

Myth 2

Assessment practice and evidence

FACT 1



Assessment methods

Should not disadvantage particular learners, such as those entitled to special assessment conditions.

Assessment should give students a fair opportunity to succeed.

PTO for more facts and myths

Facts

- Students should be assessed when they are ready, when this is manageable for the school.
- Students in a class can complete different standards. They don't need to be assessed for all the standards offered in the assessment programme.
- Different tasks or contexts can be used to assess individual students, as the teacher's judgement is against the standard.
- Evidence of achievement can be gathered in different ways, so long as it meets the standard's requirements, is authentic, and can be verified.
- Evidence can be:
 - oral, digital, by a performance or practical
 - gathered over time as a portfolio
 - ongoing and integrated with learning
 - naturally occurring
 - gathered through observations and checklists
 - written.
- As each standard assesses a different learning outcome, authentic evidence generated during teaching and learning can be used for more than one standard. This can be within a subject or across subjects.

Myths

- All students in a class must be assessed at the same time.
- Offering different standards, tasks or context to students in the same class isn't allowed, provides an advantage, and is not fair.
- Student assessment evidence can only be used for one standard, no 'double-dipping' is allowed.
- Portfolio evidence means that students have multiple assessment opportunities.
- Students can resubmit evidence for the same standard multiple times.
- The more evidence produced the better.

More points about assessment practice

- Not all learning needs to be assessed. Assessment should not drive a learning programme.
- By assessing fewer standards, students can "do less, better".
- The sufficiency of evidence must be appropriate to the standard.