Online course assessment arrangements

Assessment Task	Units	Weighting	Learning Outcomes	Assessment domains
a) Design a leaning task which includes a graphic organiser and explain how you would use it with EAL learners in class b) Identify examples of good EAL practice in case study schools and explain how you can develop that practice in your school	1 & 2	40%	• consider, plan and evaluate effective support for the learning and language development of beginner and advanced learners of EAL • demonstrate an understanding of the factors that are likely to affect the emotional, social and academic development of newly arrived pupils in the country	Assessment Domain 1: Content, Knowledge and Understanding
a) Explain in detail what steps you would take to assess a newly arrived pupil b) Write a report for your SLT analysing your school's EAL data (including assessment data) outlining your school's strengths and weaknesses	3 & 4	40%	• demonstrate an understanding of the key issues in the national and international debates around the achievement and assessment of pupils learning EAL • demonstrate an understanding of the factors that are likely to affect the emotional, social and academic development of newly arrived pupils in the country	Assessment Domain 2: Range and Relevance of Research Informed Evidence Assessment Domain 3: Cognitive/Intellectual Skills Assessment Domain 4: Communication, Organisation and Presentation and Application of Skills Assessment Domain 5: Referencing, sourcing, acknowledging and coverage
a) What lessons have you drawn for your teaching from the two elective units? b) What lessons have you drawn for the organisation of EAL provision in your school from the two elective units?	5 & 6	20%	• demonstrate an understanding of the key issues in the national and international debates around the achievement and assessment of pupils learning EAL • consider, plan and evaluate effective support for the learning and language development of beginner and advanced learners of EAL • demonstrate an understanding of the factors that are likely to affect the emotional, social and academic development of newly arrived pupils in the country	

Units 1 & 2:	80-100 Exceptional	70-79 Excellent	60-69 Very Good	50-59 Good	40-49 Satisfactory	30-39 Fail	0-29 Fail
Assessment Domain 1: Content, Knowledge and Understanding	**Level 5:** Knowledge and critical understanding of - the key issues in the national and international debates around the achievement of pupils learning EAL - bilingualism and language development - how to consider, plan and evaluate effective support for the learning and language development of beginner and advanced learners of EAL - factors that are likely to affect the emotional, social and academic development of newly arrived pupils Demonstrate an awareness of different ideas, contexts and frameworks, and recognise those areas where the knowledge base is most or least secure.						
Assessment Domain 2: Range and Relevance of Research Informed Evidence	**Level 5:** Ability to apply key concepts and principles in their own school/school group. Some evidence of the ability to evaluate critically the appropriateness of different approaches to meetings the needs of pupils in the early stages of acquiring English. Consistently effective in analysing key concepts such as induction of new pupils and to a draw on a comprehensive range of evidence, reflection and reasoned argument including theories of language acquisition and school based accounts of learning English and learning in English.						
Assessment Domain 3: Cognitive/Intellectual Skills	**Level 5:** Use a range of techniques to initiate and undertake critical analysis of current provision and to propose improvements in their own school/school group's practice. Show an understanding of the limits of their knowledge and openness to approaches that work in other contexts.						
Assessment Domain 4: Communication, Organisation and Presentation Graduate Employability and Application of Skills	***Communication, Organisation and Presentation:*** *Express ideas effectively and fluently. Is able to communicate information appropriately and accurately using a range of media structure and style; organisation and coherence through a range of assessments, including essay; presentation; artefact; film; poster, professional report etc.* ***Graduate Employability Skills:*** *Ability to relate theory to professional practice. Skills of communication, teamwork, negotiation, problem solving, leadership, resilience and motivation. Ability to respect and recognise different perspectives and ways of working and demonstrate a high degree of professionalism e.g. for 'Presentations' the ability to share workload, engage in respectful, professional debate, recognise and value each person and their contribution, engage an audience etc.. Demonstrate initiative, creativity, imagination, motivation and self-management. Articulate an awareness of the social and community contexts within their disciplinary field.* **Level 5:** Produce a coherent and well-structured assessment which will have impact on school/school group colleagues with varying levels of understanding and engagement in key issues by acknowledging current good practice and identifying areas for growth and improvement. As teachers of language, model the use clear, accurate English, well organised, with flow and progression.						
Assessment Domain 5: Referencing, sourcing, acknowledging and coverage	**Level 5:** Sources used are all acknowledged in the text and reference list/bibliography using correct academic citation – including online sources. Bibliography is wide and sources cited in text are predominantly primary sources. Evidence of broad, independent reading from appropriate sources.						

