**Devon, Plymouth and Torbay schools**

**RE assessment template**

This document is designed to support the summative assessment of RE in line with the Devon, Torbay and Plymouth Agreed Syllabi. This is not intended to be used as a planning tool; it is a flexible resource to be edited and customized for individual teachers in their own classroom contexts, responding to the material and content that they have taught.

This template should be used in addition to other forms of formative assessment.

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| **Key Stage 3** | **Unit Title:** Where are the answers to life’s big questions? | |
| **Core concept:** | |
| **Learning Outcome:**  To understand of the significance of religious texts | |
| **Assessment Question:**  ‘Sacred texts are still important today’. Discuss. | |
| **Suggested assessment tasks** | Assess through a debate, create a dialogue between a religious and non-religious person, essay, book review. | |
|  | **Assessment outcomes:** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Understanding of the nature of authority and examples of where we look to for guidance, both religious and non-religious * Awareness that we all have different truths * Refer to teachings from sacred scriptures and explain how religious believers might interpret them * Show understanding of the way in which scriptures can be interpreted in different ways * To develop coherent arguments, for and against, explaining why scriptures might still be important today | |
| **Pupils** |  | |
| **Developing/Emerging**   * Can give examples of religious scriptures and show some ability to interpret them * Show some awareness of how scripture is still relevant today | | **Excelling**   * Ability to compare, contrast and interpret texts and teachings from a variety of different religious and non-religious sources |
| **Pupils** |  |  |
|  | Pupils with additional needs have made the following responses ........ | |

\*For more guidance on how to assess different cognitive processes please refer to Assessment Without Levels using Bloom’s Revised Taxonomy <http://ltlre.org/projects/assessment-without-levels-in-re/>

If you would like to contribute any examples of assessment overviews, please email them to Ed Pawson on [efpawson@gmail.com](mailto:efpawson@gmail.com)