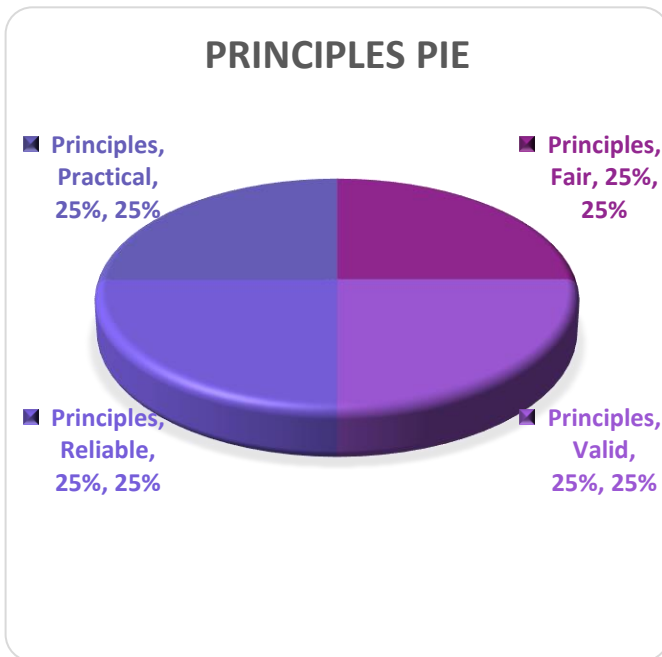


Principles of Assessment

The following are the **basic principles underlying planning for assessment**.

Fairness – The assessment must provide all candidates with an equal and fair opportunity to demonstrate their competence. It should not favour or be biased against any candidate.

Validity – The assessment assesses what it purports to assess, i.e. the learning outcomes and assessment standards.



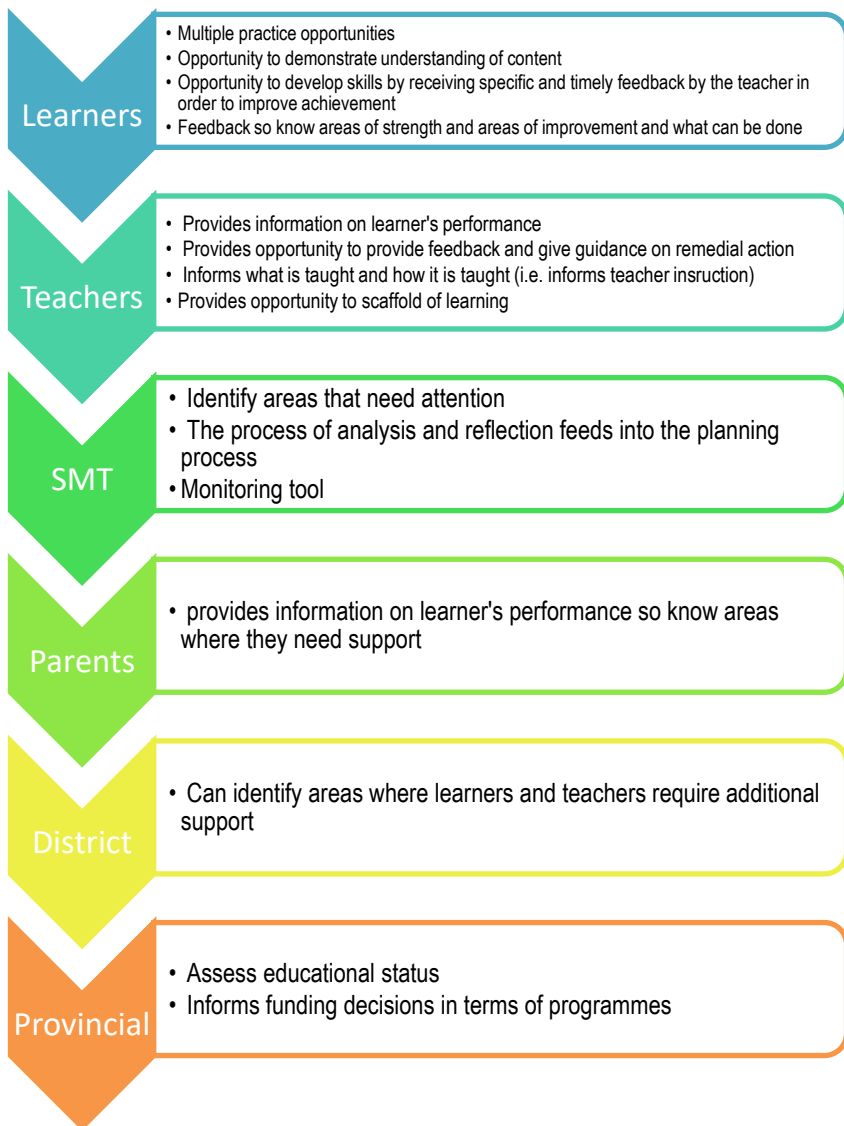
Reliability – Reliability in assessment is about consistency. Every time the assessment is conducted or the assessment instrument is used, it must provide the same result.

