
TAE50111 Diploma of Vocational Education and Training

TAEASS502B Design and Develop Assessment Tools

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Issue date: January 2013

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ACKNOWLEDGEMENTS

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INTRODUCTION

In order to comprehend the design and development of assessment tools, it is important to focus on what assessment means. Basically it is the process of gathering and judging evidence to decide whether a candidate has achieved a standard or objective. We also need to be clear by what we mean by (a) assessment methods, (b) assessment tools and (c) assessment instruments.

TAEASS502B DESIGN AND DEVELOP ASSESSMENT TOOLS

For this Unit, participants need to address the following *Elements and Performance Criteria* as specified in the Training Package.

Element 1 Determine focus of the assessment tool

The performance criteria focus on how to identify a target group of candidates, the purposes of an assessment tool and the context of the assessment in which the tool will be used. Also relevant is the benchmark for assessment such as the criteria against which the candidate is assessed: for example, a Unit of Competency, assessment criteria of course curricula, performance specifications or product specifications. Where the benchmark is one or more Units of Competency, the standards may be contextualised to reflect the immediate operating environment. Under consideration is identifying, accessing and interpreting organisational legal and ethical requirements including other related documentation to inform assessment tool development. Related documents include training packages, OH&S policies and procedures and assessment guidelines.

Element 2 Design assessment tool

The Performance Criteria focus on the selection of *assessment methods* that support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment. Selected *assessment methods* enable candidates to show or support their claim for recognition of current competency (RCC). Consideration must be given to different *assessment instruments* for the selected *assessment methods* to generate options for collection of evidence. Thus how the *assessment instruments* will be administered needs high priority. *Assessment instruments* may include:

- Profiles of acceptable performance measures
- Templates and proformas
- Specific questions or activities
- Evidence and observation checklists
- Checklists for the evaluation of work samples

- Recognition portfolios
- Candidate self-assessment materials

Assessment procedures related to assessment instruments may include:

- Instructions for the candidates
- Instructions for administering the assessment tool
- Guidance on reasonable adjustments
- Specified variations or restrictions on the tools
- Rules for verifying assessment decisions
- Information on access and equity considerations.

Element 3 Develop assessment tool

The Performance Criteria focus on developing specific assessment instruments that address the evidence to be collected. In order to achieve this, it is necessary to define and document clear and specific procedures for instructing assessor and candidate on the administration and use of the instruments. Consideration must be given to the requirements of assessment system policies and procedures that include:

- Assessment records, data and information management
- RPL and credit transfers
- Assessor needs, qualifications and assessing requirements
- Assessment reporting procedures
- Assessment appeals
- Candidate grievances and complaints
- Validation
- Evaluation and internal audit
- Access and equity needs
- Partnership arrangements.

Element 4 Review and trial assessment tool

The Performance Criteria focus on checking draft assessment tools against *evaluation criteria* and then amending as required. The next step is to trial assessment tools to validate content and applicability, followed by collecting and documenting feedback from relevant people involved in the trialling. *Evaluation criteria* may include:

- Effectiveness and relevance to the competency standards
- Whether the assessment tool is appropriate to selected assessment methods
- Whether assessment tool is appropriate to target group and assessment context
- Appropriate language and literacy for intended audiences.

Finally, amendments if identified and made to the assessment tool after analysis of feedback and assessment tool is formatted and complies with the assessment system policies and procedures.

ASSESSMENT METHODS

Assessment methods are the particular techniques or strategies used to gather evidence and may include the following:

Direct observation, for example – real work/real time activities at the workplace; work activities in a simulated workplace environment

Structured activities, for example – simulation exercises/ role plays; projects; presentations; activity sheets: online

Questioning, for example – written questions, interviews; self-assessment; verbal questions; questionnaires; oral or written examinations

Portfolio, for example – collections of work samples compiled by the candidate; product with supporting documentation; historical evidence; journal/log book; information about life experience; authenticated prior achievements; evidence of formal learning

Review of products, for example – products as a result of a project; work samples/products

Third party feedback, for example – written testimonials/reports from employers/supervisors; 360 degree feedback instruments; oral interviews with employer, supervisor and peer.

