

# **NOCN General Religious Education Assessment Definitions**

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## Assessment Definitions

### Assessing Learning - Descriptors

#### Assessment Activity

##### 1. Case Studies

Consideration of a particular, relevant situation or example, selected by the teacher or by students, which enables students to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of students or by an individual student. **Or** may be used with individual students as a written activity through case study materials and student responses.

The learning may be assessed by:

- Teacher observation
- Class discussion
- One to one
- Group discussion

Evidence could include:

- Teacher record of observation
- Student notes
- Summary of class discussion
- Tutorial notes
- Audio/video/photographic record

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Case studies should be simple, immediate and familiar to the student. Discussion should be short, structured and supervised (group or one-to-one). Written work should be short structured and supervised.	Assessment through teacher observation and discussion or teacher assessment of written work.	Evidence could be; teacher record of observation, summary of discussion, audio / video / photographic record or written work.
<b>Level One</b>	Case studies should be limited in range, familiar and require a narrow range of knowledge. Discussion should be structured and involve a limited degree of judgement (group or one-to-one). Written work should be structured and involve a limited degree of judgement.	Assessment through teacher observation, discussion or teacher assessment of written work.	Evidence could be; teacher record of observation, summary of discussion, student notes, audio / video / photographic record or written work.
<b>Level Two</b>	Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (GL <sup>1</sup> = 500 words).	Assessment through peer assessment, self-assessment, teacher observation, or assessment of written work.	Evidence could be; teacher record, student record, peer checklist, summary of discussion or audio / video / photographic record or written work.
<b>Level Three</b>	Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL = 1000 words).	Assessment through peer assessment, self-assessment, teacher observation or assessment or written work.	Evidence could be; teacher record, student record, peer checklist, summary of discussion, audio / video / photographic record or written work.

## 2. Oral Question and Answer

Specific, open or closed questions for immediate response. Can range from quite formal questions, for example, an oral test, to a quick, fun way of finding out where students are up to, for example, a quiz. Allows response and questioning from students and immediate feedback from teacher.

The learning may be assessed through:

- Responses by both teacher and individual students.

Evidence could include:

- Teacher record/notes
- Student notes or log
- Audio / video record

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Process should be informal and non-threatening and questions should cover a narrow range of areas. Students should be supported in answering and given a number of opportunities to respond.	Assessment by teacher.	Evidence could be; teacher / record notes or audio / video record.
<b>Level One</b>	Process should be informal and should include both open and closed questions covering a narrow range of knowledge. Students should be encouraged by the use of supplementary questions.	Assessment by teacher.	Evidence could be; teacher record / notes or audio / video record.
<b>Level Two</b>	Open and closed questions should be included, covering a number of topics. Students should be encouraged to expand on their answers.	Assessment by teacher, with a degree of self-assessment.	Evidence could be; teacher records, student log or audio / video record.
<b>Level Three</b>	Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion.	Assessment by teacher, with a degree of self-assessment and evaluation of own learning.	Evidence could be; teacher record, student log or audio / video record.

### 3. Written Question and Answer / Test / Exam

Specific, open and closed questions for immediate response. Can range from formal exams and tests, to a quick, fun way of finding out where students are up to, for example, a quiz. Allows response and questioning from students and feedback from teacher.

The learning may be assessed through:

- Responses by individual students.
- May make use of on-line assessment.

Evidence could include:

- Written questions
- Student responses
- Teacher feedback

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Process should be informal and non-threatening and questions should cover a narrow range of areas. Possible use of multi-choice questions.	Assessment by teacher.	Evidence could be; written responses.
<b>Level One</b>	Process should be informal and non-threatening. Questions should encourage students to make use of knowledge rather than just testing recall.	Assessment by teacher or external marker (for exams / tests).	Evidence could be; written responses.
<b>Level Two</b>	Open and closed questions should be included, covering a number of areas. Students should be encouraged to make use of / interpret knowledge rather than just testing recall. May be time limited.	Assessment by teacher or external marker (for exams / tests).	Evidence could be; written responses.
<b>Level Three</b>	Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Students should be encouraged to make use of / interpret knowledge rather than just testing recall. The process may be time limited.	Assessment by teacher or external marker (for exams / tests).	Evidence could be; written responses.

#### 4. Essay

A discursive, written response to a question or statement which involves the student in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information / opinions / evaluation / analysis and a conclusion.

The learning may be assessed by:

- Teacher against clear criteria.

