

## **DDL Assessment ideas – from Assessment subject**

Group work vs individual (provide options??)

Assessments must be:

- Valid – measures the skill it is supposed to measure
- Reliable – will bring consistent results regardless of context or who delivers the assessment
- Flexible – can be conducted in a variety of ways
- Fair – people are not disadvantaged by assessment design

Fair / Flexible – written in plain English

Reliable – clearly understood by learners and assessors

Valid – aligned to correct AQF level

Assessment rules of evidence:

- Valid – relevant to the standards I am assessing against
- Sufficient – to make a judgement of competency
- Authentic – the work of the person being assessed
- Current – still performed to the required standard

Assessment tool needs to include all of the information, instructions, marking guides and recording mechanisms needed to conduct the assessments.

### **The assessment tool needs to include:**

- the learning or competency unit/s to be assessed
- the target group, context and conditions for the assessment
- information and instructions to the assessor on how to conduct the assessment
- questions and/or tasks for the candidate to complete
- accepted responses to the assessment questions and level of performance required for tasks
- checklists/instruments or other method/s for the assessor to record the assessment
- document/s for the assessor to record the assessment decision, record notes to give feedback to the candidate and options for developing competencies not yet achieved the organisation's appeals processes

### **Student assessment information**

- Information for candidates in a pro-forma letter, memo, or assessment planning sheet given to the candidate in advance of the assessment indicating:
- when and where the assessment will take place
- the purpose of the assessment
- the standards that the candidate will be assessed against
- any documents, equipment and materials required
- the organisation's appeals process and how the results will be recorded.

*What are the tasks and responsibilities undertaken by the candidates in the workplace?*

*Which competencies might be clustered?*

*Check the AQF descriptors for Diploma level. (AQF 5?)*

*What evidence is needed to demonstrate competency?*

*Write the assessment questions and accepted responses.*

*Develop checklists or other methods to record the assessment*

*Include allowable reasonable adjustments*

Types of assessment tools:

- Demonstration of practical skills
- Making a product
- Written test
- assignments

### **Product – Questioning – Observation – Portfolio – Structured Activities**

Underpinning knowledge base – class discussion

Application – completion of a workplace relevant task, to given specifications

Integration – design project responding to a brief, selecting work for a portfolio that demonstrates a range of specific skills, documentation of process, conduct and evaluate research ?, answering questions about work

An effective mechanism for assessing underpinning knowledge is by questioning the participant.

By verbal questioning:

- ☒ Why are you doing it this way?
- ☒ What would you do if .....?
- ☒ How.....?
- ☒ What.....?

For each question I give learners, I should include acceptable responses in the assessment guide.

### **Planning and organising the assessment and developing assessment tools**

- identify the context and purpose of the assessment
- obtain relevant competency standards/benchmarks
- identify the evidence required to meet the standard
- choose how you will gather the evidence
- ☒select or develop appropriate assessment tool/s which will identify possible allowable adjustments

- trial the assessment if you have developed a new assessment tool
- contact the candidate to introduce yourself and explain the purpose of the assessment and the evidence that is required to demonstrate competency
- ask the candidate if they have any special needs that you will need to consider when you are conducting the assessment
- agree on a time, a place and the methods that will be used to gather the evidence
- Ask the candidate and their supervisor, if appropriate, to sign the Assessment Planning/Confirmation Sheet.

### Preparing to conduct an Assessment

Some questions that you could ask yourself to help you organise your assessment.

- What is the purpose of the assessment?
- What competency standards or other performance standards are appropriate?
- Where could the assessment take place?
- Will I be assessing the product, the process, or both?
- What types of evidence will I need to collect?
- What methods for gathering evidence can I use?
- What underpinning knowledge needs to be assessed?
- What regulations or policies do I need to consider?
- What resources are needed?
- What costs are involved, both time and financial?
- How will I organise the assessment?
- What information will the candidate need?
- Is the assessment process transparent? Is it visible to all stakeholders?
- Have I prepared my assessment tool/s?

### Assessing competence

- confirm the context and purpose of the assessment with the candidate/s
- clarify the performance standards and assessment procedure to be used with the candidate
- confirm if allowable adjustments are required with the candidate/s
- gather and document the evidence
- encourage the candidate during the assessment, as appropriate
- check that you have gathered all the evidence required
- make the assessment decision based on the evidence collected against the criteria
- provide feedback to the candidate
- review the assessment procedure and methods with the candidate .

### Recording the results and participating in assessment validation

- record the final assessment result
- ask candidate to sign the relevant paperwork to confirm that the assessment has taken place and that they have been given the decision
- report the assessment decision to the appropriate people
- discuss how the assessment went with relevant people which may include other assessors or subject matter experts
- if assessment involves a number of assessors or candidates check results to identify possible inconsistencies/issues to be addressed
- make recommendations for improvements if required.

Quick tips for writing assessment criteria

- think about the skills and knowledge necessary for the learner to perform the **workplace equivalent task**
- you do not have to use the learning outcomes or units of competency elements as assessment/performance criteria. An option is to create a task that you know will demonstrate the outcomes or competency elements and list the criteria of that task
- **do not add new items to the assessment criteria that are not covered in the subject learning outcomes and the critical aspects of the competency**—this does not exclude writing and presentation standards that may be expected within the workplace but there is not an opportunity to introduce new requirements to the assessment that are not covered in the learning outcomes (or elements).

### What are the steps involved in competency mapping?

*There are three steps to be undertaken when mapping:*

Unpack the unit of competency to identify its critical components.

For each assessment method, list the tasks to be performed by the candidate.

For each assessment method, map the critical components of the unit to each assessment task.

**Step 1** requires the unpacking of the unit of competency to determine the critical components of the unit. This step will help to identify:-

the tasks to be performed,

the standard to which they are to be performed,

the skills and knowledge that are required,

the dimensions of competency and

the employability skills that apply as well as the critical aspects of evidence and the context in which assessment should take place.'

**Step 2** requires the assessment tool developer to document the tasks to be performed by the candidate for each of the selected assessment methods - for example, the questions (i.e., the task) to be asked in an interview (i.e., the method); the activities (i.e., the tasks) to be included in a role play (i.e., the method); the steps (i.e., the tasks) to be undertaken in a simulation exercise (i.e., the method).

**Step 3** is the last step in the process.

Once each task has been documented, they should then be mapped against the critical components of the unit (i.e., map the outcomes of Step 1 to Step 2).

### **AQF level 5 criteria**

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| <b>Summary</b>                             | Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning   |
| <b>Knowledge</b>                           | <p>Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning</p> <p>Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:</p> |
| <b>Skills</b>                              | <p>analyse information to complete a range of activities</p> <p>provide and transmit solutions to sometimes complex problems</p> <p>transmit information and skills to others</p>  |
| <b>Application of knowledge and skills</b> | Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters  |