ASSESSMENT METHODS IN AN INSTITUTIONAL CONTEXT

METHOD	PURPOSE	TOOL
Direct Observation- Observation of performance in a simulated situation such as: <ul style="list-style-type: none"> Workshop Classroom Role play. 	<ul style="list-style-type: none"> Assess process application Assess practical skills Assess skills in producing a product Assess underpinning skills 	<ul style="list-style-type: none"> Checklist Video camera Peer report Supervisor report Self-evaluation
Questioning- Oral questioning	<ul style="list-style-type: none"> Assess underpinning knowledge Assess knowledge skills 	<ul style="list-style-type: none"> Interview one-on-one Group interview
Structured Activity- Projects	<ul style="list-style-type: none"> Assess practical skills Assess underpinning knowledge 	<ul style="list-style-type: none"> Finished product Typing speed test Oral questions
Portfolio- Case studies	<ul style="list-style-type: none"> Assess underpinning knowledge Assess problem-solving skills 	<ul style="list-style-type: none"> Scenarios Written questions
Structured Activity- Student presentations	<ul style="list-style-type: none"> Assess underpinning knowledge Assess presentation skills 	<ul style="list-style-type: none"> Observation Written report Verbal feedback
Structured Activity- Written assessments	<ul style="list-style-type: none"> Assess knowledge skills 	<ul style="list-style-type: none"> Worksheets Multiple choice Written short answers
Structured Activity- Assignments	<ul style="list-style-type: none"> Assess knowledge skills 	<ul style="list-style-type: none"> Essay Written short answers Practical tasks
Structured Activity- Online	<ul style="list-style-type: none"> Assess knowledge Assess practical skills 	<ul style="list-style-type: none"> Application package Questions on webpage Chat forums
Review- Teacher/facilitator report	<ul style="list-style-type: none"> Assess knowledge skills Assess practical skills 	<ul style="list-style-type: none"> Verbal report Written report

ASSESSMENT TOOLS

Assessment methods are supported by assessment tools. An *assessment tool* is the item to be used to conduct the assessment, for example a checklist. Any *assessment tool* must contain both the:

- Assessment instrument/activity within the checklist and
- Assessment procedures or steps in using the assessment tool for gathering and interpreting evidence.

By careful design of assessment tools, you will ensure that:

- Assessments are conducted according to the Principles of Assessment
- The collected evidence meets the Rules of Evidence

- The identified evidence requirements of the benchmarks are addressed
- Legislative, ethical and organisational requirements are met
- The needs of candidates are taken into account
- The gathering of evidence will be simpler for both assessors and candidates
- The gathering of evidence can be streamlined and more cost effective.

PRINCIPLES OF ASSESSMENT

PRINCIPLE	WHAT TO LOOK FOR
<ul style="list-style-type: none"> ▪ Validity – assessment is valid when the process assesses what it claims to assess 	<p>Evidence of assessment methods and tools that:</p> <ul style="list-style-type: none"> ▪ Address the outcomes and performance requirements of the unit or module ▪ Address the broad range of skills and knowledge that are essential to competent performance ▪ Integrate assessment of knowledge and skills with practical application ▪ Collect sufficient evidence on a number of occasions and in a range of contexts, using different assessment methods ▪ Address the dimensions of competency in the assessment process
<ul style="list-style-type: none"> ▪ Reliability – refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes 	<p>Evidence of practices that enable assessors to:</p> <ul style="list-style-type: none"> ▪ Compare assessment decisions ▪ Collect evidence via a number of different assessment methods ▪ Collect evidence across different locations and times ▪ Document clearly the competencies to be attained ▪ Construct and use quality assessment methods and tools ▪ Use a number of methods of evidence gathering in a range of contexts ▪ Share a common interpretation of the unit(s) being assessed
<ul style="list-style-type: none"> ▪ Fairness – assessment is fair when the assessment process is clearly understood by candidates, addresses candidates' needs and characteristics and is based on benchmarks 	<p>Evidence that the assessment process:</p> <ul style="list-style-type: none"> ▪ Is agreed by both assessors and candidates ▪ Provides candidates with clear, accurate and relevant information about the assessment purpose, benchmarks, assessment tools, materials, methods, evidence requirements and review/appeals processes ▪ Provides for recognition and self-assessment of readiness for assessment ▪ Applies reasonable adjustments, where appropriate ▪ Documents the assessment process and provides feedback to candidates ▪ Is based on the benchmarks and evidence requirements of the qualification, unit of competency, module or course ▪ Is objective and inclusive, free from discrimination and bias ▪ Provides opportunities that allow candidates to challenge assessments and be reassessed where appropriate
<ul style="list-style-type: none"> • Flexibility – assessment is flexible when assessment considers the needs of parties in the assessment process (Flexibility applies to the assessment process – not the competency standard – and flexibility and validity must be balanced) 	<p>Evidence that the assessment process:</p> <ul style="list-style-type: none"> ▪ Reflects the needs of candidates and other parties impacted by the assessment process ▪ Is accessible to candidates in terms of timing and readiness ▪ Provides for the recognition of prior competence and learning regardless of how, where or when competence was acquired ▪ Draw on a range of methods and is appropriate to the context and candidate characteristics ▪ Enables progression from one competency standard or module to another.

