

## Assessment Types

Type of assessment	Description
Academic	Assessment of theory, knowledge and/or understanding.
Adaptive	Questions are selected during a test on the basis of their difficulty, in response to an estimate of the learner's ability. Successive questions become easier or harder depending on performance.
Analytic scoring	A method of scoring grades for tests such as speaking and writing. For example; a writing test would have an analytic score based on grammar and vocabulary.
Aptitude	A diagnostic test to assess a learner's ability for a particular skill, job or vocation.
Assessor led	Assessment is planned and carried out by the assessor, for example; an observation.
Benchmarking	A way of evaluating learner performance against an accepted standard. Once a benchmark standard is set, it can be used as a basis for the expectation of achievements with other groups/learners.
Blended	Using more than one assessment method in different contexts, for example; observation in the work environment backed up with online knowledge assessments in a different environment.
Centre assessment	A decision made by an assessor or a team of assessors in an approved centre regarding the grades learners would have achieved if they had sat an external exam. It is usually based on course work and expected achievement.
Competence based	Assessment methods are based on certain criteria that learners need to demonstrate.
Continuous assessment	Ongoing assessment throughout a learner's time working towards a programme or a qualification, instead of taking an exam at the end.
Controlled Assessment	An activity or a test which occurs in a number of stages with varying levels of control to ensure reliability. Ensures the same conditions for everyone, and is usually timed.
Criterion referencing	Assessment of prescribed aspects which a learner must achieve to meet a certain standard, sometimes referred to as assessment criteria.
Diagnostic	A specific assessment relating to a particular topic or subject and level, which builds on initial assessment. Sometimes called a skills test. The results determine what needs to be learnt or assessed in order to progress further.
Differentiated	Adapting an informal assessment activity to suit a learner's abilities and needs. Permission might be required from an awarding organisation for adaptations to formal assessment activities.
Dynamically constructed	The assessment is created at the time it is required, i.e. it is not pre-prepared. For example an electronic dynamic test generation system will produce a customised test just before the learner commences it.
Direct	Evidence provided by a learner which directly relates to the requirements being assessed, for example; products they have produced in their work environment.
End-point assessment	Assessment is carried out at the end and is only a snapshot of what has been learnt from a full programme, for example; an apprenticeship. The learner might do well with what is assessed, but not do well with what is not assessed, or vice versa. Several

	methods of assessment might be used, for example; an observation, a professional discussion and a test. It should be carried out by someone who is independent from the learner.
Evidence	Learners provide examples of products and/or written statements to prove their competence and knowledge towards agreed criteria.
External	Assessments set and marked externally by an awarding organisation.
Formal	Assessment that involves the recognition and recording of achievement, often leading to certification of an accredited or regulated qualification.
Formative	Ongoing, interim or continuous assessment to determine progress, for example; through assignments. Can be used to assess skills and/or knowledge in a progressive way, to build on topics learnt and to plan future learning and assessments. Often referred to as assessment <i>for</i> learning, allowing additional learning to take place prior to further assessments.
Group based	A process of collective assessment often used for project work and for encouraging collaboration. Group members can receive an equal mark or a proportion of the group mark which is supplemented by marks for individual work.
Holistic	Assessing several aspects of a unit, qualification, standards, criteria, programme, or job specification at the same time.
Independent	An aspect which is assessed by someone other than the designated assessor.
Indirect	Evidence provided by others regarding a learner's progress, for example; a witness testimony from their supervisor at work.
Informal	Assessment which is in addition to formal assessment to measure progress, for example; questioning during a progress review with a learner.
Initial	Assessment at the beginning of a programme, unit or topic. It can identify a learner's starting point and any particular needs they may have.
Integrated	A way of linking theory and practice. Information acquired in a learning context is put into practice and assessed in a practical context.
Internal	Assessments carried out within an organisation, either internally set and marked, or externally set by an awarding organisation or professional body, and then internally marked.
Ipsative	A process of self-assessment to recognise development. Learners match their own achievements against a set of standards, or their own previous achievements. This is useful for learners to consider how they are progressing. However, they do need to work autonomously and be honest with themselves.
Learner led	Learners plan how they can achieve what is required, and then produce evidence of this. The learner informs the assessor when they are ready to be formally assessed, having self-assessed their work first.
Linear	Assessment takes place at the end of a programme of learning.
Modular	Assessment takes place after each module or unit of learning.
Norm-referencing	Comparing the results of learner achievements to each other, for example; setting a pass mark to ensure a certain percentage of a group will achieve.

Objective	Based around the criteria being assessed which does not lead to a personal opinion of the learner.
On-demand	Assessment takes place as and when required.
Online	Assessment takes place on a device, usually via the internet. This could be at the organisation where the learner is registered for a course, or at another location. Marking can be automatic and results can be immediate.
Predictive	An indication of how well the results from a test or an activity will predict future performance.
Process	The assessment of routine skills or techniques, for example; to ensure a learner is following a set process or procedure.
Product	The outcome is assessed, not the process of working towards something, for example; a completed painting or an operational model.
Proficiency	An assessment to test ability or skills without reference to any specific programme of learning, for example; riding a bicycle.
Profiling	A way of recording learner achievements for each individual aspect of an assessment. Checklists can be a useful way to evidence these, and more than one assessor can be involved in the process.
Psychometric	A test of psychological qualities, for example; intelligence and personality.
Qualitative	Assessment is based upon individual responses to open questions given to learners. Clear criteria must be stated for the assessor to make a decision, as questions can be vague or misinterpreted.
Quantitative	Assessment is based upon yes/no or true/false responses, agree/disagree statements, or multiple choice tests, giving a clear right or wrong answer. Totals can be added to give results, for example; 8 out of 10. Learners could pass purely by guessing the correct answers, however computer generated questions are often formulated randomly to minimise this.
Remote	Assessment occurs away from the organisation where the learner is registered for a course.
Screening	A process to determine if a learner has a particular need, for example; in English or maths.
Subjective	A personal decision by the assessor, where the assessment criteria might not have been clearly stated. This can be unfair to a learner.
Summative	Assessment at the end of a unit or programme to determine achievement, for example; an exam. If a learner does not pass, they will usually be offered a re-sit. Often known as assessment <i>of</i> learning, as it shows what has been achieved at a given point.
Synoptic	An overall assessment of a learner's competence across a whole programme. It might involve a combination of different assessment methods, such as a work-based project, an observation, a test, and/or a professional discussion.
Triangulation	Using more than one assessment method, for example; observation, verbal questioning and a test. This helps to ensure the reliability and authenticity of a learner's work, and makes the assessment process more interesting.
Vocational	Job related practical assessment, usually in a learner's work environment.