St John of God Community Services

Lifelong Learning

Assessment Manual

Title Reading

M2C01

Award Type: Minor

Award Level:2

Version : 1.0

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1. Assessment Overview

This a QQI Level 2 minor award. At QQI Level 2, a student is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.
Referred means that the portfolio of assessment needs further work by the student before they can demonstrate the standard and achieve certification from QQI. When a student has not achieved the minimum standards for an award the grade is recorded as referred.

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.
All learning outcomes must be achieved to get a Successful grade.
Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

1.1 Assessment Criteria For Tutors

Tutor best practice is to ensure that all learners have the opportunity to demonstrate their learning, carry out each assessment and present it to the best of their ability.
Each module/course will have an assessment framework and a range of assessments and tasks for learners to complete.
The assessment brief clearly communicates to learners all assessments and learning tasks that need to be successfully completed to obtain the respective QQI qualification.
The assessment brief is structured to support learners to engage with and complete all module/course learning outcomes.

1.2 Assessment Brief

The assessment brief must be clearly laid out for the learner.
The assessment brief and agreed deadline must be communicated to the learner by the course tutor.
Learning outcomes must be mapped in the assessment.
The marking allocation for assessment must be clearly stated on the assessment brief.

1.3 Learner Declaration

Learners must ensure that all work presented is learner's own work. The learner will sign the learner declaration section. Signing this section means that learners confirm the coursework and assessment submitted is their own.

When all assessment work has been submitted the course tutor must ensure each learner signs the learner declaration section in the course assessment brief.

1.4 Assessment Overview

The assessment overview section in the assessment brief must be signed by **both the course tutor and the learner.**
The date the assessment brief was given to learners must be recorded.
The date all assessments were returned to the course tutor must be recorded.
This recording process ensures that the assessment brief has been distributed to the learner by the tutor and all assessment task elements have been submitted by the learner.

1.5 Tutor Marking Review

Some courses may have a course assessor who is not the course tutor.
The course assessor must be clearly identified in the assessment grading and recording process.
In the tutor marking review section of the assessment brief tutors/assessors must confirm that they have graded all assessment task elements and course assessments.
Tutors/assessors must clearly document if the learner has or has not completed all assessment tasks successfully.

2. Grading and Feedback

2.1 Grading

Assessors must complete all elements of the course marking sheet to award the learner their course grade.
Assessors will grade using the specified grading bands and outline the following:
The Assessment Criteria – Outline the learning outcome(s) the assessment is being graded against.
Allocation of Marks – Assessors will tick if the learning outcome has been achieved through successful completion of the relative assessment.
Evidence of Assessment – This must include the Assessment Title and Number. If there is an affiliated worksheet or handout allocated to the assessment the worksheet number must also be clearly outlined.
Grade Awarded – Assessors must specify the graded awarded and sign to validate the grade given to the learner. Date of grade issue records the date the grade was awarded by the course tutor.

2.2 Learner Feedback

Assessors must record the mode of feedback and date of feedback issue to the learner.

Overall course feedback to learners should contain the grade awarded to the learner as well as specific assessment related portfolio of work /skills demonstration feedback.
Feedback should be communicated in line with the learner's own preferred communication method and in line with SJOGCS13 Policy on using Inclusive Communication.

3. Internal and External Verification

The course assessor must follow the process of preparing for internal and external verification.
All learner portfolios and assessment must be presented by the course assessor for internal/external verification.
The assessor is required to complete the course assessor section of the Lifelong Learning Internal Verification Submission Checklist. (See Appendix 1).
The assessor must present each learner portfolio as follows:

Portfolios

1. a) Module Name
   b) Module Code
   c) Learner Name

2. Completed assessment brief signed by the learner and tutor/assessor.
3. Completed marking sheet to include grading and feedback signed by module(s)/course assessor.
4. Evidence of learner assessment work – Clearly signposted and audio-visual work stored in the appropriate online location.