Practicality – Assessments take into account the available financial resources, facilities, equipment and time.

Linkages:

Why do we assess?

There are a number of reasons WHY we assess.

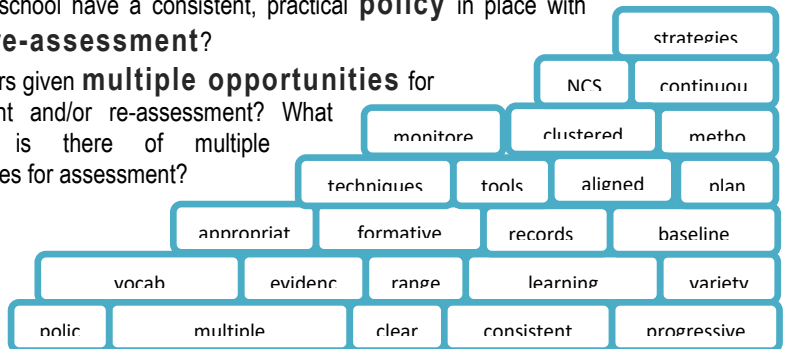


Linkages:

Key assessment issues

The following are key issues in assessment:

- Are assessment practices **aligned** with the NCS approach and GDE policies?
- What evidence is there that **educators** at all levels have been **informed** of, and understand, NCS and GDE assessment policies?
- How precisely and carefully is the **vocabulary** of assessment **understood** and used?
- Are **formative** and **baseline assessment strategies** used to **plan** future teaching?
- Are assessment standards **clustered** sensibly and usefully?
- Are assessment **records** kept and is there evidence that **continuous assessment** is practised systematically?
- Is there evidence that assessment is based on a **range of learning outcomes and assessment standards**? Is policy followed with regard to formal assessment? How is this **monitored**?
- Does the educator use a **variety** of assessment **tools, methods** and **techniques**? How is this monitored?
- Is **assessment clear** and **consistent** rather than random and varied in application?
- Do educators ensure that they **assess** learners' skills **progressively** through more complex operations? What evidence is there that progression is planned and systematically applied?
- Are the **assessment** tasks **appropriate** to the content, skills, attitudes and values taught in the lessons?
- What evidence is there of **assessing** and **recording** learner **achievement**?
- Does the school have a consistent, practical **policy** in place with regard to **re-assessment**?
- Are learners given **multiple opportunities** for assessment and/or re-assessment? What evidence is there of multiple opportunities for assessment?



Linkages:

The assessment cycle

Assessment is integral to teaching and learning. The following cycle shows how:



learning?

Assess

- Apply the assessment tool and method decided upon
- Record the results
- Report the results

Evaluate / Analyse

- Look for trends and gaps
- Decide how to address problem issues

Remember that this evaluation then feeds into your planning and preparation!

Plan / Prepare

- Use the documents provided by GDE / department to plan
- Select the assessment method
- Have the tools ready prior to delivery of the teaching

Deliver

- Deliver the curriculum content (LO's & ASS) with the assessment in mind
- What are the learner's

Linkages: