

**Portfolio Assessment- Literacy**

**Tutor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course Level:\_\_\_\_\_\_\_\_\_**

**Learner:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I A Literacy Level:\_\_\_\_\_\_\_\_\_\_\_Add. Information:\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Please tick √ | **N/A** | **Excellent** | **Good** | **Adequate** | **Un - satisfactory** |
| **Reading and thinking skills** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * Different sources and formats used |  |  |  |  |  |
| * Different complexities used |  |  |  |  |  |
| * Locating facts |  |  |  |  |  |
| * Analysing, synthesising and reorganising explicit ideas or information in a passage |  |  |  |  |  |
| * Identifying patterns; using inference and deduction, making hypotheses, reading behind the lines, drawing conclusions |  |  |  |  |  |
| * Movement towards more higher-order reading skills of evaluating a passage or group of texts |  |  |  |  |  |
| * Linking with experience/prior knowledge |  |  |  |  |  |
| * Considering evidence and reliability |  |  |  |  |  |
| * Appreciation and analysis of content and style, an argument/debate, writers’ techniques |  |  |  |  |  |
| **A range of information retrieval strategies** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * Highlighting, summarising, sequencing text by reordering paragraphs or creating a flow chart/storyboard |  |  |  |  |  |
| * Using reference books |  |  |  |  |  |
| * Using an index and/or bibliography |  |  |  |  |  |
| * Note-making grids to select and organise information |  |  |  |  |  |
| **A range of strategies to read for different purposes** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * Skimming and scanning |  |  |  |  |  |
| **Writing skills** |  |  |  |  |  |
| **Spelling** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * Spelling errors being identified through marking |  |  |  |  |  |
| * Incorrect words being learnt and used correctly in future writing |  |  |  |  |  |
| * Acknowledgement of differences between spelling errors in common words and spelling errors in course level technical words |  |  |  |  |  |
| * Strategies for improving spelling |  |  |  |  |  |
| * The number of errors reducing through the portfolio |  |  |  |  |  |
| **Punctuation** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * At entry 3 and all higher levels: capital letters and full stops, question marks and exclamation marks are accurate |  |  |  |  |  |
|  | **N/A** | **Excellent** | **Good** | **Adequate** | **Un - satisfactory** |
| * At L1 and all higher levels: commas and apostrophes are accurate |  |  |  |  |  |
| * At level 2 and above: higher level punctuation such as dashes, semi colons and colons are accurate |  |  |  |  |  |
| * Punctuation errors being corrected |  |  |  |  |  |
| * The number of errors reducing through the portfolio |  |  |  |  |  |
| * A good use and range of punctuation |  |  |  |  |  |
| **Grammar** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * At entry 3 and all higher levels: writing is in complete sentences and subject-verb agreement is correct |  |  |  |  |  |
| * At L1 and all higher levels: verb tense, word order, a range of conjunctions and longer sentences are correct |  |  |  |  |  |
| * At L2 and above: pronouns and complex sentences are used correctly to make writing interesting and accurate |  |  |  |  |  |
| * **Grammatical errors being corrected** |  |  |  |  |  |
| * **The number of errors reducing through the portfolio** |  |  |  |  |  |
| **Range and quality of extended writing tasks for**  **different purposes and audiences** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * a variety of forms of writing through accurate use of the six main non-fiction text types (recount; instruction; non-chronological report; explanation; persuasion; discussion) |  |  |  |  |  |
| **Good use of language to present material appropriately** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * A good range of word choices used appropriately for the purpose and audience of the text; an extensive and varied vocabulary |  |  |  |  |  |
| **Other general communication skills prompts** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * An increasing level of challenge in texts given for learners to read, and a choice of writing tasks |  |  |  |  |  |
| * Work being presented neatly and using an appropriate format |  |  |  |  |  |
| **Marking and assessment** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * All work marked and up to date |  |  |  |  |  |
| * A common marking policy is being used |  |  |  |  |  |
| * Missing work being identified by the lecturer |  |  |  |  |  |
| * Diagnostic comments on the learners’ work |  |  |  |  |  |
| * Good examples within work being highlighted |  |  |  |  |  |
| * Learners responding to comments |  |  |  |  |  |
| **Additional Comments** | | | | | |

**Assessor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Assessor’signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_**