

TAEASS502

# **Design and develop assessment tools**

Learner guide

# Before you begin

This learner guide is based on the unit of competency *TAEASS502 Design and develop assessment tools*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: [www.training.gov.au](http://www.training.gov.au).

## How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
<b>Overview</b>	This section provides general information about the vocational education and training sector and its essential components (such as training packages), which will underpin your learning.
<b>Introduction</b>	The introduction covers the key concepts relevant to this particular unit of competency, including the terminology that will be used throughout this learner guide.
<b>Learning content</b>	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
<b>Templates</b>	Templates are referred to throughout the guide. These are samples of working documents similar to those found in a training organisation. Completed templates may be useful as evidence for portfolio assessments. Ask your trainer for sample templates provided with the <i>Trainer's and assessor's guide</i> for this unit.
<b>Examples</b>	Examples of completed documents that may be used in a workplace are included in this learner guide. Examples highlight learning points and provide realistic examples of workplace situations.
<b>Activities</b>	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
<b>Summary</b>	Key learning points are provided at the end of each topic.



## Topic 1

In this topic you will learn how to:

- 1A Identify a target group of candidates, purposes of the assessment tool, and the contexts in which the tool will be used**
- 1B Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence**
- 1C Identify, access and interpret industry requirements and relevant contextualisation guidelines**
- 1D Identify other related documentation to inform assessment tool development**

## Determine the focus of the assessment tool

The process of designing and developing assessment tools begins with a critical analysis of the assessment context. You need to identify the target group for the assessment, the benchmarks that will be used to judge performance and the various organisational factors that impact on the assessment process. It is important to remember that, as competency-based assessment occurs (wherever possible) in actual workplaces, you need to understand the systems, policies and procedures of workplaces and training organisations.

## Considerations for target groups

The following table summarises the things you should consider when developing and designing assessment tools for specific target client groups.

### Target group: Workplace

Considerations:

- ▶ Are they a workplace trainee or apprentice?
- ▶ Do they require recognition of current competence and prior learning?
- ▶ Are there opportunities for them to gather assessment evidence in the workplace?
- ▶ The purpose of assessment – formal qualifications, organisation-specific courses, licences, induction to the workplace

### Target group: Community groups

Considerations:

- ▶ Language, literacy and numeracy issues
- ▶ Social disadvantage; for example, a low socioeconomic group
- ▶ Previous negative experiences in school or adult education
- ▶ Location, such as remote, rural or isolated
- ▶ Disabilities that may influence learning
- ▶ Learning opportunities to gather assessment evidence in a workplace
- ▶ Support required to gather evidence of prior learning

### Target group: International students

Considerations:

- ▶ They may be located in Australia or overseas
- ▶ English may be their second language
- ▶ Assessment tools may need to be contextualised to suit a specific location or workplace

### Target group: Apprentices and workplace trainees

Considerations:

- ▶ Assessment may be blended (workplace and group learning environment)
- ▶ The workplace supervisor will need to be involved
- ▶ Language, literacy and numeracy support may be required
- ▶ Disabilities that may influence learning
- ▶ They are usually younger, less-experienced workers and may be recent school leavers
- ▶ Check current information of regulations regarding the assessment of apprentices at the Australian Apprenticeships website at:
  - [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

## The assessment context

The assessment context can be described as being made up of the following:

Assessment context:

- ▶ The physical and operational factors
- ▶ The assessment system within which assessment is carried out
- ▶ Opportunities for gathering evidence in a number of situations
- ▶ The purpose of the assessment
- ▶ Who carries out the assessment
- ▶ The period of time during which it takes place

## Identify the assessment context

The objective is to understand the various factors that will impact on the assessment tool so you can provide realistic opportunities for candidates to gather evidence.

To identify the assessment context where the proposed assessment tool is to be implemented, you need to access the following.

### Information for determining the assessment context

- ▶ Policies and procedures of the organisation where the assessment will be conducted
- ▶ Interviews of trainers and assessors
- ▶ Review documents such as enrolment forms, assessment plans, training packages and information distributed by relevant professional associations and industry groups

## Establish the environment

When developing assessment tools, establish the environment where assessment will occur. The location of the assessment will impact on the resources used and the people involved. It will also impact on whether special assessment methods need to be employed, such as role-plays or appropriate case studies, to address the individual unit of competency, training package implementation guidelines and access and equity issues.