Evidence could include:

- Essay
- Detailed teacher feedback

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	It would be unlikely that an essay would be used as an assessment activity at Entry Level as it would not be appropriate for the student. However, it could be used in a very simple form to allow students to demonstrate recall and comprehension in a narrow range of ideas.	Assessment by the teacher through discussion.	Evidence could be; the essay and teacher feedback.
<b>Level One</b>	The essay subject should be simple and the response should be descriptive and not analytical or evaluative. A narrow range of applied knowledge and demonstration of basic comprehension would be expected. Students should be given detailed information on how to structure the essay and on the criteria for achievement.	Assessment by the teacher.	Evidence could be; the essay and teacher feedback.
<b>Level Two</b>	The essay subject should be familiar and the response should demonstrate the ability to interpret information, make comparisons and apply knowledge and demonstrate comprehension in a number of different areas. Students should be given information on the expected structure of the essay and criteria for achievement. GL = 500 words.	Assessment by the teacher.	Evidence could be; the essay and teacher feedback.
<b>Level Three</b>	The essay subject should allow the student to access and evaluate information independently, to analyse information and to make reasoned judgements and demonstrate comprehension of relevant theories. Students should be given information on possible structures for an essay and for the criteria for achievement. GL = 1000 words.	Assessment by the teacher.	Evidence could be; the essay and teacher feedback.

## 5. Report

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

The learning may be assessed by:

- Teacher for written report.
- Teacher and / or peers for oral presentation of report.

Evidence could include:

- Written report with teacher feedback
- Notes for oral presentation with teacher and / or peer feedback.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Report should be oral and informal. The information or activity being reported on should be simple and familiar. Students should be supported in preparing and giving a report and given a number of opportunities to respond.	Assessment by teacher.	Evidence could be; teacher record.
<b>Level One</b>	Report could be presented orally or in written format. Oral presentation should be informal. Information used in the report should be readily available and activities should be in familiar contexts. Students should be clear on the expected structure and criteria for the report and given support on planning and presentation.	Assessment by teacher.	Evidence could be; a written report with teacher feedback or student notes of oral presentation with teacher feedback.
<b>Level Two</b>	Report could be presented in orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities, should be from familiar or unfamiliar but predictable contexts. Students should be clear on possible structures for the report and the criteria for achievement. GL = 4 minutes for oral / 500 words for written. Students should be given guidance on planning and presentation.	Assessment by teacher and / or peers for oral presentation.	Evidence could be; written report with teacher feedback or student plan for oral presentation with peer and / or teacher feedback.
<b>Level Three</b>	Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Students should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral / 1000 words for written	Assessment by teacher and or peers for an oral presentation.	Evidence could be; written report with teacher feedback or plan for oral presentation with peer and / or teacher feedback.

## 6. Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

The learning may be assessed by:

- Teacher, student or peers, during and at the end of process through discussion and observation.

Evidence could include:

- Notes, plans, record of project process.
- Teacher record.
- Peer records.
- Student log.
- Audio / video / photographic record.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Task should be simple, familiar, informal and supervised. It should involve repetitive and predictable processes.	Assessment through teacher observation and questioning during and at end of process.	Evidence could include, teacher record, student notes, plans, reports, student log or audio / video / photographic record.
<b>Level One</b>	Task should be selected with support from teacher to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.	Assessment through teacher observation and questioning during at the end of the process.	Evidence could be; teacher record, student notes, plans, reports, student log or audio / video / photographic record.
<b>Level Two</b>	Task should be selected with teacher guidance to allow the demonstration of knowledge and understanding in a range of areas and contexts, and the interpretation of information. The project should be completed within an agreed timescale.	Assessment through teacher / student discussion during and at the end of the process, and through self-assessment.	Evidence could be; teacher record, student notes, plans, reports, student log or audio / video / photographic record.
<b>Level Three</b>	Task should be selected with teacher guidance to allow the demonstration of knowledge and skills in a range of areas and contexts, and to show the use of reasoned judgements. The project should be planned and completed within an agreed timescale.	Assessment through teacher / student discussion and self-assessment.	Evidence could be; teacher record, student notes, plans, reports, student log or audio / video / photographic record.

## 7. Production of artefact

Production of a relevant artefact selected by the teacher or by students, which enables students to demonstrate skills and to apply knowledge.

