

Pre-Session Opener: Word Search

Q O B S E R V A T I O N G G L F
Z L E E G Z H I P X V E Q F X K
N A A C G E K F Q T C V A R N J
J P R A N D Z N H J H I O P O U
I F L O I A E M K P O D W T I W
O G J A E R M L W K G E G F T S
I T N I N Y E R W V G N Z G A I
L L N I K N T T O O U C Y W D M
O K Y E N E I R I F N E I G I U
F T T I M O L N A R R K W L L L
T N I T J U I O G P C E B L A A
R E L H G J R T O Z D H P O V T
O M A V R H Z T S T I R M K V I
P E U Y K B D H S E U P I C Y O
B L Q P O U U W G N U M T H A N
N E C U Y Q Y J R E I Q A O T J

ELEMENT
PERFORMANCE
KNOWLEDGE
CRITERIA
EVIDENCE
TOOL
INSTRUMENT
PLANNING
QUALITY
OBSERVATION
QUESTIONING
SIMULATION
PORTFOLIO
THIRDPARTY
VALIDATION

How to Create Best Practice Assessment Tools

About the presenter



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**Award winning Trainer, Author and
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husband and father.**

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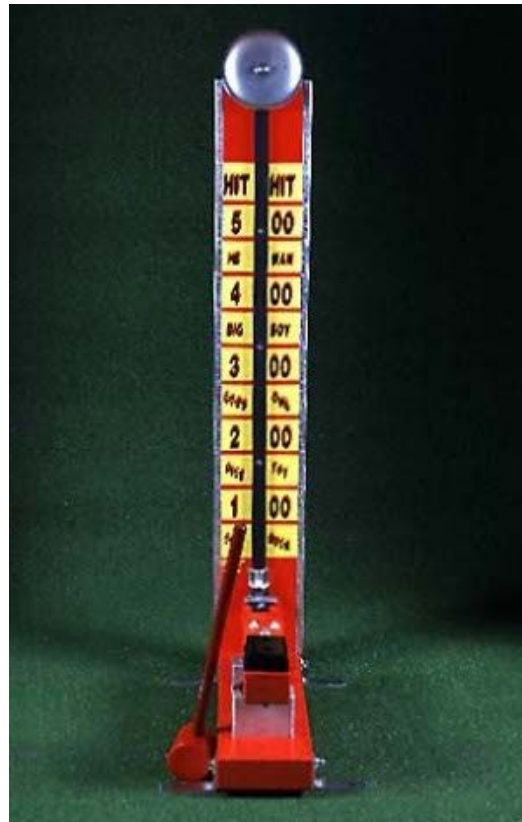


Word Search Solutions

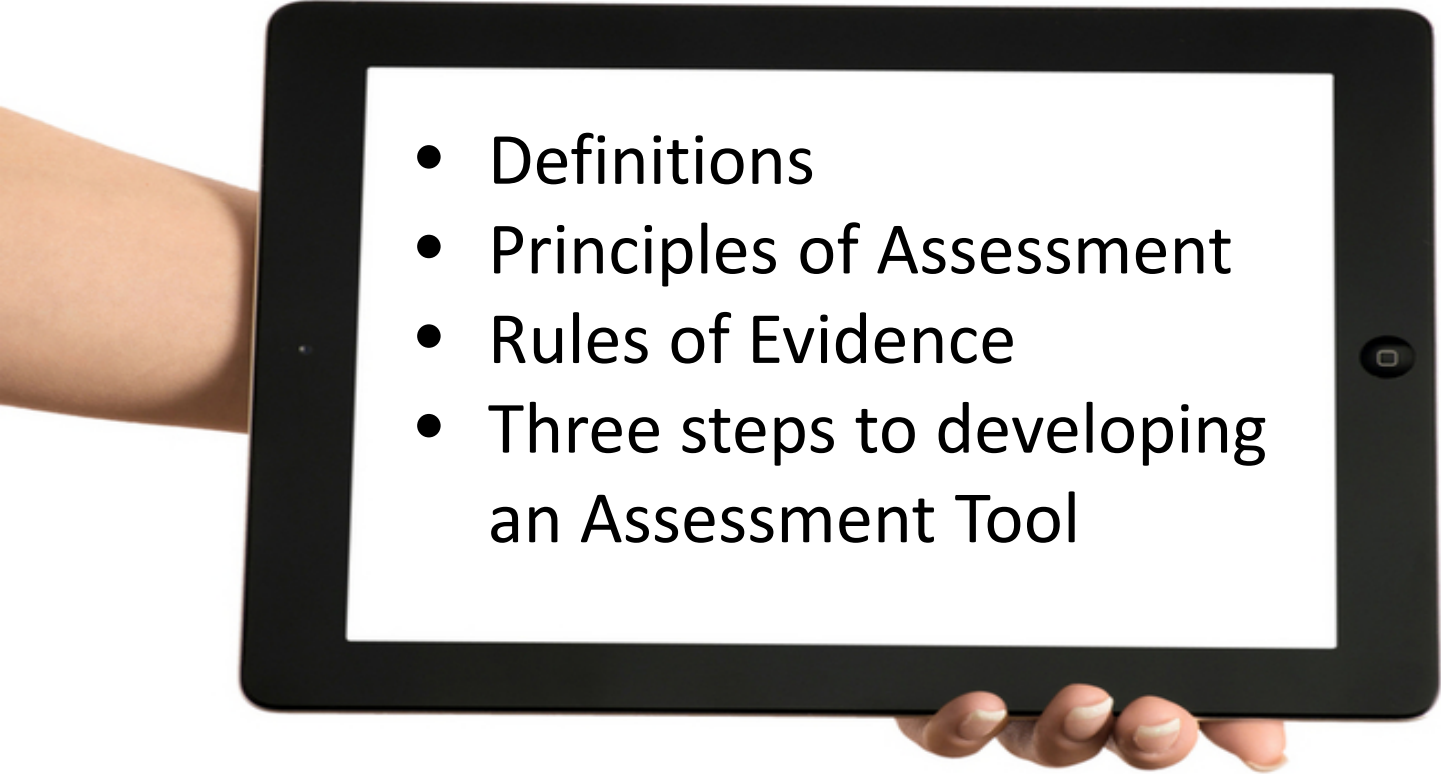
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I	T	N	I	N	Y	E	R	W	V	G	N	Z	G	A	I
L	L	N	I	K	N	T	T	O	O	U	C	Y	W	D	M
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F	T	T	I	M	O	L	N	A	R	R	K	W	L	L	L
T	N	I	T	J	U	I	O	G	P	C	E	B	L	A	A
R	E	L	H	G	J	R	T	O	Z	D	H	P	O	V	T
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ELEMENT
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 QUESTIONING
 SIMULATION
 PORTFOLIO
 THIRDPARTY
 VALIDATION

How would you rate your “assessment” tools now?



Agenda

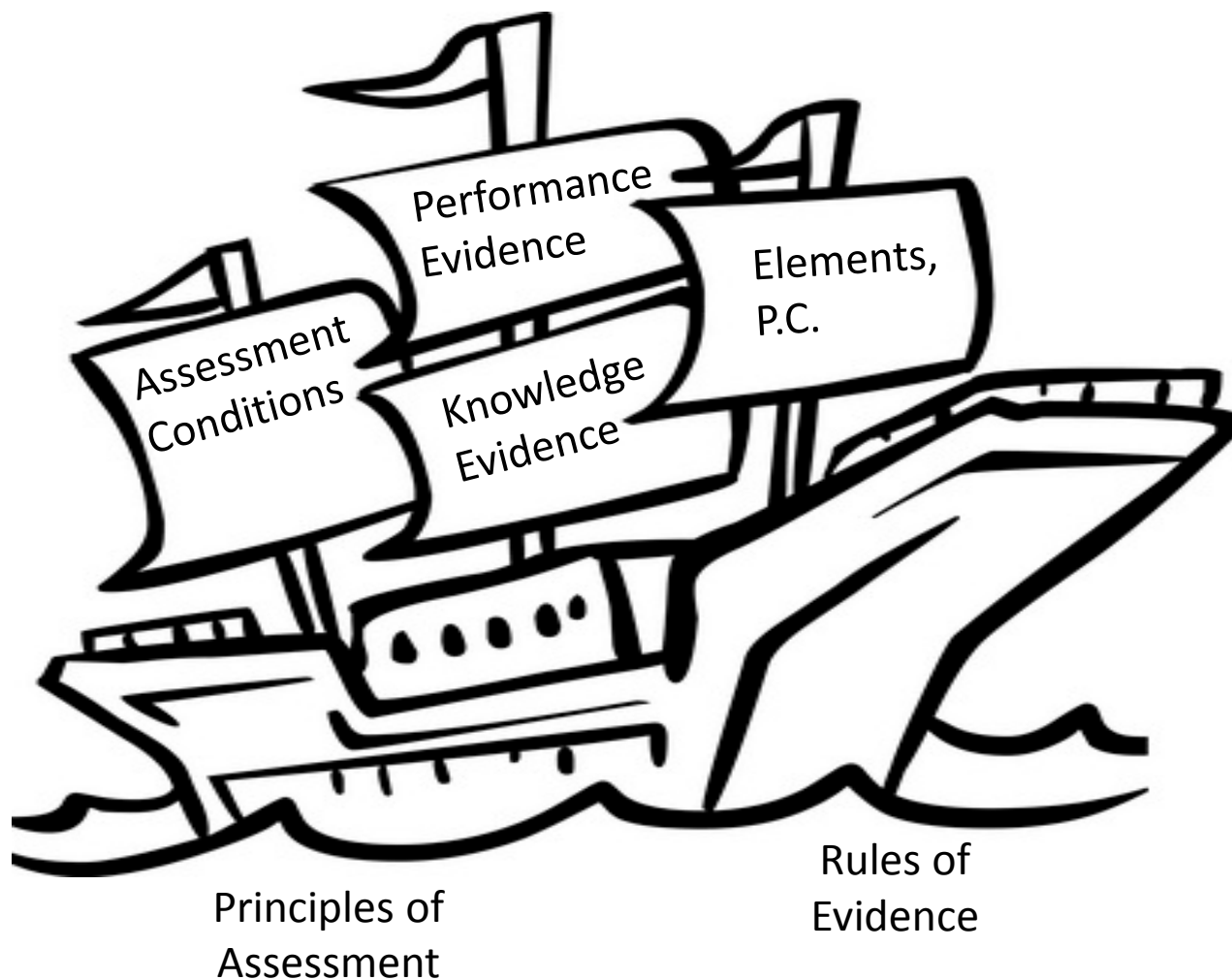
- 
- A hand is holding a black tablet. The tablet screen is white and displays a bulleted list. The hand is visible on the left side, holding the tablet from the edge. The background is white, and the entire image is framed by a green border.
- Definitions
 - Principles of Assessment
 - Rules of Evidence
 - Three steps to developing an Assessment Tool

