TERM	Definition
Assessment stations	An assessment task which requires pupils to move around a series of stations. Pupils are assessed on a number of learning outcomes, each for a fixed period of time. Useful to assess a wide range of skills and knowledge.
Book, film/video or game review	An assessment task which requires pupils to write an account or give an oral presentation on designated texts (books, films, videos, games…). These may include evaluative elements to demonstrate ownership and analytical ones to demonstrate depth of reading/listening/using and level of understanding.
Concept map	An assessment task which requires pupils to map out their understanding of a particular concept. This is a useful and quick method to collect information about pupil understanding.
(Picture) Dictation	An assessment task which requires pupils to draw, colour in, design or write something based on information dictated to them by the teacher or a peer.
Design it!	An assessment task which requires pupils to make or design something, e.g. artefacts, posters, presentations, video clips, web pages etc. Can be done in group work.
Do it!	An assessment task which requires pupils to do something, like follow written or audio recorded instructions, solve problems, analyse and interpret data etc.
Field report	An assessment task which requires pupils to produce a written/oral report relating to a field/site visit based on pictures (in the present).
Information gap	An assessment task which requires pupils to communicate to find out about information they lack from a peer or peers.
Lab report (book/graphic organizer)	An assessment task which requires pupils to write or draw a report for all (or a designated sample) of experiments/activities in a single lab book/graphic organizer.
Learning log (diary)	An assessment task which requires pupils to check off lists or document achievements and outcomes during a period of learning.
Media profile	An assessment task which requires pupils to use pictures or headlines from newspapers and magazines to illustrate the public perception/profile of a particular event, aspect of subject area etc. Can be done in group work.
Observation	An assessment tool or task to collect information during pupil performance. This is commonly used towards the end of a learning

	process in connection with criterion-oriented rubrics/scales.
Oral presentation	An assessment task which requires pupils to give oral presentations on particular topics for a specified length of time; pupils could also be asked to prepare associated posters and/or handout(s). Can be combined with self- and peer-assessment.
Paper and pencil quiz	An assessment task which requires pupils to provide responses in various task formats. This can be MQ, T/F, sequencing, jigsaw reading, gap-filling etc. Can be useful for diagnostic, formative assessment, in addition to summative assessment. Well-designed paper and pencil assessments take time and skill to produce.
Perform it!	An assessment task which requires pupils to provide some form of performance, e.g. song, poem, role-play etc. This is usually rehearsed.
Portfolio	An assessment tool which requires pupils to provide evidence for their achievement of learning outcomes through compulsory and optional entries. Can be combined with self- and peer-assessment.
Poster (presentation)	An assessment task which requires pupils to produce posters on particular topics. Can be used individually or in groups to assess a range of activities and presented orally.
Question banks	An assessment task which requires pupils to produce a certain number of questions on a topic. These could be used for quick formative quizzes or to supplement existing games.
SQ3R	An assessment task which requires pupils to follow a certain sequence of reading strategies (SURVEY – QUESTION – READ – RECITE – REVIEW) to comprehend a text.
That's not true!	An assessment task which requires pupils to listen to a statement and to repeat if, if correct and respond with "That's not true!" and a correction if incorrect.
Use my words!	An assessment task which requires pupils to write a short text including a set of words and phrases.
Venn diagrams	An assessment task which requires pupils to categorise items and identify commonalities and differences.
Wh-questions	An assessment task which requires pupils to find questions to given answers. This inverted questioning method usually applied to elicit factual content knowledge or to find out if pupils can form questions correctly.
X	
YES or NO?	An assessment task which requires pupils to listen to or read a statement or word (and picture) and to react instantly with YES or NO indicating correctness or error; Statements can also be created by

	pupils.
Zero mistakes	An assessment task which requires pupils to create written text for publication. This is usually a copying activity of very limited scope (e.g. cards, short letters, brief written announcements…)

TERM	Task types	Record & format
Assessment stations	MC, T/F, gapped text, jigsaw, matching, information-gap, sequencing, written or oral performance	(Self-) Assessment sheets/logs; usually summative
Book, film/video or game review	Completion of templates; written or oral performance	Written/drawn review; usually formative and criterion-oriented
Concept map	Mind-map, tree diagram, fish diagram, dialogue tree, Venn diagram etc.	Written/drawn map; usually formative and criterion-oriented
(Picture) Dictation	Dictation or activity (drawing, doing, designing something) following instructions "dictated" to them	Written/drawn/made/aced out (mime, gesture…TPR) outcome; criterion-oriented scale
Design it!	Written or oral instructions, information-gap, creative construction and description, creating displays, text redesign	Oral/written/drawn outcome; usually formative and criterion-oriented
Do it!	Written or oral instructions, information-gap, TPR, interviewing, making surveys, presentations, experiments (e.g. growing plants) , planning things (parties, school trips …)	Oral/written/drawn outcome; usually formative and criterion-oriented; can also be summative
Field report Lab report (book)	Completion of templates, sequencing, documentation through illustration (e.g. poster), labelling, matching, making diagrams; written or oral performance	Oral/written/drawn report; usually formative and criterion-oriented
Information gap	Completion of templates, sequencing, illustration, labelling, matching, making diagrams etc.	Written/drawn outcome; usually formative and criterion-oriented; can also be summative
Learning log (diary)	Diary writing/drawing using templates	Written/drawn log/diary; usually formative and criterion-oriented
Media profile	Documentation through illustration (e.g. timeline), labelling, matching …	Written/illustrated outcome; usually formative and criterion-oriented; can also be summative

Observation	Filling in forms (teacher, self- and peer assessment)	Closed/open observation plan; usually formative and criterion-oriented
Oral presentation	Finding out and reporting about things, personal statements, speaking from concept maps …	Oral performance; usually formative and criterion-oriented; can also be summative
Paper and pencil quiz	MC, T/F, matching, sequencing, labelling, (banked) gap-filling	Written/drawn outcome; assessment plan; usually summative
Perform it!	Role-play, drama, sketches, rehearsed classroom activities (singing, chanting, dance…)	Mostly oral outcome; usually formative and criterion-oriented
Portfolio	Core entries, options, self-assessment lists, videos/audios	Oral/written/drawn outcome; usually formative and criterion-oriented
Poster (presentation)	Poster design, oral presentation	Oral/written/drawn outcome; usually formative and criterion-oriented; can also be summative
Question banks	Conceptualising, writing or illustrating questions; find my question …	Oral/written outcome; usually formative and criterion-oriented; can also be summative
SQ3R Technique	SURVEY – QUESTION – READ – RECITE – REVIEW, a reading strategy	Oral/written outcome; usually formative and criterion-oriented; can also be summative