

# Assessment practice and gathering evidence

## Facts

- Students should be assessed when they are ready, where this is practical and manageable for the school.
- Assessment should enable students to have a fair opportunity to achieve.
- Assessment methods should not disadvantage particular learners, such as those entitled to special assessment conditions.
- Students in a class:
  - can complete different standards
  - do not need to be assessed for all the standards offered in the assessment programme.
- Different tasks and/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, provided it meets the requirements of the standard, is authentic and can be verified. For example, 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 may 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 contexts to students in the same class:
  - is not permitted
  - provides an advantage to some
  - is not fair'
- 'Student assessment evidence:
  - can only be used for one standard; no 'double dipping' is allowed
  - must all be presented in the same way using the same context
  - must be in writing.'
- 'Portfolio evidence means that students have multiple assessment opportunities.'
- 'The more evidence produced, the better the grade.'
- 'Students can resubmit evidence for the same standard multiple times.'

- Teachers can also:
  - use a single context to assess students against more than one standard
  - provide guidance on sufficiency of evidence
  - provide exemplars to show “what levels of achievement may look like”
  - review the number of credits in a programme of learning.

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## Some other things to think about

- 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 needs to be appropriate to the standard.



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## More information

### Assessment Opportunities

<http://www.nzqa.govt.nz/assessment-opportunities>

### Gathering Evidence

<http://www.nzqa.govt.nz/gathering-achievement-evidence>