The assessment plan document is useful for providing information about the where the assessment will be conducted.

The assessment environment may be:

- ▶ in the candidate's workplace; this is the desired location specified in most training packages
- ▶ off the job; for example, in a computer laboratory to conduct assessment of software skills
- ▶ in a group learning environment
- ▶ in a simulated work environment such as a 'model office'; if an actual workplace is unavailable, training packages stipulate that a simulated workplace must be provided
- ▶ online
- ▶ a combination of the above.

The assessment tools you develop must be appropriate for the purpose of assessment. It is important that you understand the different assessment instruments and procedures used in specific contexts. These are outlined here.

Assessment instrument	Purpose	Reason for using the assessment instrument
Templates and proformas	<ul style="list-style-type: none"> <li>▶ To provide candidates with real-life documents/forms to complete</li> </ul>	<ul style="list-style-type: none"> <li>▶ To provide a method of capturing the required evidence</li> <li>▶ To gather standardised evidence that supports reliable assessment decisions</li> <li>▶ To assist candidates who do not have access to appropriate workplace documents</li> </ul>
Third-party reports	<ul style="list-style-type: none"> <li>▶ To authenticate evidence provided by the candidate</li> </ul>	<ul style="list-style-type: none"> <li>▶ To use as a testimonial from an employer or supervisor</li> <li>▶ To use as a component of an RPL evidence portfolio</li> </ul>
Specific questions or activities	<ul style="list-style-type: none"> <li>▶ For candidates being assessed for a qualification or the RPL process</li> <li>▶ To determine language, literacy and numeracy needs of candidates</li> <li>▶ For licensing or regulatory requirements</li> </ul>	<ul style="list-style-type: none"> <li>▶ To confirm the candidate's understanding</li> <li>▶ To focus on particular aspects not covered by other methods</li> <li>▶ To encourage responses in the candidate's own words</li> </ul>
Evidence and observation checklists	<ul style="list-style-type: none"> <li>▶ For licensing or regulatory requirements</li> </ul>	<ul style="list-style-type: none"> <li>▶ To record evidence of the candidate using the skills required</li> <li>▶ To assist the candidate to satisfy the rules of evidence</li> <li>▶ To support assessors in ensuring that they record observations that satisfy the rules of evidence</li> </ul>
Checklists for the evaluation of work samples	<ul style="list-style-type: none"> <li>▶ To provide a framework/criteria against which the work samples can be assessed to ensure they meet the benchmarks for competency</li> </ul>	<ul style="list-style-type: none"> <li>▶ For RPL candidates</li> <li>▶ Appropriate where the assessment requirements requires the candidate to submit specific types of work samples</li> </ul>

## Importance of instructions

You also need to acknowledge the importance of the instructions to the assessors and candidates that must be included in the assessment instrument. These form part of the assessment tool and are crucial in establishing and providing a clear framework for the use of the instruments and the conditions under which the assessment is to be conducted. This information includes suggestions to adjust the assessment for people with language or disability issues, for resources required, instructions for using assessment methods and instruments and the importance of following WHS regulations.



### Example

#### **Identify a target group of candidates, purposes of the assessment tool, and the contexts in which the tool will be used**

In the following example, a qualified assessor determines the focus of the assessment tool for use in MEM31215 Certificate III in Engineering – Industrial Electrician.

Phillip is a qualified assessor with ISkill, an RTO that specialises in the training and assessment of apprentices in the construction industry. The RTO's training manager has asked Phillip to write assessment tools for the Certificate III in Engineering – Industrial Electrician because they have applied to have this qualification added to the RTO's scope for delivery and assessment.

