Begin with the end in mind
Developing ‘good’ assessments

Kerrie-Anne Sommerfeld
Rubric Training Solutions

www.acpet.edu.au

Creating futures
The aim of this workshop is to help you:

1. Reflect on what makes for ‘good’ assessment
2. Design and develop good assessments
3. Apply the skills and knowledge gained to your own assessments
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help
or
Open poll in your web browser
Nailing your assessments - Why so important?

- Quality assessments help students learn better
- High stakes - students gain qualifications or pass subjects based on them
- Well developed assessments makes the teacher’s job easier
- Assessment is one of the most complained about areas by students
- Quality assessment is a requirement of Standards for RTOs 2015 (VET only)
NUMBER OF RTOS AUDITED BY ASQA
2013 - 2014

[value]
% RTOS MEETING ASSESSMENT REQUIREMENTS

[CATEGORY NAME] [VALUE]%

[CATEGORY NAME] [VALUE]%
Common assessment issues

• Assessments don’t assess what they are meant to assess
• Assessments are too hard/ too easy
• Lack of clear instructions to students & assessors
• No (or unreliable) marking criteria
• Third party evidence put forward as primary evidence
• Not enough evidence to make sound assessment judgements
• Lack of industry consultation
• Assessors don’t have currency/competency at the unit level
• Assessments not being validated or not validated ‘properly’
You be the student
What type of assessment/s would you expect for this topic?
What would you want to know about the assessment/s for this topic?
Assessment should never be a mystery to learners
What students want

• Fair and consistent judgements from teachers
• Authentic assessments – related to the skills/knowledge in the ‘real’ world
• Clear indication of how and what they will be assessed on
• Clear instructions
• Opportunities to discuss learning/assessment related problems
• Timely feedback
What makes a good assessment?

Clear, relevant and meaningful
Assess what they are meant to assess
Use a variety of methods
Fair and unbiased
Informed by feedback from colleagues
Time taken to plan and develop
Trialled with learners
Learners are fully informed about assessment
Not a once and done thing – continuously improve

(Linda Suskie, Assessing student learning)
## Different types of assessment

| Diagnostic                  | • Assessment of skills and knowledge before implementing learning program  
|                            | • Used to guide learning approach and learner support                  
|                            | e.g. LLN tests Prior knowledge and skills                              |
| Formative                  | • Low stakes assessment                                                
|                            | • Occurs throughout the learning program                               
|                            | • Helps students and teachers check the knowledge/skills gained and the gaps |
|                            | e.g. Quizzes Peer assessment Practice skills Multiple choice Drafts of work |
| Summative                  | • High stakes assessment                                               
|                            | • Assessment of learning outcomes                                      
|                            | • Occurs at the end of their unit/subject                              
|                            | • Results recorded                                                     
|                            | • determine if students’ pass/fail                                     |
|                            | e.g. Exams/ tests Observation assessments Project Portfolios Essays    |
## Different types of assessment

| Diagnostic | • Assessment of skills and knowledge before implementing learning program  
• Used to guide learning approach and learner support | e.g.  
LLN tests  
Prior knowledge and skills |
|---|---|---|
| Formative | • Low stakes assessment  
• Occurs throughout the learning program  
• Helps students and teachers check the knowledge/skills gained and the gaps | e.g.  
Quizzes  
Peer assessment  
Practice skills  
Multiple choice  
Drafts of work |
| Summative | • High stakes assessment  
• Assessment of learning outcomes  
• Occurs at the end of their unit/subject  
• Results recorded  
• determine if students’ pass/fail | e.g.  
Exams/ tests  
Observation assessments  
Project  
Portfolios  
Essays |
VET Assessment Cycle

ASSESSMENT IMPROVEMENT

1. Plan
2. Develop
3. Map
4. Validate
5. Assess
6. Evaluate
7. Validate
8. Modify

ASSESSMENT DEVELOPMENT
Who are my learners?
How best should I structure delivery?
What do they need to do and/or know by the end?
What assessment methods can I use?
Can technology help me and the learners?
What assessment tools do I need?
Who are my learners?

- Working in related employment?
- International/ local/ work based?
- Level of computer literacy skills?
- Cultural backgrounds?
- Previous experience and current competencies
- Language, literacy and numeracy skills?
- Predominately female/male or equal mix?
- Studying part time/ full time?
- Age range?
- Do they have computer access at home/ work/ RTO?
Can I deliver and assess units/subjects/topics together?

- Can allow more realistic and relevant learning and assessment tasks e.g. Undertake a larger scale project that relates to a number of units
- Reduces unnecessary repetition in learning and assessment activities
- To maximise efficiency of effort for the trainer/assessor and students
# How best should I structure delivery?

## An example of a clustered course structure

<table>
<thead>
<tr>
<th>Clusters/units</th>
<th>Core/elective</th>
<th>Nominal hrs.</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cluster 1: Working effectively in a salon</strong></td>
<td></td>
<td></td>
<td>190</td>
</tr>
<tr>
<td>SIBBCCS302A Advise on beauty services</td>
<td>core</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>SIBXCCS202A Provide service to clients</td>
<td>core</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>SIBXCCS201A Conduct financial transactions</td>
<td>core</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>SIRXCOM001A Communicate in the workplace</td>
<td>core</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>SIRXIND001A Work effectively in a retail environment</td>
<td>core</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>SIRXOHS001A Apply safe working practices</td>
<td>core</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Cluster 2: Nail services</strong></td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>SIBBNLS201A Work in a nail services framework</td>
<td>core</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>SIBBNLS202A Provide manicure and pedicure services</td>
<td>core</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>Cluster 3: Waxing services</strong></td>
<td></td>
<td></td>
<td>105</td>
</tr>
<tr>
<td>SIBBHRS301A Perform waxing treatments</td>
<td>core</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>SIBBHRS502A Perform female intimate waxing treatments</td>
<td>elective</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

More than 3 units is a large number to cluster together. Notice how units are clustered under common themes.
What do learners need to know/do by the end?
Good assessments begin with the end in mind
What do learners need to know/do by the end?