**What is your biggest
challenge when planning,
conducting or reviewing
assessment?**



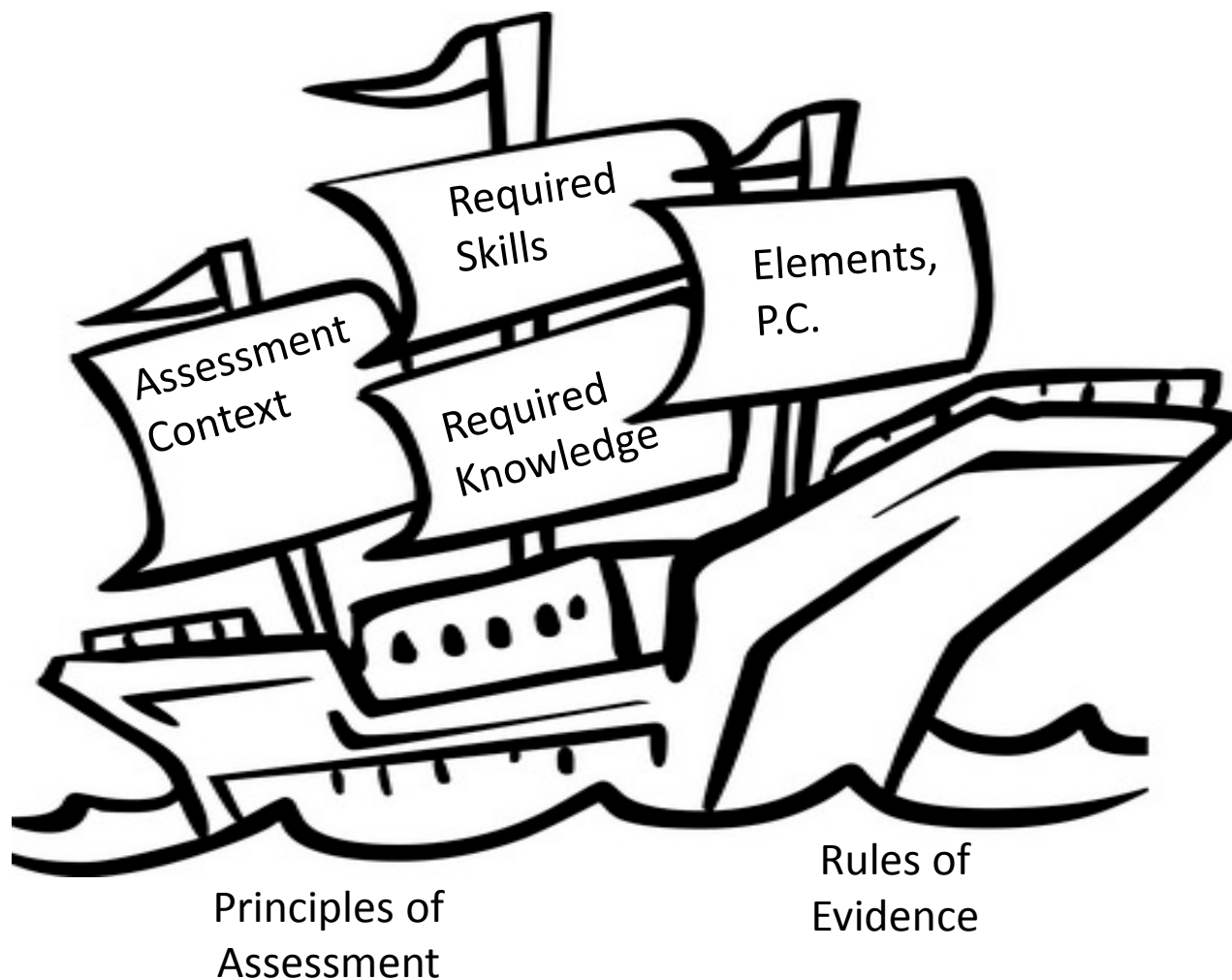
The Assessment Journey

New Streamlined Training Packages



The Assessment Journey

Old Terms from previous Training Packages



What is meant by “Assessment”?