Units 3 and 4	80-100 Exceptional	70-79 Excellent	60-69 Very Good	50-59 Good	40-49 Satisfactory	30-39 Fail	0-29 Fail
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Assessment Domain 1: Content, Knowledge and Understanding	**Level 5:** Knowledge and critical understanding of • the key issues in the national and international debates around the achievement of pupils learning EAL • factors that are likely to affect the emotional, social and academic development of newly arrived pupils Demonstrate an awareness of different ideas, contexts and frameworks, and recognise those areas where the knowledge base is most or least secure.						
Assessment Domain 2: Range and Relevance of Research Informed Evidence	**Level 5:** Ability to apply key concepts and principles in their own school/school group. Some evidence of the ability to evaluate critically the appropriateness of different approaches to the assessment of EAL pupils. Consistently effective in analysing key concepts such progress expected for EAL pupils and to a draw on a comprehensive range of evidence, reflection and reasoned argument the multiple factors affecting the progress of EAL pupils.						
Assessment Domain 3: Cognitive/Intellectual Skills	**Level 5:** Use a range of techniques to initiate and undertake critical analysis of current provision and to propose improvements in their own school/school group's practice. Show an understanding of the limits of their knowledge and openness to approaches that work in other contexts.						
Assessment Domain 4: Communication, Organisation and Presentation Graduate Employability and Application of Skills	***Communication, Organisation and Presentation:*** *Express ideas effectively and fluently. Is able to communicate information appropriately and accurately using a range of media structure and style; organisation and coherence through a range of assessments, including essay; presentation; artefact; film; poster, professional report etc.* ***Graduate Employability Skills:*** *Ability to relate theory to professional practice. Skills of communication, teamwork, negotiation, problem solving, leadership, resilience and motivation. Ability to respect and recognise different perspectives and ways of working and demonstrate a high degree of professionalism e.g. for 'Presentations' the ability to share workload, engage in respectful, professional debate, recognise and value each person and their contribution, engage an audience etc.. Demonstrate initiative, creativity, imagination, motivation and self-management. Articulate an awareness of the social and community contexts within their disciplinary field.* **Level 5:** Produce a coherent and well-structured assessment which will have impact on school/school group colleagues with varying levels of understanding and engagement in key issues by acknowledging current good practice and identifying areas for growth and improvement. As teachers of language, model the use of clear, accurate English, well organised, with flow and progression.						
Assessment Domain 5: Referencing, sourcing, acknowledging and coverage	**Level 5:** Sources used are all acknowledged in the text and reference list/bibliography using correct academic citation – including online sources. Bibliography is wide and sources cited in text are predominately primary sources. Evidence of broad, independent reading from appropriate sources.						

Units 5 and 6	80-100 Exceptional	70-79 Excellent	60-69 Very Good	50-59 Good	40-49 Satisfactory	30-39 Fail	0-29 Fail
Assessment Domain 1: Content, Knowledge and Understanding	**Level 5:** Knowledge and critical understanding of • the key issues in the national and international debates around the achievement of pupils learning EAL • methods of effective support for the learning and language development of beginner and advanced learners of EAL • factors that are likely to affect the emotional, social and academic development of newly arrived pupils Demonstrate an awareness of different ideas, contexts and frameworks, and recognise those areas where the knowledge base is most or least secure.						
Assessment Domain 2: Range and Relevance of Research Informed Evidence	**Level 5:** Ability to apply key concepts and principles in their own school/school group. Some evidence of the ability to evaluate critically the appropriateness of different approaches to the assessment of EAL pupils. Consistently effective in analysing key concepts such progress expected for EAL pupils and to a draw on a comprehensive range of evidence, reflection and reasoned argument the multiple factors affecting the progress of EAL pupils.						
Assessment Domain 3: Cognitive/Intellectual Skills	**Level 5:** Use a range of techniques to initiate and undertake critical analysis of current provision and to propose improvements in their own school/school group's practice. Show an understanding of the limits of their knowledge and openness to approaches that work in other contexts.						
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