Phillip begins the process of reviewing the existing assessment tools and sources information from the RTO's assessment policy and procedures. He checks for information about the assessment strategies that the RTO uses to assess apprentices. He also confirms with the course manager the specific units of competency that apprentices will be enrolled in. He then accesses the National Register website (<http://training.gov.au>) and prints the various units of competency that will be used as benchmarks for assessment. He also refers to the implementation guide for the MEM Manufacturing and Engineering Training Package and reads this document to make sure he follows the guidance advice.

Phillip also checks for information on the Australian Apprenticeships website ([www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)) to ensure his knowledge of regulations regarding the assessment of apprentices is current.

Marisa, a trainer/assessor with the RTO, is a specialist in the area of language, literacy and numeracy (LLN). Phillip arranges a meeting with Marisa to discuss with her the strategies he should use to ensure he provides sufficient information in the assessment tool about reasonable adjustment for apprentices with LLN issues. Marisa will need to review the individual units of competency and information in the MEM Manufacturing and Engineering Training Package to identify the levels of LLN that are relevant to the level III qualification.

Phillip uses word processing software to collate the information that he is gathering to help him determine the focus of the assessment tool.



## Summary

1. Before you can design and develop assessment tools, you need to familiarise yourself with the RTO scope documents in particular the learning and assessment strategy. This provides information about the target candidates and the organisation's approach to training and assessment and preferred means of collecting evidence for the qualification.
2. Your professional relationship will largely determine how you source information about the target candidate group. It is useful to develop a target group profile that records the key characteristics of the target group in order to ensure that the assessment tools are appropriate.
3. Undertake research to identify the assessment context where the proposed assessment tool is to be implemented. Conduct this research by accessing the training organisation's policies and procedures; interviewing trainers and assessors; and reviewing enrolment forms, assessment plans, training packages and information distributed by relevant professional associations and industry groups.
4. The benchmarks that are used for judging evidence for assessment are determined by the type of training conducted by the training organisation. Assessors who are employed by RTOs will use assessment tools that gather evidence to judge competence in regard to the critical aspects of assessment prescribed in units of competency.
5. Information that you need regarding the RTO's organisational, legal and ethical requirements are found in their workplace policies and procedures documents. The RTO manager, compliance manager or quality manager will be able to clarify their contents for you.
6. There is a range of other related documents that you should source and interpret during the design phase of the assessment tool. The implementation guide contains an overview of the assessment system and an overall framework for carrying out all activities relating to assessment in relation to the training package you are using.
7. It is important to seek industry engagement (for example, through meetings with industry representatives) to ensure assessment tools are relevant to the industry and to get feedback on the skill needs and the context of assessment.
8. Assessment requirements require the use of critical thinking skills to interpret the unit of competency's requirements for the assessment conditions, assessment context and assessment methods.
9. Assessors have a duty of care to candidates and must take all reasonable steps to ensure that assessment activities promote the health and safety of those involved in assessment.
10. The Australian Core Skills Framework (ACSF) describes levels of performance in the core skills of learning, reading, writing, oral communication and numeracy. Specialist LLN practitioners use the ACSF to describe an individual's performance in these five core skills and then monitor progress over time. Contact a specialist LLN practitioner for advice when developing assessment tools that are targeted for use by candidates who may have LLN issues.





## Topic 2

In this topic you will learn how to:

- 2A** Select 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
- 2B** Enable candidates to show or support their claim for recognition of current competency through selected assessment methods
- 2C** Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence
- 2D** Consider how the assessment instruments will be administered

## Design the assessment tool

In this topic you continue the process of researching and designing the assessment tool. Use the information you gathered in Topic 1 to help you select the appropriate assessment method for designing an assessment instrument that will gather quality evidence that meets the rules of evidence and the principles of assessment. Developing your design skills is an important aspect of this topic.

Type of evidence	Forms of evidence
Supplementary: additional evidence presented by candidates to demonstrate competence	<ul style="list-style-type: none"> <li>▶ It may be necessary to seek supplementary evidence when a candidate has submitted a portfolio of documents or work samples for assessment. The assessor may liaise with the candidate to agree on additional evidence that could be gathered to address these gaps.</li> <li>▶ The candidate may provide a written report or answer questions that are designed to address the required knowledge component of the unit of competency.</li> <li>▶ Testimonials from employers may also be used as supplementary evidence.</li> <li>▶ Third-party reports are a common form of evidence and are often used in RPL assessments and for authenticating skills and knowledge demonstrated in a workplace under the supervision of someone other than an assessor.</li> </ul>

## Meet the principles of assessment

When developing assessment tools, you need to ensure that the principles of assessment are met.