Definitions

Assessment is the process of **collecting evidence** and **making judgements** on whether **competency** has been achieved.



Definitions

An **assessment instrument** is documentation developed by an assessor to capture evidence of competence, including:

- templates and proformas
- specific questions or activities
- evidence and observation checklists
- checklists for the evaluation of work samples
- recognition portfolios
- candidate self-assessment materials.

Definitions

An **assessment tool** combines the assessment instrument with the instructions for learners/assessors and includes:

- context and conditions of assessment;
- tasks to be administered to the student;
- an outline of the evidence to be gathered from the candidate; and
- evidence criteria used to judge the quality of performance.

How are these definitions
helpful when planning
assessment tools?



**“WHEN YOU LOOK AT IT
YOU WON'T KNOW
WHERE TO START OR
HOW IT WAS MADE!”**
- MATT





Elements

(Parts that make up the Dish)



Performance Criteria

(How we judge success)

- Flavour
- Technique
- Presentation
- Use of time.

Performance and Knowledge Evidence

(The proof it was done right!)

Product and Process

Foundation Skills

Reading Recipes

Writing a shopping list

Asking for feedback

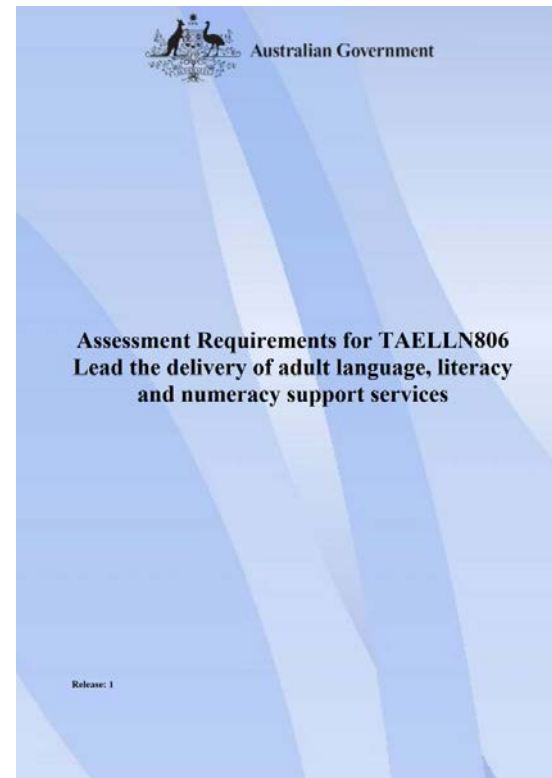
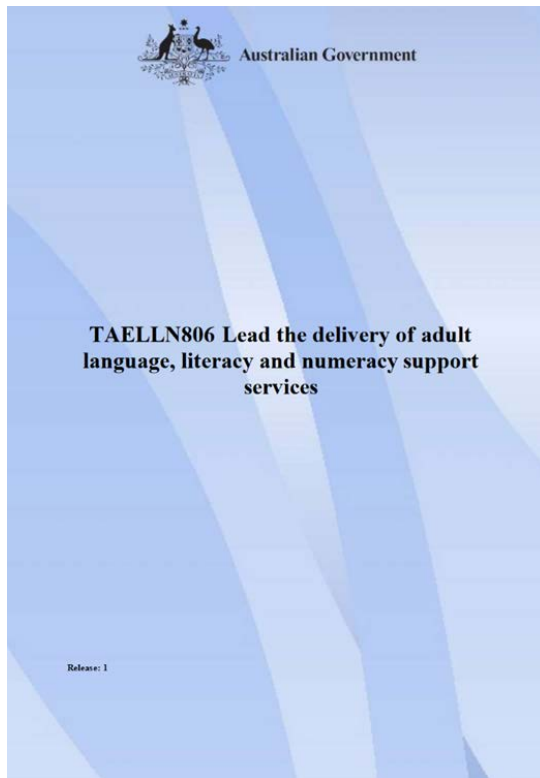
Measuring
Ingredients



Working with others
in the kitchen

Identifying
expectations

Units & Assessment Requirements



Standards for RTOs

Clause 1.8

The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- complies with the assessment requirements of the relevant training package or VET accredited course; and
- is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

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Standards for RTOs

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- is conducted in accordance with the **Principles of Assessment** and the **Rules of Evidence**.

Principles of Assessment



Very
Fast
Red
Ferrari

Validity
Flexibility
Reliability
Fairness

Validity

Any assessment decisions from the RTO are justified.

VALID

Putting **VALIDITY** into Action...

- **Mapping Documents** that show the relationships between the assessments and the relevant standards.
- **Observation Checklists** that can be used to both support and capture practical application.
- **Marking Guides** that direct assessors to ensure learner performance aligns to standards.

Flexibility



- Assessing competency – no matter how or where acquired.
- Appropriate to context, unit being assessed and learner's individual needs.

Putting **FLEXIBILITY** into Action...

