

SCHOOL BASED ASSESSMENT

NAME OF CENTRE: Ferncourt High School

CENTRE CODE: _____

YEAR OF EXAM: 2021

NAME OF CANDIDATE: A

CANDIDATE'S REGISTRATION NUMBER: _____

| | | |
|---------------------------|----------|--|
| Plan of Investigation | 5 marks | |
| Participation Measure | 5 marks | |
| Quality of Group Activity | 10 marks | |
| Written Report | 10 marks | |
| Reflection | 5 marks | |
| Oral Presentation | 10 marks | |
| Total | 45 | |

Teacher's Signature*: _____

Date: _____

SCORING RUBRIC FOR PLAN OF INVESTIGATION

Name of Student: _____

Date: _____

| AREAS | | RATING SCALE | | | | FINAL SCORE |
|-------|--|--|--|---|--|-------------|
| | | 0 | 1 | 2 | 3 | |
| a. | Reason for choosing the topic and selection of title | No reason and title given or obscure reason with inappropriate title | Reason given is vague or weak; appropriate title given | Appropriate reason and title given | Original and insightful reason and title given | /3 |
| b. | Expected benefits to you as a student of English | No benefits given | Benefits given are not clearly stated; few are attainable | Benefits are clearly expressed, but they are not all sound, most are attainable | Benefits are clearly expressed, sound and attainable | /3 |
| c. | Proposal for collection and use of material | Material to be collected not stated | Material to be collected stated (type or nature of material) Limited list of sources given | Material to be collected stated (type or nature of material) Various sources for possible material internet etc...) given | | /2 |
| | | Use of the English language skills to be used in analysing the material not stated | Use of the English Language skills outlined and an attempt made to indicate how they will be used. | Use of the English Language skills clearly outlined and clear indication of how they will be used provided. | | / 2 |
| TOTAL | | | | | | /10 |

Total marks for Plan of Investigation = 10 marks

Scale down to 5 marks

Score awarded = total score = -----

Name of Teacher: ----- Time/Date: -----

SCORING RUBRIC FOR INDIVIDUAL PARTICIPATION

Name of Student: _____

Date: March 21, 2022

The total mark for Individual Participation will be 5 marks based on the responses obtained from the sessions conducted by the teacher.

| Areas | Questions for students | Final Score |
|--------------|---|--------------------|
| 1. | <i>Do/Did you know what you are/were expected to do to work well in a team?</i> | <i>1 /1</i> |
| 2. | <i>Are you able to focus on what is taking place in your group?</i> | <i>1 /1</i> |
| 3. | <i>How do/did you feel in the group? I feel self-confidence, self-esteem and self-efficacy.</i> | <i>1/1</i> |
| 4. | <i>Do/Did you know how to manage how you behave in the group?</i> | <i>1 /1</i> |
| 5. | <i>Do/Did you manage your tasks on time and thoroughly?</i> | <i>1 /1</i> |
| | | <i>5/5</i> |

Name of Teacher: _____

Time/Date: _____

SCORING RUBRIC FOR QUALITY OF WITHIN - GROUP ACTIVITIES

Name of group: _____

Date: _____

| Facets of Process | RATING SCALE | | | | Final Score |
|-------------------|--|--|--|---|-------------|
| | 0 | 1 | 2 | 3 | |
| Communication | Plan of work not known by all group members. | The plan of work exists, and most group members have seen, read and discussed it. | All members have seen, read and discussed the plan of work | | /2 |
| Collaboration | No awareness of what members of the group are doing. | Some awareness of what members of the group are doing. | Members seek out and are aware of what all members of the group are doing. | | /2 |
| Reflection | Group members show no evidence of reflecting on their work. | Group members engaged in reflection on work at the end of <i>some</i> of the activities or sessions. | Group members engaged in reflection on work at the end of <i>most</i> of the activities of sessions. | Group members engaged in reflection on work at the end of <i>all</i> of the activities or sessions. | /3 |
| Interaction | There is obvious misunderstanding among members. Group unable to resolve problems. | Members attempt to resolve issues and problems to ensure a comfortable relationship | Members are actively creating interaction with each other and displaying | Members respect and appreciate each other; and show empathy to all members. | /3 |

| | | | | | |
|--------------|--|----------------------|--------------------|--|------------|
| | | among group members. | trust and respect. | | |
| Total | | | | | /10 |

Name of Teacher: _____

Time/ Date:

SCORING RUBRIC FOR REFLECTION

The assessment of this component will be based on the following:

Theme factors: critical knowledge related to theme, how material shaped their thinking