### Principles of assessment

- ▶ Fair – assessments must not be discriminatory or disadvantage the candidate
- ▶ Flexible – assessments should meet the candidate's needs and include an appropriate range of assessment methods
- ▶ Valid – assessments should assess the unit/s of competency's performance evidence and knowledge evidence
- ▶ Reliable – there should be a common interpretation of the assessments

## Comply with the principles of assessment

Consider the following information about complying with the principles of assessment

Principle of assessment	Strategy
Fair: assessments must not be discriminatory or disadvantage the candidate in any way	<ul style="list-style-type: none"> <li>▶ All eligible candidates must be guaranteed access to assessment that does not discriminate on any basis.</li> <li>▶ Assessment processes must be designed to address the individual needs of candidates; this may require the reasonable adjustment of assessment methods, such as allowing a candidate to answer questions orally rather than in writing.</li> <li>▶ All communication to the candidate must be clear and easy to understand.</li> <li>▶ The candidate must agree to the assessment process and know what their responsibilities are.</li> <li>▶ The candidate must have the opportunity to challenge the result of the assessment.</li> </ul>

## Choose assessment methods

You need to be aware of a range of different assessment methods, their purposes and uses, as they form the framework on which you will base the assessment instrument. It is useful to consult with your peers, relevant parties in the candidate's workplace and representatives of industry to determine the most appropriate method for gathering the types of evidence that are required to demonstrate competence. Access the 'Evaluating assessment tools to assessment methods' template. You can use this to evaluate the assessment tools in relation to the different assessment methods.

The training organisation's workplace policies and procedures may include specific advice about the assessment methods the RTO prefers to use in specific contexts of assessment. Consider the following factors when selecting which assessment method to use.

<b>Evidence requirements</b>	Evidence requirements of the competency standards/ benchmarks; for example, if the candidate has to operate a machine, then direct observation is an appropriate method; if the candidate has to demonstrate knowledge evidence, then questioning may be appropriate.
<b>Location of the candidate</b>	The location of the candidate; for example, the candidate may be in a remote location and assessment may take place online. Assessors must consider whether technology is available to the candidate to support online assessment or if other alternative methods are available through a coach or third person such as a supervisor.
<b>Feedback from stakeholders</b>	Feedback gathered from industry and enterprise representatives regarding workplace practices, culture, environmental issues and emerging trends and technology will help you identify when a method may be inappropriate. For example, in some cultures asking questions is seen as rude; workplace assessment may not be possible as the candidate's work role does not include the tasks that are to be assessed.
<b>Evidence-gathering opportunities</b>	Evidence-gathering opportunities; for example, you may have to advise an RPL candidate of the ways in which they can collect evidence and present a portfolio. This is an important factor in those cases where a candidate is enrolled in a learning program that is not related to their current job. In this case, it may be very difficult for the candidate to gather evidence from their workplace. A case study or research project would be appropriate assessment methods.
<b>Legal and ethical requirements</b>	Legal, ethical and work health and safety requirements; for example, you need to make sure the method you select is safe, does not require the candidate to do anything illegal and does not contravene any code of conduct.
<b>RTO resources</b>	RTO resources, such as the time available for assessment, costs of assessment and materials.
<b>Needs of candidates</b>	Individual needs of candidates; for example, you may have to adjust the assessment method to take into account a candidate's disability, language needs or cultural background to ensure the assessment meets access and equity principles.

## 2D Consider how the assessment instruments will be administered

A crucial aspect of designing assessment tools is to work out how the assessment instruments will be administered to collect the most appropriate evidence. Factors impacting on the administration include the type of candidates, where the assessment is to take place, when it will occur, available resources, the type of assessment instruments to be used, and WHS issues. You need to consider these factors to ensure you have sufficient information to be able to proceed with developing the assessment instrument.