- **Provide Choices** in student submission types – e.g. a data report could be submitted as a written report, infographic, PPT presentation or vodcast.
- **Use Structured Log Books** or portfolios to track work over a period of time and at various locations.

(TIP – add video links which explain what good practice looks like or what types of evidence is required.)

How else could we make assessments Flexible?



Reliability

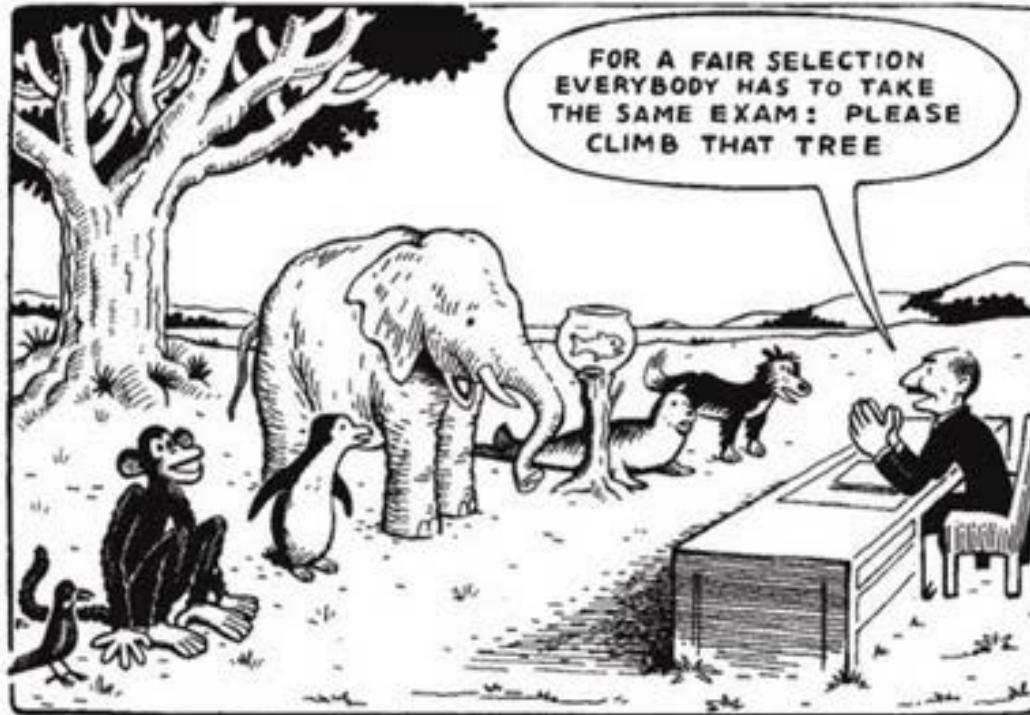


- Assessments that allow for **consistent** interpreting of evidence.
- Results are **comparable** irrespective of assessor.

Putting **RELIABILITY** into Action...

- **Standardised Testing** is used to ensure that everyone is being asked the same questions.
- **Checklists** are used to ensure learners are asked to demonstrate the same performance.
- **Marking Guides** are used to ensure that every assessor is looking for the same things.

Fairness



- Focus on the learner's needs and provide **reasonable adjustments** as appropriate.

Putting **FAIRNESS** into Action...

- **Providing Equity** - not necessary the same things, but enabling the same opportunity to succeed, by removing barriers that are not assessable.
- **Reasonable adjustments** could include:
 - providing longer duration to complete work
 - a scribe to record responses
 - larger text to enable easier navigation
 - use of basic English in written questions.

**What other reasonable
adjustments could be
made?**



Rules of Evidence

A blue and white corded stick vacuum cleaner is positioned diagonally across a blue carpet. The vacuum has a blue motor unit with three black knobs and a black flexible hose. A silver-colored telescopic tube extends from the motor unit down to a white and black motorized floor head. A black power cord is visible at the top left.

V alidity
A uthenticity
C urrency
S ufficiency

Validity

How do we ensure valid evidence?



Ensuring valid evidence

- Marking guides
- Assessment tools with links back to the Unit of competency.
- Use of Rubrics
(<http://rubistar.4teachers.org/index.php>)