4. Learning Outcomes Mapping

Award Title:	Reading
Award Type:	Minor
Framework Level:	2
Award Code:	M2C01
Credit Value:	5
Assessment Technique:	Portfolio of Work

Please note below all learning outcomes that must be achieved and evidenced for a learner to achieve a successful grade.

Module Learning Outcome	Assessment Technique(s) / Tasks
(R1) Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/sport/hobby	Assessment 1
(R2) Use simple rules and text conventions that support meaning, e.g. punctuation, common abbreviations	Assessment 2
(R3) Interpret different forms of writing and text, including social sight signs and symbols, e.g. common formats of bills, menus, forms, timetables, road and other signs, simple food preparation instructions, short piece of personally relevant writing	Assessment 3
(R4) Find key information from different forms of writing, e.g. locating factual information in forms/bills, time and dates of appointments	Assessment 4
(R5) Use reading strategies, e.g. clues context, sound, prediction and decoding	Assessment 5

5. Staff Supporting Assessment Agreement

(Only to be completed by staff who are supporting learners availing of learning support to complete assessment)

Supporting Staff Agreement **I will:**	**Initial**
Agree a time with the learner to provide learning support in order to assist the learner's independent completion of course and assessment related work. To add this learning support time to our weekly timetable.	
Support the learner to ensure they have signed and dated their assessment brief	
Support the learner to record their assessment submission date, deadline and encourage contact with tutor if required	
Encourage the learner to keep work safe and secure at all times	
Support the learner to complete student feedback and course evaluation	
Facilitate independent learning activities	
Encourage learning opportunities and skills use from course where appropriate	

5.1 Assessment Brief – Reading

Learner Name:	
Module:	Reading
Module Code:	M2C01
Level:	2
Technique:	Portfolio of Work
Grading:	S = All assessments are completed satisfactorily R = Assessment incomplete or not completed satisfactorily
Assessment Start Date:	
Assessment Submission Deadline:	

5.2 Assessment Brief

Programme Module Title:	General Learning
Component Title and Code:	Reading M2C01
Level	2
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	

There are **5 assessments** for you to complete as part of your portfolio of work for your course, Reading.

You can present your work in the way that works best for you, like using photos, making a video, and using worksheets.

You must complete all 5 assessments.

1 Title: (R1) Read familiar words that are commonly used and personally relevant **Guidelines** • Capture picture/video evidence of your work. Document activities and reflections. **Criteria** In completing this piece of assessment, the learner will be able to: • Find own name on a form • Identify different symbols numbers and letters • Match familiar words and pictures • Participate in real life experiences using reading skills. **Learning Outcome:** • To improve reading skills • Read familiar words that are commonly used and personally relevant	
2 Title: (R2) Use simple rules and text conventions that support meaning **Guidelines** • Capture picture/video evidence of your work. Document activities and reflections.	

Criteria In completing this piece of assessment, the learner will be able to: • Use a range of punctuation and common abbreviations • Identify punctuation in written sentences • Identify common abbreviations **Learning Outcome:** • Decod unfamiler words • Improved vocabulary • Improved fluency in reading	
3 Title: (R3) Interpret different forms of writing and text, including social sight signs and symbols **Guidelines** • Capture picture/video evidence of your work. Document activities and reflections. **Criteria** In completing this piece of assessment, the learner will be able to: • Understand information on forms e.g. Library Membership Application • Understand information and identify common road signs. • Understand information from timetable. E.g. sport event • Follow a simple recipe and answer questions.	

• Write about subjects that they find interesting. • Improve reading skills • Interpret different forms of writing and text, including social sight **Learning Outcome:** • Improved contextual understanding • Interpret reading materials effectively	
4 Title: (R4) Find key information from different forms of writing **Guidelines** • Capture picture/video evidence of your work. Document activities and reflections. **Criteria** In completing this piece of assessment, the learner will be able to: • Understand information on timetables • Understand information on appointment cards i.e. doctor/dentist etc • To understand information on a utility bill **Learning Outcome:** • Improved comprehension • Reading efficiency • Increased retention	

5 Title: (R5) Use reading strategies

Guidelines

- Capture picture/video evidence of your work. Document activities and reflections.