### Understand the assessment context

As previously discussed, the assessment context is crucial in the design of the assessment instrument. The way the instrument will be delivered may affect the way it is designed. Once you have considered these aspects, you can then determine the best way to administer the instrument.

#### Purpose of the assessment

The purpose helps identify the evidence required, the location of assessment, resources required etc. This information will help you know the best way to administer the assessment, such as face to face, online or in a workplace. You may also want to consider the type of evidence that is most likely to be available in this context that will satisfy the rules of evidence.

#### A profile of candidates

Candidate profiles identify whether the candidate has any issues or a situation that needs to be taken into account when administering the assessment instrument; for example, LLN issues; their familiarity with technical language; cultural issues; a remote location; they have a disability; they have low levels of education; they come from non-English-speaking backgrounds; or are mature age candidates.

#### The assessment system

The assessment system is that within which assessment is carried out; for example, where the assessment will take place; who carries out the assessment; the period of time during which it takes place; and opportunities for gathering evidence in a number of situations.

## Administer assessment instruments

The following information describes how the assessment instrument may be administered.

### Profiles of acceptable performance measures

- ▶ Prior to assessment, present candidates with a checklist of the benchmarks of competence so they understand how their competence will be judged. This will also support them in preparing materials they can present for assessment.

### Templates and proformas

- ▶ Provide forms or templates for the candidate to record their responses to questions or situations; for example, an examination booklet, blank incident reports or mapping template. Ensure there are instructions to help them know what to do.

### Specific questions or activities

- ▶ Arrange to watch the candidate and either ask questions as they work, such as when they are operating a piece of equipment, or after the activity, such as after they have conducted a meeting. Questions are also crucial in the RPL process.
- ▶ Prepared questions can be asked verbally or may require a written response.
- ▶ Activities may be completed as written exercises, role-plays, oral answers or within journals.

### Evidence and observation checklists

- ▶ Checklists to identify a candidate's performance can be administered by assessors, workplace supervisors or other third-party personnel assisting in the assessment.

### Checklists for the evaluation of work samples

- ▶ After sufficient evidence of a candidate's work has been collected as a portfolio, assessors can use a checklist that identifies the benchmarks for competency and compares the samples with the benchmarks.

### Recognition portfolios

- ▶ Prior to the assessment, discuss requirements and make sure the candidate understands their responsibilities. For example, instructions must be prepared so candidates know what is required of them; the type of evidence to collect; how to ensure currency and authenticity of the evidence; how best to present the information to enhance readability; and how to store the evidence.
- ▶ When assessing the portfolio, ensure items are clearly mapped to the assessment requirements so you can see the relationship between portfolio items and the unit of competency and to highlight evidence of employability skills and reflection on their performance by the candidate.

### Candidate self-assessment materials

- ▶ A self-assessment form lists the required skills and knowledge for a unit and asks candidates to assess their confidence and understanding. This may be given to them to complete both before and after their learning program.

## Example

**Consider how the assessment instruments will be administered**

The following is an example of a proforma used by a qualified assessor who is developing an assessment instrument that will be used to gather evidence from workplace trainees who are enrolled in the unit *ICTICT101 Operate a personal computer*.

Administration issue	Comment
Assessment/evidence-gathering conditions	Demonstration of skills being assessed: <ul style="list-style-type: none"> <li>▶ Operating a personal computer, including starting the PC, logging in, using and understanding desktop icons and their links to programs, navigating a directory structure, saving work, printing and closing down the PC.</li> </ul>
Purpose of assessment	Summative assessment for trainees enrolled in <i>ICTICT101 Operate a personal computer</i> .
Location of assessment	Workplace assessment
Resources required for assessment	<ul style="list-style-type: none"> <li>▶ Personal computer</li> <li>▶ Basic software</li> <li>▶ Printer</li> <li>▶ Monitor</li> <li>▶ Mouse and keyboard</li> </ul>
Assessment materials	Assessment instrument (questions, observation checklist, structured activity that requires the candidate to perform specific tasks that reflect the performance criteria of the unit)
Holistic assessment	To be assessed holistically with <i>ICTICT102 Operate word-processing applications</i> .
Assessment schedule	To be completed in week 10.
WHS requirements	<ul style="list-style-type: none"> <li>▶ Hazard inspection to be completed prior to assessment.</li> <li>▶ Instructions to remind candidates of WHS requirements.</li> <li>▶ Advice regarding risk assessment to be given to workplace supervisor who is contributing to assessment.</li> </ul>
Reasonable adjustment	Additional time to complete assessment. Use of adaptive equipment.
Validation process	To be validated prior to implementation.
Reporting arrangements	<ul style="list-style-type: none"> <li>▶ Assessment decision (competent/not yet competent) to be recorded using the RTO's student record system.</li> <li>▶ Assessment tool to include a section for student feedback.</li> <li>▶ Student Administration Officer will advise assessment outcomes to relevant parties.</li> </ul>