Purposes of the Assessment Tool

Assessors need to be clear about the purpose of an *assessment tool* and what it sets out to achieve within the assessment context. The more obvious purpose is to enable evidence to be gathered from candidates using one or more *assessment methods*. Some further purposes of *assessment tools* are:

- To provide guidance and structure for the candidate/assessor in collecting evidence, eg a Checklist with a series of tasks
- To guide and support the candidate in understanding and participating in the assessment process, eg instructions to the candidate
- To ensure the rules of evidence and Principles of Assessment are addressed in the assessment process, eg matrix of assessment methods
- To provide objectivity and consistency in evidence collection, eg set of pre-determined questions to be asked
- To provide an assessment tool to document the need for further action, eg Checklist that provides feedback for analysis and action.

The Rules of Evidence

Well-designed assessment tools will help to ensure that the evidence collected is:

Valid—there is a clear relationship between the evidence requirements of the unit of competency and the evidence on which the assessment judgement is made

Sufficient—the performance criteria and evidence guide are addressed; competency over a period of time is demonstrated; all dimensions of competency are addressed; competency in different contexts is demonstrated

Current—the evidence demonstrates the candidate's current knowledge and skills

Authentic—it can be verified that the evidence is the candidate's own work.

Assessment strategies and tools need to be developed in consultation with industry and should be tested on an appropriate sample of candidates.

Assessment tools and multiple applications

An *assessment tool* can be used for a range of different *assessment methods*. This is an important point to consider in the design process. A tool that can combine different methods and enable collection of a wider range of evidence will support a more holistic assessment experience.

For example, an *Observation Checklist* (assessment tool) can be used for real work, simulation and third party value. *Verbal Questions* (assessment tool) can be used for interviews, case studies and real work performance. *Written Questions* (assessment tool) can be used for tests, exams, short answer questions.

Design Principles – assessment tools

1. Instructions in Assessment Tools

Assessment tools should include instructions for the people being assessed and for the people administering the tool. These instructions will vary, depending on the *assessment methods*, the level of candidate and the context. However, they should include:

- Resources needed to conduct the assessment
- Where the assessment tool will be used
- Guidance on how to make a decision about competence
- How reasonable adjustments could be made
- Any variations or restrictions on the assessment tool
- Rules for verifying the assessment decision
- Any OH&S considerations
- Information on access and equity considerations
- Mechanism for recording outcomes.

2. Assessment Tools already available

Always consider if there are *assessment tools* that already exist which could be used or modified. It might be cost and time effective to use existing tools. Therefore ask other trainers or search online.

3. Saving time on assessment tools

Consideration must be given to the time available to develop new tools to support a particular *assessment method*. However, if the *assessment tool* will take too long to develop, or be too costly, you may have to choose another *assessment method*. Remember, it is possible to integrate assessment of several units; and always ask whether the *assessment methods* have any impact on OH&S regulations.

DEVELOPING ASSESSMENT INSTRUMENTS

The main assessment instrument used in an observation assessment tool is a Checklist of criteria which enables the assessor to clearly note the evidence on the candidate's performance/demonstration. An Observation Checklist provides a common set of criteria for the observation and a common format. The criteria should include:

- Candidate details
- Assessor details
- The benchmark/unit of competency
- Any pre-requisite competencies
- Specific OH&S requirements
- The specific tasks, actions, skills or activities to be performed/demonstrated and/or procedures to be followed
- Standard of performance/evidence requirements to be observed
- Capacity to record results and comments on feedback
- Number of observations of the candidate to gather the evidence (depending on the purpose/application).

