

## Understanding how teachers make Overall Teacher Judgements (OTJ)

An overall teacher judgment (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgment about a student's progress and achievement.

No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like. Using a range of approaches also allows the student to participate throughout the assessment process, building their assessment capability. Because of this, to assess a student in relation to National Curriculum levels, teachers need to bring together a range of evidence in order to form an overall teacher judgment.

Overall teacher judgments of achievement and progress involve combining information from a variety of sources, using a range of approaches. Evidence may be gathered in the following three ways:

- **Observing** the process a student uses to complete a learning task.
- **Conversing** with the student to find out what they know, understand and can do.
- **Gathering** results from formal assessments, including standardised tools.

This gathering of information from a range of sources increases the dependability of the OTJ. The diagram above explains in more detail.

Any point of the triangle provides an approach to gathering evidence of learning. The use of a range of evidence accumulated over the year builds **dependability** in progress and achievement decisions. An OTJ can be made when the teacher reviews all of the evidence, rather than relying on a single source of evidence.

Source: <http://assessment.tki.org.nz/Overall-teacher-judgment/Making-an-overall-teacher-judgment>

