Skills Handbooks. This is:
 - a. Font – Times New Roman, Arial, Calibri or Verdana
 - b. Font size – 12pt or 14pt (depending on the font, e.g. Calibri is a small font so would be better in 14pt)
 - c. Font should be consistent throughout the document
 - d. Line spacing – this should be set at 1.5 lines for ease of reading and giving feedback
 - e. Margins – minimum of 3cm wide on both left and right-hand side
 - f. Header and footer – minimum of 2cm at both top and bottom of page
 - g. Header – should include the assignment reference and your name in size 8 font
 - h. Footer – should have the page number in it
10. You need to submit your work, with a completed cover page, electronically through the appropriate Turnitin portal.
11. Procedures for extensions, non-submissions and mitigating circumstances in accordance with current University of Northampton policy are available in the Student Course Handbook and on the Student Hub website: <https://www.northampton.ac.uk/about-us/governance-and-management/university-policies-procedures-and-regulations/>.

The referral/deferral date for items of assessment with a due date up to and including **25th February 2019** is on or before **29th April 2019 at 9.00am**. **Please note that, in line with the University's regulations, there is no extension allowed to the 29th April date.**

Undergraduate Marking Rubric – PDT1065 AS1

Learning Outcomes addressed through this assignment	No submission / no evidence	Fail	Pass	Commended	Merit	Distinction
	Work submitted is of no academic value / nothing submitted	Evidence included or provided but missing in some very important aspects.	Of satisfactory quality, demonstrating evidence of achieving the requirements of the learning outcomes	Of sound quality, demonstrative which is sufficient and appropriate to the task or activity	Of high quality, demonstrating evidence which is rigorous and convincing, appropriate to the task or activity	Of very high quality, demonstrating evidence which is strong, robust and consistent, appropriate to the task or activity
LOb Review the use, purpose and effectiveness of a variety of assessment strategies		Examples of either formative or summative assessment have not been included or are irrelevant. Use of assessment in the focus area has not been explained. There is no attempt to consider the benefits and/or drawbacks of the examples of assessment. There are no appendices or the information presented in the appendices is irrelevant.	An example each of formative and summative assessment have been described. How they are used in the setting has been explained. Some conclusions about their effectiveness has been made. Examples of formative and summative assessment have been provided in appendices.	Examples of formative and summative assessment have been described and how they are used has been explained. Some strengths and limitations of the examples have been identified and a conclusion drawn about their effectiveness. The relationship between formative and summative assessment has been described. Relevant examples of formative and summative assessment have been provided in appendices.	A range of examples of formative and summative assessment have been identified and their use and purpose explained. Strengths and limitations of each example have been analysed leading to clear conclusions about their effectiveness. The relationship between formative and summative use of the examples has been explained. Clear links have been made to the examples of formative and summative assessment in the appendices.	An appropriate range of examples of formative and summative assessment have been described and their use and purpose have been explained. Each example has been evaluated linking practice and literature, leading to justified conclusion about their effectiveness. The formative and summative value of each example of assessment has been discussed. The examples presented in the appendices, with their annotations have been used to support the discussions and evaluations.

<p>LOc Integrate reference to literature and practice to produce a line of argument analysing the relevance and significance of information about teaching, learning and assessment strategies.</p>		<p>Very limited use of academic reading and research. Sources mentioned do not fit or fit poorly with the material presented.</p>	<p>Limited evidence of academic reading and research, which is not always connected to the points being made.</p>	<p>Some evidence of academic reading and research used to support the discussion, including at least one seminal source on Assessment for Learning.</p> <p>Some connections made between reading and practice.</p>	<p>Strong evidence of focussed wider academic reading and theory used to support the discussion, including both seminal and current writers on Assessment for Learning.</p> <p>Some synthesis of ideas from reading and practice.</p>	<p>Very strong evidence of focussed wider academic reading and theory used to support the discussion, including synthesis of seminal and current writers on Assessment for Learning.</p> <p>Effective synthesis of ideas from reading and practice.</p>
<p>LOd Apply expected conventions of academic writing, including use of relevant reading, referencing and standard English.</p>		<p>Some conventions of academic writing are missing; lapses in academic tone are apparent. Some paragraphs are too long or short, or insufficiently focussed on a point. Many significant errors when sources are cited within the assignment and presented within the reference list.</p>	<p>Some conventions of academic writing are not used effectively, including lapses in academic tone. Some paragraphs are too long or too short. Many errors when sources are cited within the assignment and presented within the reference list.</p>	<p>Conventions of academic writing are mainly sustained, including an academic tone. Most paragraphs are appropriately structured. Some sources are cited within the assignment and presented in the reference list correctly according to the conventions.</p>	<p>Conventions of academic writing, including academic tone, are sustained. Paragraphs are appropriately structured. Most sources are cited within the assignment and presented in the reference list according to the conventions.</p>	<p>Conventions of academic writing, including an excellent academic tone, as sustained throughout. Paragraphs are used effectively. Sources are cited within the assignment and presented in the reference list according to the conventions.</p>
<p>LOe Communicate core ideas and concepts, supporting arguments with</p>		<p>No definitions have been given or those given are incorrect.</p>	<p>There is a definition given of assessment with some attempt to differentiate between summative and formative.</p>	<p>Clear definitions of summative and formative assessment have been given.</p>	<p>The role of assessment in the relevant curriculum has been explained and detailed definitions of summative and</p>	<p>The purpose of assessment for different audiences in the current curriculum has been explained. Detailed definitions of summative and</p>

evidence and literature.		<p>Poorly structured and disorganised and the word count is used ineffectively.</p> <p>Meaning obscured by poor writing style, with many inaccuracies in spelling, grammar and punctuation.</p> <p>Reference to either literature or practice is missing.</p>	<p>Some evidence of a disorganised approach and/or some lapses in logical structure.</p> <p>Meaning apparent but not always conveyed in a fluent writing style, with some inaccuracies in spelling, grammar and punctuation.</p> <p>Reference has been made to both practice and literature.</p>	<p>Generally well structured with an introduction, main body and conclusion.</p> <p>Mainly fluent writing style with mainly accurate spelling, grammar and punctuation.</p> <p>Reference has been made to both practice and literature.</p>	<p>formative assessment have been given.</p> <p>Mainly logical, coherent and well organised structure. Mainly effective use of word count.</p> <p>Fluent writing style with almost entirely accurate spelling, grammar and punctuation.</p> <p>Reference has been made to both practice and literature.</p>	<p>formative and other key terms have been given.</p> <p>Logical, coherent and well organised structure throughout Effective use of word count between the different sections.</p> <p>Fluent writing style with entirely accurate spelling, grammar and punctuation.</p> <p>Reference has been made to both practice and literature.</p>
LOf Reflect on practice in order to identify potential areas for improvement and suggest solutions.		No suggestion for improvement has been made.	Based on the discussions, an improvement to practice has been suggested.	Based on the discussion of strategies, describe an improvement that could be made to practice.	Based on the discussion of strategies, justify improvements that could be made to practice.	Based on the discussion of strategies, suggest potential actions to address justified improvements.

Appendix 1 – Examples of Report Structures

Structure 1

Title Page

Contents Page

Introduction

Definitions

Discussion of Formative Assessment

Discussion of Summative Assessment

Discussion of Relationship between Formative and Summative Assessment

Conclusion and Recommendations.

Structure 2

Title Page

Contents Page

Introduction

Definitions

Discussion of Assessment Example 1

Discussion of Assessment Example 2 ... (and so on for as many examples as you have, for each area discussing the relationship between formative and summative assessment as relevant)

Conclusion and Recommendations