|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Evidence** | Name: |  | Date: |  |

|  |  |
| --- | --- |
| **Curricular Area/E and O** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Foundation Milestone** |  | **Pre-Early Milestone** |  | **Benchmark (Early)** |  | **Benchmark (First)** |  |
| *Insert Statement here* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Context for learning***(highlight relevant ones)* | Personal Achievement | IDL | Ethos and Life | Curricular Areas |

|  |
| --- |
| **Insert observational statement, photo here or add a piece of writing, art work, reference to video clip, etc. to back of sheet** |
| Photos or product evidence as stated above should be accompanied with annotated evidence of the young person meeting the personalised target. The annotation should state exactly what the child/young person did or said, how well they attended or engaged with the activity. Reference should be made to the levels of support, continuum of engagement level as detailed in our Assessment Rationale and Education Scotland Materials.If writing up an observational statement, annotated evidence should be based on professional dialogue with all those involved in supporting the planned learning. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Success Criteria: I can….

|  |  |
| --- | --- |
| **Support** |  |
| **Engagement** |  |

 |

This is to verify in-house that colleagues agree that the evidence meets the standard

|  |  |  |  |
| --- | --- | --- | --- |
| Signed: |  | Date: |  |
| Moderation\*Signed: |  | Date: |  |

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**Staff should assess using the following tables and codes.**

|  |  |
| --- | --- |
| **Continuum of Engagement** | **Code** |
| Experiences | Encounters | 1a |
| Notices | 1b |
| Shows interest | 1c |
| Actively Engages | Responds | 2a |
| Focusses attention | 2b |
| Participates actively | 2c |
| Initiates | 2d |
| Applies & Extends | Demonstrates understanding | 3a |
| Consolidates | 3b |
| Extends | 3c |

|  |  |
| --- | --- |
| **Type of Support** | **Code** |
| Physical | PS |
| Gestural | GS |
| Spoken | SS |
| Visual  | VS |
| Support via technology | TS |
| No support | NS |