

Strategies for ensuring authenticity

Prep–Year 10

Accurate judgments of student progress and achievement can only be made if students' assessment responses are their own work. Schools and teachers should have strategies in place to ensure the authenticity of student responses.

Strategies for establishing authorship

When developing assessment, schools should consider how student authorship of final responses will be established. Teachers may:

- set an assessment that requires each student to produce a unique response
- vary assessment each year so students are unable to use other students' responses from previous years
- set aside sufficient class time for students to complete the assessment and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe samples of each student's work at various stages
- interview or consult with each student at checkpoints during the development of the response.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who worked together in groups
- for text, analyse final student responses using plagiarism-detection software, if available
- interview students to determine their understanding of, and familiarity with, their responses
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Scaffolding for teaching and learning, and assessment

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment.

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment
- pre-teaching vocabulary specific to the subject and assessment
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating how they match standard descriptors
- using visual frameworks or graphic organisers to plan responses.

When scaffolding in an assessment context, it is important that the integrity of the assessment requirements are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response, or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.