Example of a Rubric

WR 9.04 Self-Directed Portfolio



	Emerging	Developing	Proficient	Advanced
Management	<ul style="list-style-type: none"> - There is little order to the portfolio - Format is sloppy - Is unable to gather materials without consistent guidance - Unable to track progress without consistent guidance 	<ul style="list-style-type: none"> - Sequence was attempted, but order is lacking - Format was not used appropriately - Gathers materials independently, but needs some guidance - Consistently needs assistance for tracking progress 	<ul style="list-style-type: none"> - Portfolio is in a sequential, logical order - Appropriate format - Independently gathers and stores materials - Tracks progress independently - Meets all requirements 	<ul style="list-style-type: none"> - Portfolio is created entirely independent of guidance - Format is chosen and enhanced to include more than suggested - Exceeds expectations required; adds on own pieces to enhance quality of portfolio
Purpose & Evidence	<ul style="list-style-type: none"> - Purpose is unclear or not stated - Much of the portfolio lacks relevance - Portfolio lacks cohesiveness to the point of confusion - Evidence is not appropriate to purpose 	<ul style="list-style-type: none"> - Purpose is unclear or misplaced - Some parts seem irrelevant to the goal - Final product lacks cohesion and unity - Some evidence does not relate to purpose - Includes less than 10 pieces of evidence 	<ul style="list-style-type: none"> - Clearly states purpose of portfolio in the beginning - All parts focus on goal - The final product meets original purpose - Appropriate evidence is chosen - Includes all 10 pieces of evidence 	<ul style="list-style-type: none"> - Purpose is immediately evident - Each section of portfolio is organized and includes a cohesive explanation - Meets standards for proficiency
Reflections	<ul style="list-style-type: none"> - Very few reflections are made for entries - Answers are not long enough to include thought - Reflections that are made do not better the quality of the portfolio 	<ul style="list-style-type: none"> - Does not have reflections for each entry - Answers are lacking thought and purpose - Reflections do not bring much change or betterment to the quality of the overall portfolio 	<ul style="list-style-type: none"> - Chooses appropriate questions for each portfolio entry - Questions are not the same for each section - Answers are well thought out and meet the goal of each standard - Reflections enhance the quality of the portfolio as a whole 	<ul style="list-style-type: none"> - Designs some appropriate questions independently - Answers allow the writer and reader to think at a deeper level - Reflections are as purposeful as the evidence and enhance the quality of the portfolio as a whole

Authenticity

- View drafts as part of the stages of development
- Using anti-plagiarism applications/software (e.g. <http://turnitin.com/>)
- Photographs and video of candidates performing work (and uploaded to CMS, Dropbox or Evernote for easy access)
- Have some work completed in student's own handwriting
- Competency Conversations.

How do you Authenticate
student work?



Currency

- Time stamps on video and photos
- Social media posts, blog posts

- Properties in an e-file like word
- Ensure every instrument has a date!



Sufficiency



- Rule of three
- More than once, in more than one way over a period of time.

Developing Assessment Tools

When developing assessment tools there are three main steps:

