

Assessment methods, approaches and activities

Method/approach/activity	Description
Activities: group or individual	Different tasks carried out by learners to demonstrate their skills, knowledge, understanding, behaviour and/or attitudes
Assignments	Can be practical or theoretical tasks which can assess various aspects of a subject or qualification over a period of time
Blended assessments	Using more than one method of assessment, usually including technology
Buzz groups	Short topics to be discussed in small groups
Case studies/ Scenarios	Can be based on a hypothetical situation; a description of an actual event or an incomplete event, enabling learners to explore a situation
Checklists	A list of criteria which must be met to confirm competence or achievement
Cloze sentences (gapped handouts)	Key words are missed out of sentences for learners to input
Discussions/ debates	Learners talk about a relevant topic either in groups or pairs
e-assessments/ online assessments	<i>Electronic assessment</i> – assessment using information and communication technology (ICT) <i>Synchronous</i> – assessor and learner are simultaneously present, communicating in real time <i>Asynchronous</i> – assessor and learner are interacting at different times
End point assessment activities (synoptic assessment)	The term refers to apprenticeship programmes where assessment takes place at the end of the programme, and will include several assessment methods
Essays	A formal piece of written text, produced by a learner, for a specific topic
Examinations	A formal test which must be carried out in certain conditions
Group work	Enables learners to carry out a specific activity, for example; problem solving Can be practical or theoretical
Holistic assessment	Enables learners to demonstrate several aspects of a programme or a qualification at the same time
Homework (self-study)	Activities carried out between sessions, for example; answering questions to confirm knowledge
Independent assessment	An assessment process carried out by someone who is independent of the learner i.e. has not been involved with their training It can take place away from the learning environment
Interviews	A one to one discussion, usually before a learner commences a programme, or part way through to discuss their progress
Learner statements	Learners write how they have met certain criteria
Learning journal/diary or a reflective account	Learners keep a record of their progress, their reflections and thoughts, and reference these to certain criteria
Multiple choice questions	A quick way to confirm knowledge, learners choose from 3 or 4 possible answers
Observations	Watching learners perform a skill and/or demonstrate a change in their knowledge, attitudes and/or behaviour
Panel discussion	Learners are asked questions by a panel of assessors
Peer assessment	Learners provide feedback to their peers after an activity
Piece of work	Learners generate a piece of work of their choosing, which demonstrates their skills and/or knowledge

Portfolios of evidence <i>Also see showcase</i>	A formal collection of work (manual or electronic) produced by learners to meet certain performance or qualification requirements
Presentations	Learners deliver a topic, often using information and communication technology
Products	Evidence produced by a learner to prove competence, for example; paintings, models, video, audio, photos, documents
Professional discussion	An in-depth two way conversation between the assessor and the learner based around certain criteria
Projects	A longer term activity enabling learners to provide evidence which meets certain criteria
Puzzles, quizzes, word searches, crosswords	A fun way of assessing learning in an informal way, can involve the use of technology
Questions	A key technique for assessing understanding and stimulating thinking Can be informal or formal, written or verbal Questions can be open, closed, probing, prompting, clarifying, leading, hypothetical, recall & process, reflective, and rhetorical
Recognition of prior learning (RPL)	Assessing what has previously been learnt, experienced and achieved, to find a suitable starting point for further assessments
Reflective account	Learners reflect upon how they have put theory into practice and link this to the criteria being assessed
Reports, research and dissertations	Learners produce a document to inform, recommend and/or make suggestions based on certain criteria
Role plays	Learners act out a hypothetical situation
Self-assessment	Learners decide how they have met certain criteria, or how they are progressing at a given point in time
Showcase	A way of enabling a learner to show what they have achieved over a period of time e.g. via a report, presentation or portfolio of evidence
Skills tests	Designed to find out the level of skill or previous experience/knowledge towards a particular subject or vocation
Simulation	Imitation or acting out an event or a situation
Team building exercises/ energisers	A fun and light hearted way of re-energising learners after a break Can be used to informally assess skills, knowledge and attitudes
Tests (written) <i>Also see skills tests</i>	A formal approach to assess knowledge and understanding
Tutorials	A one to one, or group discussion between the assessor and learner, with an agreed purpose, for example; discussing progress so far
Video/audio recording	Recorded evidence of actual achievements
Walk and talk	A visual way of assessing a learner's competence
Witness testimonies	A statement from a person who is familiar with the learner i.e. a supervisor in the workplace (they could also be an expert in the standards being assessed)
Worksheets	Interactive handouts to check knowledge (can also be electronic)