Language factors: analysis of language, good organisation

Process factors: personal value, benefits clearly identified

Reflection on topic/issue/theme, use of language, process and its effects

| DESCRIPTORS | Marks | Final Score |
|--|---------|-------------|
| Candidate produces an excellent reflection comprising THREE entries which: <ul style="list-style-type: none"> Discusses how the THREE pieces of material have affected the candidate's thinking about the issue Examines the use of language in the three pieces Discusses the process and its effects on the candidate | 5 marks | /5 |
| Candidate produces a very good reflection which: <ul style="list-style-type: none"> Integrates the treatment of the issue in the three pieces Provides a very good examination of the use of language Discusses the process and its effect | 4 marks | /4 |
| Candidates produces a good reflection which: <ul style="list-style-type: none"> Addresses the treatment of the issue in the three pieces Provides a good examination of the use of language Gives little discussion of the process and its effects | 3 marks | /3 |
| Candidate produces a limited reflection which: | 2 | /2 |

| | | |
|---|---------|----|
| <ul style="list-style-type: none"> Provides a limited treatment of the issue in the three pieces Attempts to provide an examination of the use of language with limited success Gives very little or no discussion of the process and its effect | marks | |
| Candidate produces a weak reflection which: <ul style="list-style-type: none"> Mentions the issue Very weak examination of the use of language OR none provided No discussion of the process and its effect | 1 mark | /1 |
| TOTAL | 5 marks | /5 |

SCORING RUBRIC FOR WRITTEN REPORT

| FACETS OF TASK | RATING SCALE | | | |
|----------------|---|--|---|---|
| | 1 | 2 | 3 | 4 |
| 1.Content | <p>Does not meet the required number of pieces.</p> <p>Stimuli chosen are of little relevance or a weak attempt is made to force relevance</p> <p>Only one or two tasks attempted</p> | <p>The required number of stimuli has been selected but some of the issues are only implied.</p> <p>Some tasks are noted but generally there seems to be inadequacy, and lack of clarity.</p> <p>The report indicates an understanding of tasks but execution is</p> | <p>Contexts in/from which the stimuli are chosen are explicitly given</p> <p>There is evidence of the procedures used in selecting the three stimuli</p> <p>Some of the issues associated with the stimuli are not clearly stated (more information is needed)</p> <p>There is indication of the tasks to be done but some aspects are left</p> | <p>Contexts in/from which the stimuli are chosen are explicitly given.</p> <p>There is clear evidence of the procedure used in selecting the three stimuli.</p> <p>Issues raised (in the stimuli) are clearly defined and fully explored.</p> <p>All relevant tasks (processes, procedures) which should have been/ are to be, performed by group members and described in the reporting in the</p> |

| | | | | |
|-------------------------------|---|--|--|----------------------------------|
| | | insufficient | out. | reporting are noted and defined. |
| 2.Evidence of investigation | <p>Weak responses to the tasks: (focus, summary, analysis)</p> <p>Issues are not clearly identified</p> <p>Inadequate evidence of research.</p> | <p>Analysis focuses on some of the key issues.</p> <p>Good evidence of research</p> <p>Good handling of documentation with the occasional error.</p> | <p>Excellent response to the tasks: (focus, summary, analysis)</p> <p>Analysis focuses on key issues</p> <p>Findings of discussions and research of the relevance to the stimulus material are clearly stated.</p> <p>All sources of the various stimuli are acknowledged and documented.</p> <p>Any comments on the stimuli, apart from students' original comments, are appropriately acknowledged and documented.</p> | |
| 3.Language use and Vocabulary | <p>The report:</p> <p>Good control of basic grammar, vocabulary, and mechanics. Competent sentence structure but lacking in maturity of</p> | <p>The Report:</p> <p>Very good control of language (grammar and vocabulary) – errors do not suggest lack of capacity</p> | <p>The report:</p> <p>Excellent use of Standard English in the appropriate tone and register.</p> <p>The vocabulary shows excellent knowledge of and interaction with the issues</p> | |

| | | | | |
|--|-------------|--|--------------|--|
| | expression. | | and context. | |
|--|-------------|--|--------------|--|

Total marks for Written Report = 10

marks

Score Awarded = _____ + _____ + _____ =

Name of student: _____

Name of assessor: _____

Time/Date of assessment: _____ / _____
Time Date

SCORING RUBRIC FOR ORAL PRESENTATION

| FACETS OF TASKS | RATING SCALE | | | | |
|--|--|----------------------------------|--|--|---|
| | 0 | 1 | 2 | 3 | 4 |
| 1. Fluency of delivery | Jerky, halting | Choppy fragmentary long pauses | Awkward but acceptable intonation; continuous; natural | Intelligible ; clear; smooth; well-paced low | |
| 2. Structure, comprehensibility, and development | Connection with topic/issue unclear; incomprehensible; | Connection with the topic/ issue | Limited comprehension lacks | Coherent; key issues well developed well | Clear organisation of ideas; sustained treatment of |

| | | | | | |
|--------------------------------|---|---|--|---|--|
| of topic | Key issues not depicted; style of presentation does not always aid in depicting the key issues. | unclear; very incoherent in parts; utterances incorrect | elaboration; slightly incoherent in parts; somewhat limited | expressed in many parts; very effective style | topic/theme/ issues; style very effective and Impactful in communicating |
| 3. Language use and vocabulary | Lacks basic words; lacks specificity; very many errors in words and sentences | Ideas limited to inadequate words and jargon. Lacks specificity, limited range of grammar | Adequate style of presentation, basic sentences are used; control of basic grammatical structures; reliance on practical experiences | Accurate use of grammar, Effective use of grammar and vocabulary; High degree of fluency; rich vocabulary | |

Total marks for Oral Presentation =

10marks

Score awarded = ____ + ____ + ____

= ____

Name of student: _____

Name of assessor: _____

Time/ Date of assessment: _____/ _____

Time

Date