

INTEGRITY OF INTERNAL ASSESSMENT WHILE LEARNING FROM HOME

TASC RECOMMENDATIONS

TESTS

Unlike a school-based situation where a teacher can monitor students during tests, there is potential in a learning-from-home situation for a student to make use of inappropriate resources (for example, getting someone else to undertake a test, using texts or the internet to look up answers, or not adhering to given time restrictions).

THE FOLLOWING MAY BE USEFUL STRATEGIES IN SUCH SITUATIONS:

- include very clear instructions regarding what is – and is not – appropriate during the test. A clear statement of expectations will guide and encourage students to ‘do the right thing’
- require students to formally acknowledge / accept the instructions and conditions of the test (for example, by an email or on-line registration of some form)
- remind students that similar items will appear on tests when school-based learning resumes, and that comparisons between achievement in at-home tests and those done at school can be made
- reconsider the relative significance / weighting of tests done at home to the overall final ratings for relevant criteria.

NON-TEST WORK

For example, assignments, projects, essays

Unlike a school-based situation where a teacher can closely monitor student progress in the completion of learning and assessment tasks, there is a potential in a learning-from-home situation for a student to make use of inappropriate resources (for example, getting someone else to undertake the work on their behalf).

THE FOLLOWING MAY BE USEFUL STRATEGIES IN SUCH SITUATIONS:

- regular reminders about the significance of academic integrity and your school’s expectations
- include links to resources about academic integrity with assessment tasks (for example, [TASC advice about academic integrity](#))
- ask for drafts of major work so that schools can monitor the development and refinement of the work
- when assessing work, a teacher might ask themselves, ‘does that sound like my student’s voice?’
- use methods such as asking simple questions about the work as a means of checking it was done by the student (for example, ‘Tell me about how you found x information or developed y idea?’)
- use technology aids where appropriate (for example, students submit work via an online plagiarism detector software such as *Turnitin* or a teacher uses a search engine to check for possible unreferenced sources if an unusual turn of phrase is used).

In making informed professional judgements about the suitability of setting individual assessment tasks in a learning-from-home situation and issues such as the integrity and validity of such assessments, it is important to consider the overall balance of assessments being made so as to avoid a situation where students might be overwhelmed by a plethora of summative assessments on a return to school.