- 1. Planning**
- 2. Design and Development**
- 3. Quality Checks**

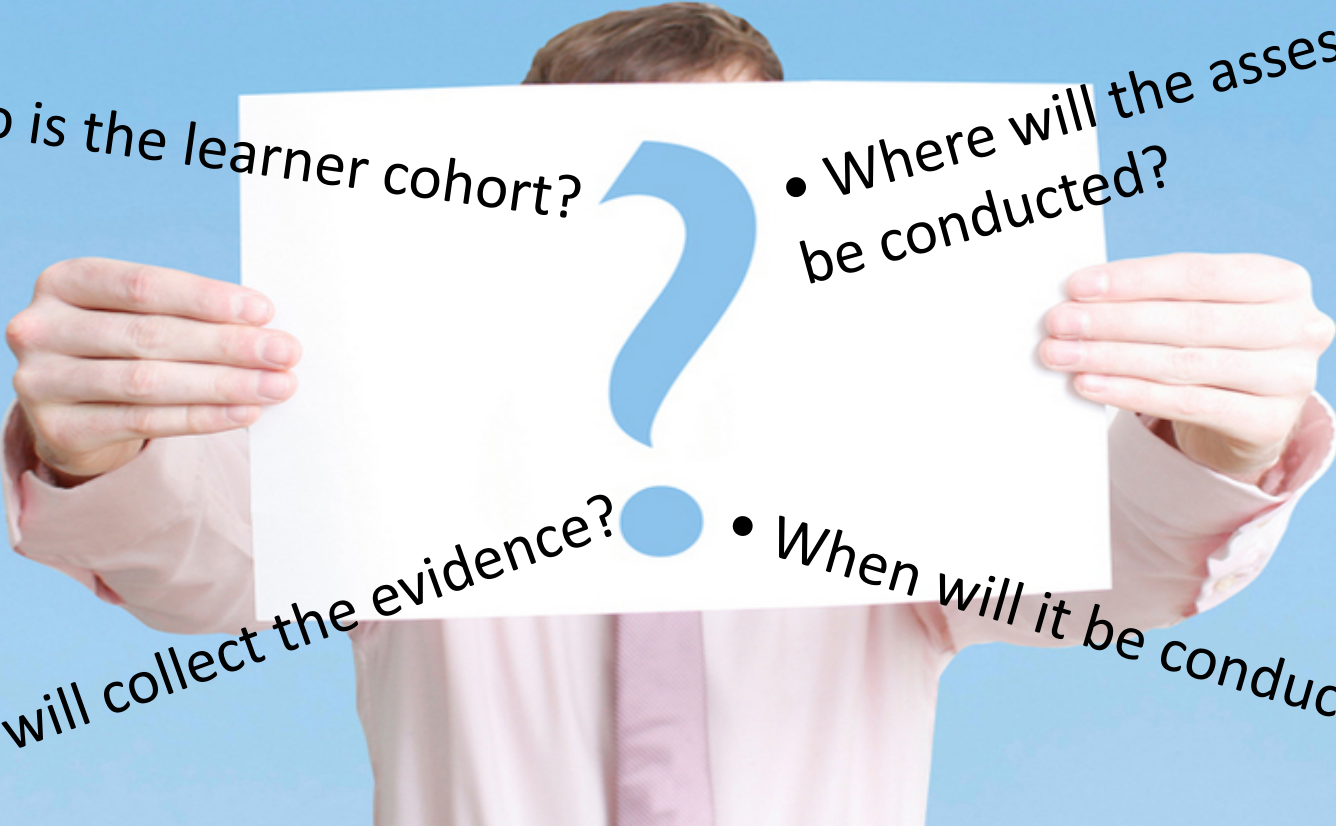


1. Planning



Determine Assessment Methods

Some things to consider:

- 
- Who is the learner cohort?
 - Where will the assessment be conducted?
 - Who will collect the evidence?
 - When will it be conducted?

Types of Assessment Methods



- Direct Observation



- Product-based Methods



- Questioning



- Third-Party Evidence



- Portfolio

Which of these methods do you use the most?

POLL

- 1 – Direct Observation
- 2 – Questioning
- 3 – Simulation Activities
- 4 – Third Party Feedback
- 5 – Portfolios/Review of Productions

2. Design and Development

- five considerations



Context and conditions
of assessment.

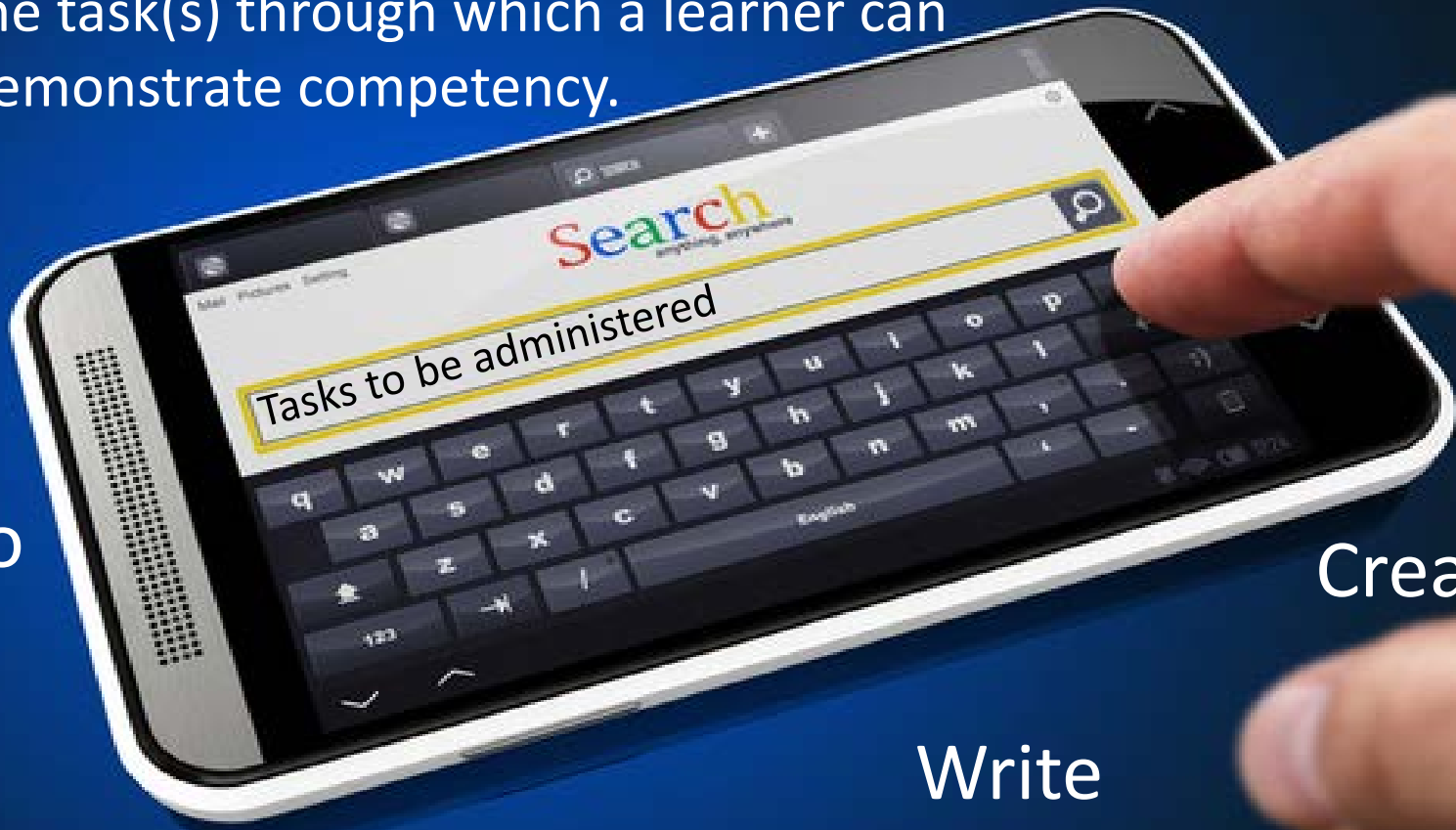




Task to be administered
to the candidate.