The learning may be assessed by:

- Teacher / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Teacher record of observation.
- Student notes.
- Teacher lesson plan.
- Teacher's notes.
- Audio / video / photographic record.
- Student log.
- Completed artefact.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Artefact should be simple, familiar and informal. Its production should be supervised and involve repetitive and predictable processes.	Assessment through teacher / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be; teacher record, student notes, plans, reports, student log, audio / video / photographic record and completed artefact.
<b>Level One</b>	Artefact should be selected with support from teacher to allow the demonstration of skills and apply knowledge in a range of predictable, structured and familiar contexts.	Assessment through teacher, peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be, teacher record, student notes, plans, reports, student log, audio / video / photographic record and completed artefact.
<b>Level Two</b>	Artefact should be selected with teacher guidance to allow the demonstration of skills and the application of knowledge in a range of areas and contexts. A degree of student autonomy should be encouraged within the scope of the demonstration. The artefact should be completed within an agreed timescale.	Assessment through teacher / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be; teacher record, student notes, plans, reports, student log, audio / video / photographic record and completed artefact.
<b>Level Three</b>	Artefact should be selected with teacher guidance to allow the demonstration of skills and application of knowledge in a range of areas and contexts. Production of the artefact should be guided but self-directed. Production of the artefact should be planned and completed within an agreed timescale.	Assessment through teacher / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be; teacher record, student notes, plans, reports, student log, audio / video / photographic record and completed artefact.

## 8. Role Play / Simulation

Use of a situation selected by the teacher or by students, to enable students to practice and apply skills and to explore attitudes.

The learning may be assessed by:

- Teacher / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Teacher record of observation.
- Student notes.
- Teacher lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Student log.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Role-plays should be simple with scenarios that are familiar to the student. Role-plays should be short, structured and supervised.	Assessment through, teacher / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; teacher record of observation, student notes, teacher lesson plan, tutorial notes, audio / video / photographic record or student log.
<b>Level One</b>	Role-plays should be limited in range, be familiar and require a narrow range of skills. Role-plays should be structured and involve limited degree of student choice.	Assessment through, teacher / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; teacher record of observation, student notes, teacher lesson plan, tutorial notes, audio / video / photographic record or student log.
<b>Level Two</b>	Role-plays should allow the application of skills in several areas and contexts. Role-plays should be directed, but allow for a degree of student autonomy.	Assessment through teacher / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; teacher record of observation, student notes, teacher lesson plan, tutorial notes, audio / video / photographic record or student log.
<b>Level Three</b>	Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.	Assessment through teacher / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; teacher record of observation, student notes, teacher lesson plan, tutorial notes, audio / video / photographic record or student log.

## 9. Written Description

Consideration of a particular subject, situation or example selected by the teacher or by students, which enables students to apply knowledge to specific situations and to present them in written format.

The learning may be assessed by:

- Teacher.
- One to one tutorial.
- Discussion.

Evidence could include:

- Teacher record of observation.
- Student notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Subjects should be simple and familiar to student. Written work should be short, structured and supervised.	Assessment through teacher assessment and discussion.	Evidence could be; teacher record of observation and feedback, summary of discussion or completed work.
<b>Level One</b>	Subjects should be limited in range, be familiar and require a narrow range of knowledge. Written work should be structured and involve limited degree of judgement.	Assessment through teacher assessment and discussion.	Evidence could be; teacher record of observation, summary of discussion and feedback or completed work.
<b>Level Two</b>	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.	Assessment through self-assessment and teacher assessment.	Evidence could be; teacher record, student record, summary of discussion and feedback or completed work.
<b>Level Three</b>	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.	Assessment through self-assessment and teacher assessment.	Evidence could be; teacher record, student record, summary of feedback or completed work.

## 10. Practical Demonstration

A practical demonstration of a skill/situation selected by the teacher or by students, to enable students to practise and apply skills and knowledge.

The learning may be assessed by:

- Teacher.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Teacher record of observation.
- Student notes.
- Teacher lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Student log.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Practical demonstrations should be simple with situations that the student is familiar with. They should be short, structured and supervised.	Assessment through teacher / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; teacher record of observation, student notes, teacher lesson plan, tutorial notes, audio / video / photographic record and student log.
<b>Level One</b>	Practical demonstrations should be limited in range, be familiar and require a narrow range of skills and knowledge.	Assessment through teacher / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include teacher record of observation, student notes, teacher lesson plan, tutorial notes, audio / video / photographic record and student log.
<b>Level Two</b>	Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of student autonomy should be encouraged within the scope of the demonstration.	Assessment through teacher / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include teacher record of observation, student notes, teacher lesson plan, tutorial notes, audio / video / photographic record and student log.
<b>Level Three</b>	Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts.	Assessment through teacher / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include teacher record of observation, student notes, teacher lesson plan, tutorial notes, audio / video / photographic record and student log.

## 11. Group Discussion

Discussion of a topic or situation selected by the teacher or by students, to enable students to share knowledge and thoughts and to assess their learning.