INSTRUCTIONS FOR THE CANDIDATE

Instructions to candidates can be included in the same document as the Checklist instrument or in a separate document. Instructions should include:

- The nature of the task/s; activities to be performed
- The expectations of performance
- Any materials or equipment needed
- Any other information useful for the candidate.

INSTRUCTIONS FOR ASSESSORS

Instructions for assessors can also be included on the Checklist document, or in a separate document. The instructions for assessors should contain clear and specific directions on the administration and use of the tools and specify:

- Conditions and resources needed for the candidate
- Occupational health and safety considerations and any other legislative considerations
- Workplace policies and procedures to be observed by the candidate
- How to make the demonstration as realistic as possible, if not conducted in real work time.

Observation checklist

Template: Teacher Practicum Observation								
Teacher Name:					Date:			
Course Name:								
Unit/s of Competency [name/code]:								
Topic:								
Session No:				Learning Group:				
Learning Objectives:								
How well were these achieved? [Explanations/Reasons]						Mode of delivery:		
						Classroom	<input type="checkbox"/>	
						On-line	<input type="checkbox"/>	
						Group/individual	<input type="checkbox"/>	
						On-the-job	<input type="checkbox"/>	
						Off-the-job	<input type="checkbox"/>	
Planning and Preparation:		Classroom Management:		Questioning Skills:				
Adequate	<input type="checkbox"/>	Awareness of class dynamics	<input type="checkbox"/>	Open	<input type="checkbox"/>	Closed	<input type="checkbox"/>	
Current	<input type="checkbox"/>	Strategies used to maintain interest	<input type="checkbox"/>	Probing	<input type="checkbox"/>	Prompting	<input type="checkbox"/>	
Comments:		Flow of session	<input type="checkbox"/>	Clarifies	<input type="checkbox"/>	Redirects	<input type="checkbox"/>	
		LLN issues addressed	<input type="checkbox"/>	Clarifies	<input type="checkbox"/>	Redirects	<input type="checkbox"/>	
Comments:		Comments:		Comments:				

Communication Skills:		Using Resources:		Giving Feedback:	
Voice & gestures vary	<input type="checkbox"/>	Variety to support different learning styles	<input type="checkbox"/>	Supports learners' self esteem	<input type="checkbox"/>
Listens actively	<input type="checkbox"/>	Creates interest	<input type="checkbox"/>	Gives positive and negative feedback	<input type="checkbox"/>
Responds appropriately	<input type="checkbox"/>	Comments:		Comments:	
Promotes independence	<input type="checkbox"/>				
Comments:					
Activities:		Delivery:		Teacher Manner:	
Varied use	<input type="checkbox"/>	Variety of styles/modes	<input type="checkbox"/>	Shows sensitivity	<input type="checkbox"/>
Caters to individual learners	<input type="checkbox"/>	Gains attention	<input type="checkbox"/>	Empathy	<input type="checkbox"/>
Caters for different learning styles	<input type="checkbox"/>	Uses appropriate timing	<input type="checkbox"/>	Support for individual needs	<input type="checkbox"/>
Comments:		Knows subject	<input type="checkbox"/>	Flexibility	<input type="checkbox"/>
		Clear explanations/ examples	<input type="checkbox"/>	Confidence	<input type="checkbox"/>
		Comments:		Vitality	<input type="checkbox"/>
				Comments:	
Strengths of the session [elaborate response/give examples]:					
Suggested Changes [elaborate response/give examples]:					
Observer Name:				Date:	
Observer Signature:					

ASSESSMENT TOOLS TO SUPPORT THE VERBAL QUESTIONING METHOD

An assessment tool that can be developed to assist with verbal questioning of real or simulated work activities should include:

- Prepared questions for the candidates (*assessment instruments*)
- Prepared responses for the assessors (*assessment instruments*)
- Instructions for candidates
- Instructions for assessors
- A section that documents and records the candidate's evidence (responses to questions).

The aim of using verbal questioning tools is to enable the candidates to demonstrate their knowledge as well as contingency management and task management skills.

The choice of questions is important – if you do not develop the right questions in the *assessment tool*, it is very difficult for the candidates to provide the responses that are needed to demonstrate these aspects of competence.

