

Assignment 2 Part A Assessment Criteria

Criteria	Fail (0-24)	Pass (25-32)	Credit (33-37)	Distinction (38-42)	High Distinction (43-50)
A clearly stated context and purpose for curriculum-based assessment	Limited to no evidence of the knowledge base informing teachers on strategies for applying policies purposes and principles of assessment.	Basically presented, with scope to present clearer evidence that you understand policies and principles associated with managing contemporary curriculum-based Assessment.	Clearly presented, some references and consistent with contemporary curriculum-based assessment.	Articulate, relevant and informed by some authoritative professional sources including the choice of curriculum.	Knowledgeable, articulate, relevant and informed by multiple authoritative sources, including the choice of curriculum and recognition of demographic factors.
Identify evidence of student capability Identify what remediation seems warranted	Instead of a curriculum- based assessment, there are unexplained opinions or judgments, raising questions about the replicability or trustworthiness of the assessment process adopted.	A curriculum-based assessment is attempted but there are ambiguities which on the face could raise questions around reliability and/or validity of the assessment process.	The student response is assessed but the evidence-based nature of references to curriculum, a task, criteria and an achievement measure could be clearer or more coherent, as presented.	The student response is assessed with sufficiently explicit and coherent reference to curriculum, a task, criteria and an achievement measure.	The student response is assessed with explicit and high-level reference to curriculum, a task, criteria and an achievement measure.
Recommend ways to improve student learning	Recommendations not provided or do not integrate pedagogy, curriculum and assessment materials in tandem with the evidence-based assessment for integrated teaching and learning.	Limited evidence of aligning pedagogy, curriculum and assessment materials in tandem with the evidence-based assessment to locate curriculum-based assessment as integrated teaching and learning.	Basic evidence of aligning pedagogy, curriculum and assessment materials in tandem with the evidence- based assessment to locate curriculum-based assessment as integrated teaching and learning.	Some principled and knowledgeable combinations of pedagogy, curriculum and assessment materials are identified, in tandem with the evidence-based assessment.	Excellent combinations of pedagogy, curriculum and materials in tandem with the evidence-based assessment are defensible and likely to sustain student motivation.

Assignment 2 Part B Assessment Criteria

Assessment Criteria	Fail (0-24)	Pass (25-32)	Credit (33-37)	Distinction (38-42)	High Distinction (43-50)
The relation of intended assessments in a learning journey (LMP or Unit of Work).	The relation of proposed assessment and reporting to intended teaching and learning is not specified.	A curricula context seems to match a related assessment and reporting strategy but lacks some important and pragmatic details.	A curricula context is alluded to matches a related assessment and reporting strategy, although some important and pragmatic details are vague.	Specifies well a suitable curricula context for a related assessment and reporting strategy.	Excellently establishes a suitable curriculum context for a related assessment and reporting strategy.
The relation of moderation to contemporary assessment and reporting.	The proposed assessment, moderation and reporting presented does not include a moderation strategy in the assessment plan.	The proposed assessment, moderation and reporting presented proposes a moderation strategy but its alignment with the Overview of proposed assessment, moderation and reporting is ambiguous	The proposed assessment, moderation and reporting presented proposes a moderation strategy that seems consistent with the teaching-learning context	The proposed assessment, moderation and reporting presented proposes some well-developed moderation strategies to quality assure effective teaching and learning context.	The proposed assessment, moderation and reporting presented proposes excellent moderation strategies to quality assure effective teaching and learning context.
The relation of curriculum-based assessment to reporting.	The reporting strategy is either not explained or not illustrated, or it is inconsistent or ambiguous.	The reporting strategy as explained or illustrated seems consistent with prevailing curriculum, and assessment policies, practices and principles with scope for more specific detail in many respects.	The reporting strategy as explained and/or illustrated is consistent with prevailing curriculum, and assessment policies, practices and principles.	The reporting strategy as explained and illustrated is well developed and consistent with prevailing curriculum, and assessment policies, practices and principles.	The reporting strategy as explained and illustrated is explicitly and reflexively inclusive of relevant stakeholders and is consistent with prevailing curriculum, and assessment policies, practices and principles.