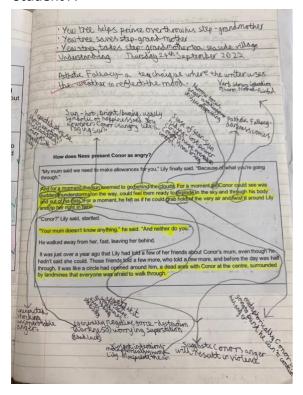
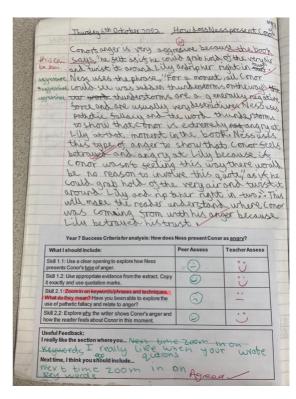
Rethinking assessment in secondary English: unpicking the problems with the dominant assessment model – images of two students' 'formative assessment', assessment preparation and 'summative assessment' piece

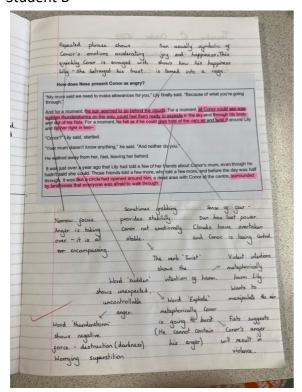
'The formative assessment'

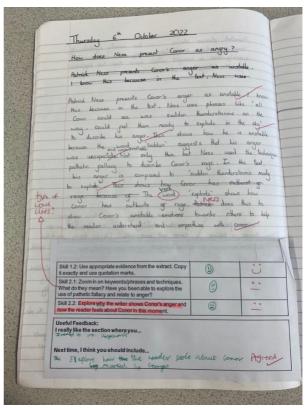
Student A





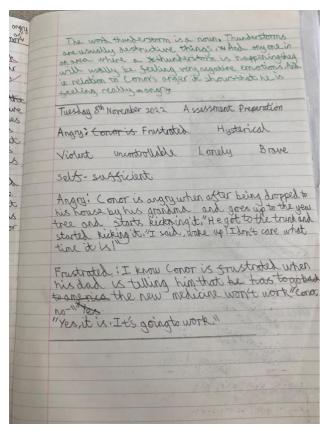
Student B

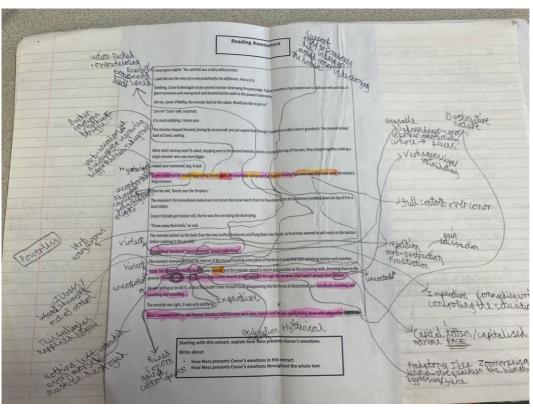


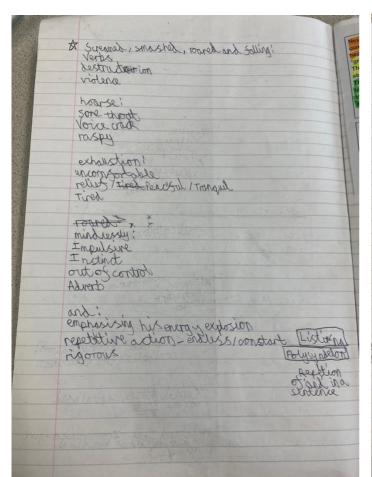


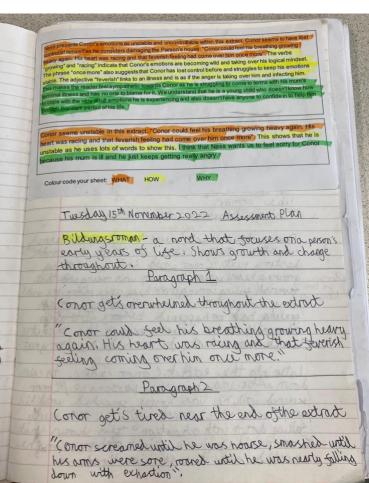
The 'assessment preparation' for the final end of unit assessment