Criteria

In completing this piece of assessment, the learner will be able to:

- To support learners to understand the difference between antonyms and synonyms
- Understand and interpret clues in a piece of writing i.e. inference
- Understand phonics i.e. the sounds that letter make when spoken
- Understand prediction and decoding i.e working out what you think will happen next in a piece of text

Learning Outcome

- Greater Confidence
- Incresed engament with text
- Increased information retrival
- Understand and retain information

Learner Declaration (Learner to complete this section)	
I confirm that all work in my portfolio has been completed by me.	Learner Signature: _____ Date: _____
Assessment Overview (Both learner and course tutor complete this section)	
Date the assessment brief was given (insert date below) _____ Date the assessment was submitted by learner (insert date below)	Learner Signature: _____ Date / / Course Tutor Signature: _____ Date / /
Tutor Marking Review (Course tutor to complete this section)	
The tutor will deem the work successful when all assessments have been completed correctly and independently.	I can certify that < Insert Learner's Name> has/has not completed ALL elements of the assessment tasks correctly and independently. Course Tutor Signature: < Insert Tutor Signature> Date / /

6. Marking Sheet

Learner Name:		**Date:**		**Course Code:**	M2C01
Course Name:	Reading		**Level:**	QQI Level 2	

Portfolio /Collection of Work – 100%
Grading Bands

Successful	**Referred**
Successful means that the learner has: Reached the required standard as outlined by the assessment criteria in the component specification. Provided sufficient evidence which has relevance and clarity.	**Referred** means that the learner has: Not achieved the minimum standards required as outlined by the assessment criteria in the component specification. Portfolio/Collection of work requires further work by the learner before they can demonstrate the required standard outlined in the assessment criteria in the component specification.

Assessment Criteria	Allocation of Marks	Evidence of Assessment
Learning Outcomes Demonstration	Tick if achieved	Assessment Workbook Title and Number
		Assessment 1
		Assessment 2
		Assessment 2
		Assessment 3
		Assessment 4
		Assessment 5
Grade Awarded	**Tick as appropriate**	**Successful** ☐ **Referred** ☐
Grade provided by (Tutor/Assessor Signature) ……		Date of grade issue: / /

Learner Feedback	
Mode of feedback provided to learner:	Tick as appropriate Video ☐ Text ☐ LEAP ☐ Audio ☐ Visual ☐
Learner Feedback provided by (Tutor/Assessor Signature) ……..	Date of feedback issue: / /

Appendix 1: Submission Checklist for Course Assessor and Internal Verifier

Information Needed	Details	Assessor check	Internal Verifier check
Assessor Responsibility			
Name of component(s) and component codes being assessed.			
Learner Name			
Date of Assessment			
Is the portfolio corrected?			
Is DOB and PPS sent to QQI coordinator/included if first time being assessed?			
Is there evidence of all LOs included and are they clearly marked?			
Is audio visual evidence stored in the appropriate online location?			
Are all elements of the marking sheet completed i.e all LOs ticked and proper code included?			
Has Learner and Accessor signed all relevant sections the assessment brief?			
Is assessor feedback included in portfolio?			

Internal Verification Responsibility			
Is portfolio clearly labelled and in the appropriate folder?			
Has label been printed and attached with Learner Name, Title of Component and code on Label?			
Are audio visual elements of portfolio stored in the appropriate online location?			
Has the tutor given the I.V. the correct Assessment Brief and Marking Sheet?			
Is the record of Award and component in the results pack?			
Is the I.V. report completed and included in the results pack?			
Is the Assessment Brief and Marking sheet for each component in the results pack?			

Review Record

Date Portfolios were handed to I.V: Date / /

By Assessor (Name): <Insert IV Assessor's Name Here>

Date Portfolio handed in for EA submission: Date / /

By I.V. (Name): <Insert IV Assessor's Name Here>