When it comes to questioning assessors can ask different types of questions, such as:

1. **Questions of invitation** – for example
How did you design the training program for your class?
2. **Questions of exploration** – for example
Who were your key stakeholders?
3. **Questions of confirmation** – for example
How did you know that you were following the correct process to design a training program for your client?
4. **Questions of investigation** – for example
What happened when you met with your key stakeholders?
5. **Questions of reflection** – for example
What did you think of the steps you followed to design the training program?

ASSESSMENT TOOLS TO SUPPORT THE WRITTEN QUESTIONING METHOD

Written questioning tools can be used for the same reasons as verbal questioning tools, in particular to gather evidence of required knowledge, or to support/confirm evidence gathered using other assessment methods/tools.

Devising and preparing a written questionnaire takes time and knowledge. Questions are often difficult to write and if they are poorly constructed or allow for margins of error or guessing, this will distort the validity of the results. Written questions are useful with large groups and through online assessment. Tools that can be developed to assist with written questioning of real or simulated work activities include:

- Prepared questions for candidates (the assessment instruments)
- Prepared responses for assessors (the assessment instruments)
- Instructions for the candidates
- Instructions for the assessors
- Format to record the candidate's responses.

These type of assessment tools can take many forms, including take home questionnaires, tests, examinations or essays. The types of questioning can include:

- Multiple-choice questions
- Multiple-responses questions
- True or false questions
- Matching pair questions
- Constructed response questions
- Fill the gap questions
- Short answer questions
- Extended response questions.

ASSESSMENT TOOLS TO SUPPORT THE THIRD PARTY REPORT METHOD

Third Parties is a term used for other people involved in the assessment process whose work/professional relationship with the candidates means that they are in a position to gather some of the required evidence.

- Supervisors are commonly used as *Third Parties* – other people who may be used to gather evidence include colleagues/peers and clients/suppliers. Tools that can be developed to assist with obtaining third party reports on candidates include:
- Instructions for the third party
- A third party observation Checklist (assessment instrument).

ASSESSMENT TOOLS TO SUPPORT PROJECT-BASED STRUCTURED ACTIVITY METHODS

Work-related projects are useful ways of assessing a range of work activities over a period of time.

Tools that can be developed to assist with the project method include:

- A project brief or specifications of the product or steps and areas for negotiation
- A Checklist for assessing the product or process
- Instructions on undertaking the project.

Checklist for assessing the product or process

The Checklist should contain the:

- Benchmark to be used for assessment of the project or process
- Criteria that the project or process must meet – required evidence
- Candidate details
- Assessor details
- Specific OH&S requirements
- Provision to document results
- Provision for comments or feedback.

ASSESSMENT TOOLS TO SUPPORT THE PORTFOLIO METHOD

The *portfolio method* can take many forms, but usually comprises an assembly of the candidate's evidence that address the defined evidence requirements/specifications of the benchmark/s. The portfolio method is particularly useful in gathering evidence for Recognition of Prior Learning (RPL) assessments, in conjunction with other methods.

A portfolio may contain a mix of documents or products produced or gathered by the candidate/s over a period of time from different sources and arranged in a systematic way. They might include:

- Evidence of final products prepared/developed by the candidate/s such as specified work projects, workplace documents, products made
- Evidence of personal contributions to products developed in a team environment such as project records, client feedback reports
- Evidence of other work activities/outputs such as time records, records of participation in work meetings, work plans, other work records
- Evidence of relevant learning such as training records, produce or in-house training certificates, formal qualifications
- Evidence of past and current relevant work such as a CV, resume, supervisor report performance appraisal record.

ASSESSMENT TOOLS TO SUPPORT THE JOURNAL METHOD

A journal is a mechanism for recording a candidate's reflections on events or activities over time. Tools that can be developed to assist a formal method for candidates include:

- Instructions for the candidates
- An assessment instrument to guide the writing in the candidate's journal
- Instructions for the assessor.

Instructions about how candidates might construct a journal could include:

- What information to include in the journal and how this could be done. For example, the candidate could write about tasks undertaken, action taken to deal with contingencies, reflections on these actions and interactions with other people and could include other evidence such as emails
- How often to record in the journal (at least once a week and it is a good idea to suggest a particular time of the day or week)
- Details of the format of the journal.