## Activity 8

Use a checklist similar to this one to evaluate the assessment instruments you have selected in Activity 7, to confirm that you have sufficient information to proceed with developing the assessment instrument.

Administration issue	Summary of information that will need to be included in the assessment instrument
Purpose of assessment (list 3 reasons)	
What is the location of assessment?	
What assessment methods are you using?	
What resources are required?	
How will you identify any LLN issues among candidates?	
List the materials the assessor and candidates will require during assessment.	
What opportunities to gather evidence are presented using this assessment method and instrument?	



# 3B Define and document clear and specific procedures instructing assessor and candidate on the administration and use of assessment instruments

A key feature of a well-written assessment instrument is the quality of the information given to candidates and assessors about how to use the instrument.

Depending on your work situation, you may have developed assessment instruments that will be administered online, in workplaces, published in books or used in group learning environments. They may be used by assessors with minimal experience and candidates who are not familiar with assessment processes. It is crucial that the people using the assessment instruments in their specific context are given all of the instructions they need, so they can interpret how they are meant to administer the assessment instrument and gather quality evidence to make a reliable assessment decision. Workplace supervisors are often forgotten as having an important role in understanding the assessment instructions.



The process of writing instructions for using assessment instruments should be focused on the end-users of the product. This means that although you are required to write instructions that comply with the RTO's VQF/AQTF obligations, your primary focus should be:

'What do I need to do to make sure the assessment instructions are interpreted correctly and understood by the assessor (so they can administer it appropriately) and the candidate, in order for them to have the best possible opportunity to provide evidence of competence?'

## Instructions for assessors

Assessors need to know the role of the assessment instrument they are using, how it should be delivered, the resources required for appropriate delivery, WHS requirements and any other factors that impact on their ability to provide the candidate with the opportunity to provide quality evidence.



## Identify the resources

Write instructions that clearly explain what resources are needed to conduct the assessment. These may include the relevant training package and the unit of competency; assessment policies and strategies; the assessment instrument (forms, templates, checklists and benchmark solutions) that will be used to judge competence.

## Considerations for instructions

The following table describes the areas that need to be included when writing instructions for candidates.

Area to address	Explanation	Example
Why they are being assessed?	<ul style="list-style-type: none"> <li>▶ Explain the reason for the assessment</li> </ul>	<ul style="list-style-type: none"> <li>▶ For a qualification; RCC; recruitment; registration or licensing; to identify LLN proficiency</li> </ul>
The steps involved in the assessment	<ul style="list-style-type: none"> <li>▶ Confirm what will happen during the assessment</li> <li>▶ Describe the assessment method/s and instrument/s being used</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explanation of assessment – what they are required to do and when</li> <li>▶ Completion of assessment activities</li> <li>▶ Submission of assessment evidence</li> <li>▶ Assessment decision</li> <li>▶ Feedback and reporting</li> </ul>
The conditions under which the assessment will be conducted	<ul style="list-style-type: none"> <li>▶ Explain where and when assessment will take place</li> </ul>	<ul style="list-style-type: none"> <li>▶ In the workplace; in a group learning environment; online; in a simulation</li> </ul>
How their competence will be judged	<ul style="list-style-type: none"> <li>▶ Describe the performance measures that will be used to judge competence</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provide a copy of, or describe, the assessment criteria</li> <li>▶ The method that will be used to give feedback</li> <li>▶ How the decision will be reported</li> </ul>
Candidate responsibilities	<ul style="list-style-type: none"> <li>▶ Describe what they need to do and when they need to do it</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand and follow the instructions</li> <li>▶ Submit evidence on time</li> <li>▶ Ask the assessor if in doubt about anything</li> <li>▶ Format that they must use to submit evidence (Word document submitted by email, for example)</li> <li>▶ Evidence must be authentic (original, referenced, not plagiarised)</li> </ul>
Materials and resources required for assessment	<ul style="list-style-type: none"> <li>▶ Describe the materials they need access to for the assessment</li> </ul>	<ul style="list-style-type: none"> <li>▶ Equipment, computer, blank templates, checklists, self-assessment tools, a copy of policies and procedures</li> </ul>