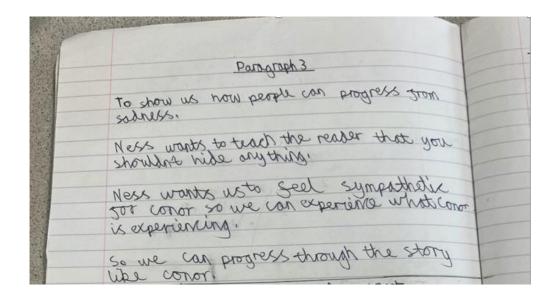
Student A



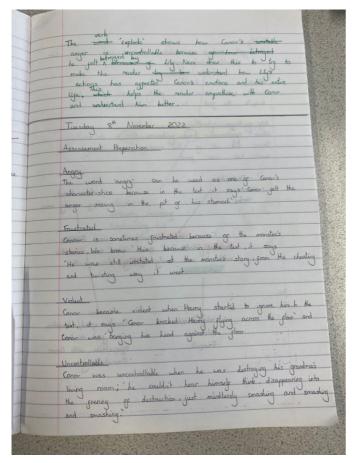


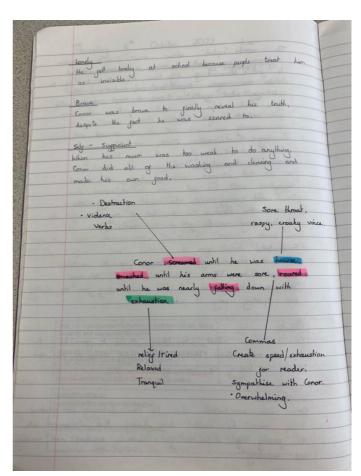


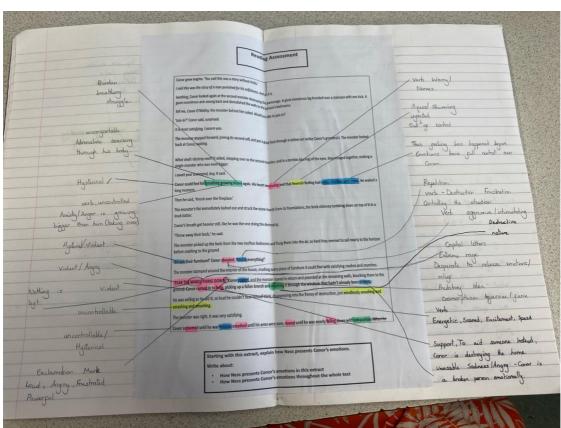


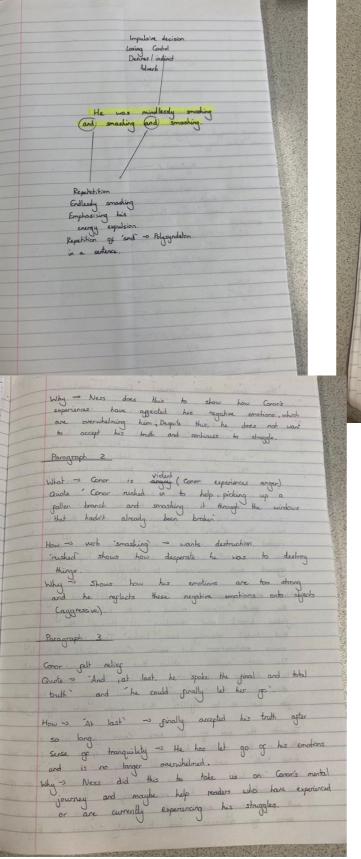


Student B





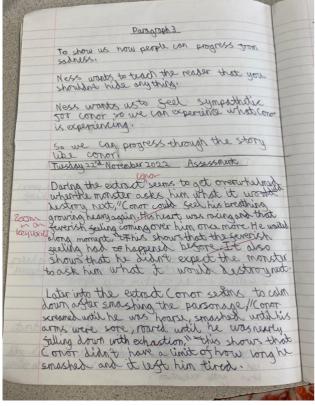


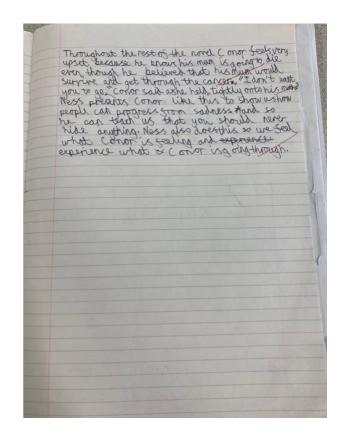


-	control of himself as he considere damaging use the feeling had come over him once more. The varies heavy again, he heart was racing and that developes are becoming with and and stating over him once more in the control had been a stating over him once more also suggested of control has lost control before and struggles to set of his modern from the present of the control had been and the surface of the surface of the control had been and the surface of the	
Concressers research as a series of the control of		
	r code your sheet WHAT HOW WHY	
	Tuesday 15th November 2022	
	Assessment Plan	
	Luy term - Bildungsroman a novel that focuses on a person's early years of life shows growth and change throughout. Paragraph	
	What - In this extract, Conor shows that he is overwhelmed. We know this because it shows this is	
-	the quote; Conor could feel his breaking growing heavy again this heart was racing and that few feeling had overcome him once more.	
	Supplied to the second to the	
1	tow - werb growing -> Anxiety longer is growing big	
	Over come him -> He cannot control his emotions.	

The 'summative assessment' piece

Student A





Student B