ASSESSMENT TOOLS TO SUPPORT CASE STUDIES

Case studies are a type of structured activity that can be used to gather evidence relating to the application of principles and processed in the workplace or other real situation.

Case studies can take many forms – for example, a description of a process, a description of a problem, a chart, diagram or scenario with related questions or actions. They are useful assessments tools for presenting issues or situations that require analysis and problem-solving.

ASSESSMENT TOOLS TO SUPPORT SELF-ASSESSMENT

Self-assessment is a formative assessment method whereby the candidate makes judgements about his/her own progress towards competence. Self-assessment combines questioning methods and portfolio. Tools used for self-assessment include questionnaires, evidence gathering, Checklists which set out the evidence required and which candidates work through to identify their level of competence against the defined evidence requirements. These should allow for reflection on performance and include guidelines about the evidence gathering process.

Self-assessment is often used as a starting point for Recognition of Prior Learning (RPL).

MONITORING ASSESSMENT METHODS AND TOOLS

A significant part of your monitoring role concerns evaluation of assessment methods and tools to ensure that they:

- address the current version of the relevant Training Package and/or other benchmarks such as:
 - national assessment guidelines
 - qualification descriptions
 - the assessment plan
 - evidence requirements
 - policies
 - legislative requirements such as OH&S legislation, codes of practice, standards and guidelines; AQTF standards for RTOs; state or territory registering body requirements; aware and enterprise agreements and relevant industrial arrangements; confidentiality and privacy requirements; scope of RTO registration; environmental issues; EEO, industrial relations and anti-discrimination; relevant industry codes of practice.

Course outlines

- were developed in consultation with industry
- were trialled
- facilitate reliable, valid, fair and flexible assessment practices that comply with AQTF assessment principles
- meet the Rules of Evidence – validity, sufficiency, currency and authenticity
- give clear, concise and consistent advice to assessors
- take ‘reasonable adjustment’ into account
- support inclusive and non-discriminatory practices
- are good value for money
- are of a suitable production quality – durable, attractive and fitting their purpose
- can be used successfully in the RTO, given the characteristics of learners, assessors and the assessment context.

REVIEWING AND TRIALLING ASSESSMENT TOOLS

The quality and validity of any assessment tool is confirmed by reviewing, trialling and modifying the tool. Assessment tools after reviewing by relevant and qualified people are then trialled on a sample target audience to identify potential problems and areas for improvement. From the review and trial you will identify any changes that need to be made.

Before the assessment tools are used with real candidates and assessors, reflect on the context in which they will be applied and make further adjustments if necessary. After the assessment tools are used, you need to validate it with other assessors.

When reviewing and trialling assessment tools, you should:

- Identify the criteria by which the outcomes will be evaluated
- Determine the representative groups for the review and trial
- Set up the reviews and trials
- Conduct the reviews and trials
- Compile and analyse any results from the reviews and trials
- Modify the assessment tools based on results.

CHECKLIST FOR ASSESSMENT TOOL: CRITERIA TO BE ADDRESSED

CHECKLIST FOR ASSESSMENT TOOL, DEVELOPMENT AND/OR REVIEW AND TRIALLING
Have the following criteria been addressed:
<input type="checkbox"/> Benchmark/s analysed?
<input type="checkbox"/> Target Group/s identified?
<input type="checkbox"/> AQF qualification taken into account?
<input type="checkbox"/> Organisational requirement considered in terms of applicability to the context?
<input type="checkbox"/> OH&S requirements included?
<input type="checkbox"/> Legislative requirements met?
<input type="checkbox"/> Ethical requirements met?
<input type="checkbox"/> Principles of Assessment followed and addressed?
<input type="checkbox"/> Rules of Evidence met?
<input type="checkbox"/> Dimensions of competency incorporated into the instruments?
<input type="checkbox"/> Employability Skills incorporated into the instruments?
Do the selected assessment method/s:
<input type="checkbox"/> Address all evidence requirements of the benchmark/s?
<input type="checkbox"/> Meet the Principles of Assessment?
<input type="checkbox"/> Address the needs of candidates?
<input type="checkbox"/> Meet organisational, ethical and legislative requirements?
<input type="checkbox"/> Allow for cost effective assessment?
Checklist for assessment tool, development and/or review and trialling:
<input type="checkbox"/> Allow for assessment to meet the Rules of Evidence?
Are the assessment tools:
<input type="checkbox"/> Clearly written in terms of instructions and instruments and grammatically correct?
<input type="checkbox"/> Appropriately formatted and well-designed in terms of layout with sufficient space for candidate and assessor/third party responses?
<input type="checkbox"/> Easy and practical to use?
<input type="checkbox"/> Cost effective?
<input type="checkbox"/> Relevant to the workplace context?
<input type="checkbox"/> Applicable to potential candidates?
<input type="checkbox"/> Appropriate for the selected assessment methods?
<input type="checkbox"/> Appropriate in terms of level of language for intended audience?
<input type="checkbox"/> Sensitive to audience diversity – do not contain any gender, cultural or other bias?
<input type="checkbox"/> Clear to assessors in terms of guidance on reasonable adjustment?
<input type="checkbox"/> Reviewed and trialled?
<input type="checkbox"/> Labelled with date and version number and appropriately filed for future use?

