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|  | Special educational needs  Ways to gather and record evidence of student learning |

# Background

Please read this resource in conjunction with the Queensland Curriculum and Assessment Authority (QCAA) *Inclusive strategies* documents.

## Ways of gathering and recording evidence

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| Sources of evidence | Assessment techniques | Recording instruments |
| * computer-generated presentations * debates * design briefs and plans * discussion with students * folios * games * individual and group performances * teacher/student interviews * journals * movement sequences * observation of written work in progress * persuasive speeches * production proposals * questioning led by the teacher or student * reports (e.g. on investigations, excursions) * research projects * roleplays * short and extended written responses to stimuli * sketches and drawings of design ideas and products * skill drills * structured whole- or small- group discussion * student explanations of work in progress * DVD/video productions * workshops * written tests (e.g. NAPLAN  Year 3, 5 and 7 tests) | **Observation** involves teachers observing students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of information about students’ demonstrations of learning. Teacher observations can also be structured to gather particular kinds of information in relation to learning.  **Consultation** involves teachers discussing student work with students, colleagues, parents, carers or other paraprofessionals. The varying perspectives of the participants in consultations can help enrich the evidence gathered about students’ demonstrations of learning. Consultation can be used to verify the evidence gathered using other techniques. Some consultations may reveal a need for more detailed assessment.  **Focused analysis** involves teachers in examining in detail student responses to tasks or activities (e.g. roleplays, group discussions, tests, debates or research projects, dramatic presentations, video presentations, responses to stimulus). This technique provides detailed evidence about students’ demonstrations of learning.  **Peer and self-assessment** involve students in using the above techniques to assess their own work and the work of their peers. Peer and self-assessment allow teachers to take account of students’ perceptions when gathering evidence. | * anecdotal records * teacher/student journals * visual folios * checklists * anticipated evidence statements or criteria sheets * annotated work samples * audio (including video/DVD) recordings * photographs * worksheets * reports of test results * reflection sheets/diaries, scrapbooks * learning logs * conference logs * observation notes * progress charts * feedback sheets * peer and self-assessment sheets * interview with student * self and peer reflective journals |