## Activity 10

Write procedures to instruct assessors and candidates on the administration and use of the assessment instrument. Use the electronic draft version of the assessment instruments that you developed in Activity 9.

Ensure you have included the following aspects in your instructions to the assessor and the candidate where appropriate:

- ▶ How the assessment will be carried out
- ▶ Resources needed for assessment
- ▶ Context for use
- ▶ Guidance for reasonable adjustment
- ▶ Any specified variations or restrictions on use of the tool
- ▶ Information relevant to the decision-making process
- ▶ WHS requirements
- ▶ Access and equity considerations
- ▶ Rules for verifying assessment decisions
- ▶ Assessment reporting
- ▶ Appeals

Check the training organisation's style guide for information to help you format the instructions correctly. You may find there is a form or template to use.

Arrange for your trainer/assessor or a peer to review your draft procedures and give you feedback. Once you have made necessary revisions, save either a printed or electronic version for evidence of your development of skills in the design of assessment tools.



## Topic 4

In this topic you will learn how to:

- 4A Check draft assessment tools against evaluation criteria and amend as required**
- 4B Trial assessment tools to validate content and applicability**
- 4C Collect and document feedback from relevant people involved in trialling**
- 4D Make amendments to the final tool based on the analysis of feedback**
- 4E Appropriately format, and file, finalised assessment tool according to assessment system policies and procedures**

## Review and trial the assessment tool

It is essential that the draft assessment tool is trialled with a sample of assessment candidates and assessors and reviewed by other relevant stakeholders. This ensures that the assessment instructions can be interpreted accurately and that the assessment tool meets the principles of assessment and rules of evidence.

The assessment trial must be conducted in accordance with the training organisation's policies and procedures. Your goal will be to implement a trial that will maximise the amount of quality feedback you can gather so you have an opportunity to strengthen the assessment tool prior to its implementation.

You will need to use your knowledge of evaluation methodologies, and research and evaluation skills to evaluate assessment tools on the basis of trials and feedback.

## Align to a unit of competency

The following is an example of a checklist you could use to evaluate the alignment of the assessment tool to the unit of competency.

Evaluation criteria	Yes	No	Comments/action
1. Does the assessment tool clearly identify the unit/s of competency from the endorsed training package to which it relates?			
2. Does the assessment tool address all aspects of the unit of competency such as the: <ul style="list-style-type: none"> <li>▶ elements and performance criteria</li> <li>▶ knowledge evidence</li> <li>▶ foundation skills</li> <li>▶ performance evidence</li> <li>▶ assessment conditions?</li> </ul>			
3. Does the assessment tool reflect industry characteristics through use of appropriate industry terminology?			
4. Do the assessment instruments <ul style="list-style-type: none"> <li>a. reflect the dimensions of competency by reflecting realistic working conditions such as:               <ul style="list-style-type: none"> <li>- task skills</li> <li>- task management skills</li> <li>- contingency management skills</li> <li>- job/role environment skills?</li> </ul> </li> <li>b. reflect the rules of evidence of:               <ul style="list-style-type: none"> <li>- valid</li> <li>- sufficient</li> <li>- current</li> <li>- authentic?</li> </ul> </li> </ul>			
5. Does the contextualisation of elements maintain the integrity of the unit of competency?			