VALIDATION REPORT – ASSESSMENT TOOLS

How to use this Checklist

An assessment plan is the overall planning document for the assessment process, and may include:

- Purpose and aims of the assessment
- Context of assessment
- Identified assessment methods and assessment tools
- Relevant evidence criteria
- Resources required
- Other relevant assessment information/documentation.

Qualification	
Unit/s of Competency	
Validation leader	
Organisation	
Position	
Contact Details	

In attendance at Validation Session			
Name	Position	Organisation	Signature

INTRODUCTION

RTOs must demonstrate that all components of the training package (or VET accredited course) are addressed when planning assessment and designing assessment tools. They include:

- Assessment guidelines
- Employability skills or key competencies
- Units of competency:
 - elements
 - performance criteria
 - range statement
 - evidence guide

TRAINING PACKAGE

Training Package	The Assessment	Y/N	Comment
	National Code for Qualification and Units of Competency clearly identified in the assessment tool		
	Meets the requirements of the training package or accredited course (including assessment guidelines)		
	The assessment is at the appropriate AQF level with appropriate language		
	Focuses on the application of knowledge and skill to the standard of performance required in the workplace (including industry validation)		
	Confirms that workplace and regulatory requirements are met (if applicable)		
	Additional comments or suggested improvements		
	▪		
	▪		
	▪		
	▪		

PRINCIPLES OF ASSESSMENT

Principles of Assessment	VALIDITY	Y/N	Comment
	Addresses the elements and performance criteria		
	Reflects the skills and knowledge described in the relevant Units of Competency		
	Shows application in the context described in the range statement		
	Meets the critical aspects of assessment requirements		
	Demonstrates that performance, skills and knowledge are applied in real/simulated workplace situations		
	RELIABILITY	Y/N	Comment
	Provides clear instructions to students		
	Provides clear instructions to assessors regarding the assessment requirements and how to use the tool/s		
	Provides clear evidence criteria or decision-making rules		
	FAIRNESS	Y/N	Comment
	Provides clear information for students about assessment requirements		
	Does not demand more than the qualification or course requires`		
	Ensures students are provided with objective assessment feedback		
	Allows for recognition of existing competencies		
	FLEXIBILITY	Y/N	Comment
	Can be adapted to meet the needs of all students (including guidance to assessors regarding reasonable adjustment		
	Have the assessment tasks been designed to allow holistic and integrated assessment of knowledge, skills and attitudes		
	ADDITIONAL COMMENTS OR SUGGESTED IMPROVEMENTS		
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RULES OF EVIDENCE

Principles of Assessment	VALID	Y/N	Comment
	Assessment evidence relates directly to the requirements of the Unit/s of Competency		
	Assessment decisions can be justified		
	CURRENT	Y/N	Comment
	Demonstrates the student's current skills and knowledge		
	Complies with the current standards		
	SUFFICIENT	Y/N	Comment
	Provides sufficient evidence for competency to be determined		
	Has the capacity to show and record consistent performance		
	AUTHENTIC	Y/N	Comment
	Clearly indicates that the work is that of the student		
	Systems are in place that ensure the evidence submitted by the student is their own work		
	ADDITIONAL COMMENTS OR SUGGESTED IMPROVEMENTS		
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