Tasks to be administered

The instructions you provide to the student should outline the task(s) through which a learner can demonstrate competency.



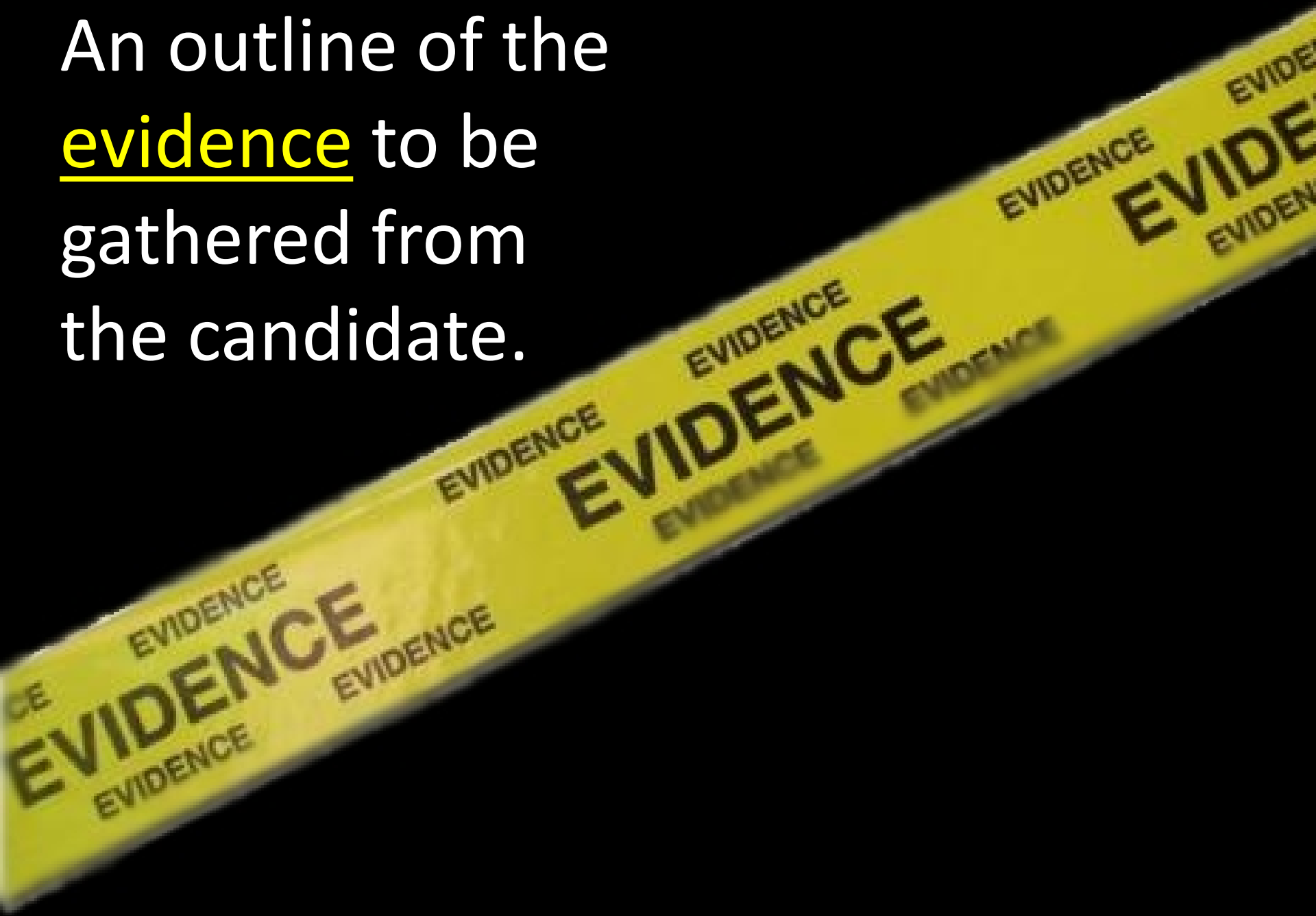
Do

Create

Write

Say

An outline of the evidence to be gathered from the candidate.





Evidence
criteria used
to judge
quality of
performance



Administration,
recording and
reporting
requirements.

3. Quality Checks



Benefits of Trialling, Reviewing and Refining...

Consultation with industry can help to confirm:

- Content accuracy;
- Relevant to workplace; and
- Appropriateness of language.



Benefits of Trialling, Reviewing and Refining...

Trialling tools beforehand tests their effectiveness without adverse impact on the learner. The findings of the trial will help to predict whether the tool would be:

- Cost effective to implement;
- Engaging to the learner; and
- Likely to produce Valid and Reliable evidence.



Closer – choose or lose



Question Time



Thanks for joining us



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