The learning may be assessed by:

- Teacher.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Teacher record of observation.
- Student notes.
- Teacher lesson plan.
- Tutorial notes.
- Audio/video/photographic record.
- Student log.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Discussions should be simple with subjects that are familiar to the student. The discussion should be short, structured and supervised.	Assessment through teacher, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; teacher record of observation, student notes, teacher lesson plan, tutorial notes, audio / video record and student log.
<b>Level One</b>	Discussions should be limited in range, cover topics that are familiar to the student. These should require a narrow range of skills. The discussion should be structured and involve a limited degree of student choice.	Assessment through teacher, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; teacher record of observation, student notes, teacher lesson plan, tutorial notes, audio / video record and student log.
<b>Level Two</b>	Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of student autonomy.	Assessment through teacher, peer observation, one-to one tutorial discussion and self-assessment.	Evidence could include; teacher record observation, student notes, teacher lesson plan, tutorial notes, audio / video record and student log.
<b>Level Three</b>	Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.	Assessment through teacher, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; teacher record observation, student notes, teacher lesson plan, tutorial notes, audio / video record and student log.

## 12. Performance / Exhibition

A performance or exhibition of music or drama with an audience, or a rehearsal or student demonstration for individuals or groups.

The learning may be assessed by:

- Teacher, student or peers, at end of performance through discussion and observation.

Evidence could include:

- Notes.
- Plans.
- Audio/video/photographic record of performance/exhibition.
- Teacher records.
- Peer records.
- Student log.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	The performance / exhibition should be simple, informal and supervised.	Assessment through peer assessment, self-assessment and / or teacher observation.	Evidence could include; teacher record, notes, plans, audio / video / photographic record of performance / exhibition, peer records, student log and summary of feedback.
<b>Level One</b>	The performance / exhibition should be limited in range, familiar and require a narrow range of knowledge.	Assessment through peer assessment, self-assessment and / or teacher observation.	Evidence could include; teacher record, notes, plans, audio / video / photographic record of performance / exhibition, peer records, student log and summary of feedback.
<b>Level Two</b>	The performance / exhibition should be chosen with teacher guidance to allow the demonstration of knowledge and understanding in a range of areas. Provide the opportunity for interpretation of the chosen piece.	Assessment through peer assessment, self-assessment and / or teacher observation.	Evidence could include; teacher record, notes, plans, audio / video / photographic record of performance / exhibition, peer records, student log and summary of feedback.
<b>Level Three</b>	The performance / exhibition should be chosen with the teacher to allow for the application of knowledge in a range of complex areas, in a variety of contexts. Performance should be guided but self-directed.	Assessment through peer assessment, self-assessment and / or teacher observation.	Evidence could include; teacher record, notes, plans, audio / video / photographic record of performance / exhibition, peer records, student log and summary of feedback.

### 13. Reflective log or diary

A description, normally in writing but may be oral, by the student reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

The learning may be assessed by:

- Student, often supported through tutorial discussions with teacher.

Evidence could include:

- Log / diary (however this may be confidential and therefore not available for moderation).
- Tutorial notes.
- Teacher record.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	The reflection process should normally be oral and supported. It may be supplemented by the use of drawings or diagrams. Students should be asked to describe simply what they have learned with direction from the teacher.	Assessment by student with teacher support.	Evidence could include; drawings, diagrams and teacher record.
<b>Level One</b>	The reflection process should be written and may be in the form of brief, structured notes. Student should be asked to record what they have student at regular intervals and advised on what information to include. Students should make limited judgements on what has been learned in terms of, for example, usefulness or interest.	Assessment by student supported by teacher through tutorials.	Evidence could include; log / diary, tutorial notes and teacher record.
<b>Level Two</b>	The reflection process should be written in a structured format that allows some autonomy in recording. Students should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge / skills, what else they need to learn.	Assessment by student supported by teacher through tutorials.	Evidence could include; log / diary, tutorial notes and teacher record.
<b>Level Three</b>	The reflection process should be written and students given guidance on appropriate methods. Students should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn.	Assessment by student, discussed with the teacher.	Evidence could include; log / diary and teacher notes.

## 14. Practice File

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and / or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

The learning may be assessed through:

- Discussion with the teacher.

Evidence could include:

- Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, minutes, reports, brochures, plans, witness statements, letters or e-mails.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Entry Level</b>	Practice evidence should be simple and specific. Students should be directed on what to include. The teacher should map the evidence to specific learning outcome/s.	Assessment through discussion with the teacher.	Evidence could include; document/s and teacher notes.
<b>Level One</b>	Practice evidence should demonstrate the application of a narrow range of skills and / or knowledge. Students should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.	Assessment through discussion with the teacher.	Evidence could include; documents, student notes and teacher comments.
<b>Level Two</b>	Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and / or knowledge. Students should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, notes and on how the file should be presented.	Assessment through discussion with the teacher.	Evidence could include; structured file with teacher feedback.
<b>Level Three</b>	Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Students should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement.	Assessment through discussion with the teacher.	Evidence could include; structured file with teacher feedback.