

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 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 a hypothetical situation, a description of an actual event or an incomplete event, enabling learners to explore the situation
Checklists	A list of criteria which must be met to confirm competence or achievement
Discussions with learners <i>also known as a professional discussion</i>	A one-to-one conversation between the assessor and learner based around the assessment criteria
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 methods
Essays	A formal piece of written text, produced by a learner, for a specific topic
Examinations	A formal activity 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 qualification at the same time
Homework (self-study time)	Activities carried out between sessions, for example, answering questions to check 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 might 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 progress
Learner statements	Learners write how they have met the assessment criteria
Learning journal/diary or reflective account	Learners keep a record of their progress, their reflections and thoughts, and reference these to the assessment criteria
Observations	Watching learners perform a skill and/or demonstrate a change in knowledge or behaviour

Panel discussion	Learners are asked questions by a panel of assessors
Peer assessment	Learners give feedback to their peers after an activity
Portfolios of evidence	A formal record of evidence (manual or electronic) produced by learners to meet performance or qualification requirements
Presentations	Learners deliver a topic, often using information and communication technology
Products (reviewing learner evidence and portfolios)	Evidence produced by a learner to prove competence, for example, paintings, models, video, audio, photos, documents
Professional discussions	(see discussions with learners)
Projects	A longer term activity enabling learners to provide evidence which meets the assessment criteria
Puzzles, quizzes, word searches, crosswords	A fun way of assessing learning in an informal way
Questions	A key technique for assessing understanding and stimulating thinking, can be informal or formal, written or verbal Questions can be closed, hypothetical, leading, open, probing, multiple choice
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 the assessment criteria
Role plays	Learners act out a hypothetical situation
Self-assessment	Learners decide how they have met the assessment criteria, or how they are progressing at a given time
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 of an event or 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 (and multi-choice)	A formal assessment situation
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	Recorded evidence of actual achievements
Walk and talk	A spoken and visual way of assessing a learner's competence
Witness testimonies	A statement from a person who is familiar with the learner (they could also be an expert in the standards being assessed and the occupation of the learner in the work environment)
Worksheets and gapped handouts	Interactive handouts to check knowledge (can also be electronic) Blank spaces can be used for learners to fill in the missing words