Training Package

Assessment Guidelines

Unit of competency

1. Unit descriptor
2. Critical aspects
3. Required knowledge and skills
4. Elements and performance criteria

Own/colleagues vocational competency and currency

AQF level descriptors

Industry consultation
What assessment methods can I use?

**Work based**
- Observation of actual work performance
- Third party observation/report
- Portfolio of work
- Workplace project/assignment

**Face-to-face/out of class/online/telephone**
- Case study/role play
- Interview
- Written/oral questions
- Portfolio of work
- Observation of simulation of work performance
- Simulated workplace project/assignment
- Observation by assessor or video of actual work performance

Portfolio of work
<table>
<thead>
<tr>
<th>Can technology help me?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voice recordings of interviews, Oral questions</strong></td>
</tr>
<tr>
<td>e.g. Evernote</td>
</tr>
<tr>
<td>Mobile Phone recordings</td>
</tr>
<tr>
<td>Audacity</td>
</tr>
<tr>
<td>Adobe Connect</td>
</tr>
</tbody>
</table>

| **Evidence capturing and sharing for portfolios, workplace assessments, observations** |
| e.g. Mobile phone/You Tube |
| Eportfolio software e.g. Mahara |
| Evernote |
| Dropbox |
| Google Drive |

| **Online discussions, quizzes, knowledge assessments** |
| e.g. Learning Management System – e.g. Moodle |
| Google forms |
| Voicethread |

| **Electronic observation checklists** |
| e.g. iAuditor |
| Google Forms |
| Interactive pdf’s |

| **Case studies, knowledge questions around video/scenarios** |
| e.g. TED Ed |
| Google Forms |
| Learning Management System – e.g Moodle |

*taken from Top 100 tools for learning 2014*
What assessment tools do I need?

Assessment methods

Assessment tools
Key requirements of assessment tools

1. **Clear written instructions to students** including:
   How they will be assessed, when, when, how long they have, what resources/equipment they need to supply, what resources/equipment will be supplied

2. **Clear written instructions to assessors** including:
   Any special requirements in terms of setting up for assessment, how much support students can be provided, how to record results and store completed assessments

3. **Detailed marking guide**
   E.g. Observations checklist/ model answers to questions/rubric
2. Develop

- Description of Assessment Task
- Marking guide
- Conditions for assessment
- Material and resource requirements
- Instructions to assessor
Description of assessment task

Instructions to students on:

• How students are assessed
• What they are assessed on
• Where they are assessed
• When they will be assessed
Marking guides

Assess what you need to assess
What evidence do I need to see/hear/read?

Must be reliable
Clear and detailed marking guide for assessors (and students)

• Knowledge based assessment: questions with model/required answers
• Practical assessment: observation checklist
• Project/portfolio assessment: rubric (descriptive or as a marking checklist)
### Questions

1. **Name all the PPE the person above is wearing and explain why it is important he is wearing each one**

   *Students must name all three and provide one reason for wearing the PPE*

   **A.** **Protective gloves** - to prevent skin contact with solvents and protect from metal particles

   **B.** **Overalls** – to protect clothing and body from solvents/paint and metal particles

   **C.** **Dust mask** – to prevent inhaling solvent/paint fumes, small particles that can cause respirator (breathing problems) and cause headaches, nausea, dizziness.

   **Student response if other:**

   **Satisfactory response**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example: Knowledge assessment marking guide

1. Explain why you chose the assessment tasks for these units?
   
   A. responses must include two of the following:

   Consideration of learner group, holistic assessment with other units, context for assessment – e.g. classroom based, work based, online, relevance to industry or workplace, relevance to industry

   Students response if other:

2. Explain how you have contextualised assessment for the unit of competency

   A. responses may include:

   Applied knowledge and skills to the candidates own workplace, related it to the policies and procedures for their industry/workplace, consideration of learner group, through industry consultation

   Student response if other:

3. What key references have you used to develop your assessment tools?

   A. Response must include as a minimum these bolded below:

   - Unit of competency
   - Assessment guidelines of training package
   - Industry consultation
   - Vocational competency and currency (my own or those of a VET teacher/industry expert)
   - Learner profile (preferably referencing the Training and Assessment Strategy)
   - AQF level descriptor
   - Assessment validation
   - Existing training resources
   - Student feedback

   Students response if other:
<table>
<thead>
<tr>
<th>List the actions to be observed and the standard expected</th>
<th>Satisfactory</th>
<th>Not Satisfactory</th>
<th>Not Observed</th>
<th>Comments</th>
</tr>
</thead>
</table>
# Example: Practical assessment observation checklist

<table>
<thead>
<tr>
<th>List the actions to be observed and the standard expected</th>
<th>Satisfactory</th>
<th>Not Satisfactory</th>
<th>Not Observed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to open and close POST equipment according to Salon policies and procedures</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Used a variety of POST equipment including cash registers, EFTPOS machine and electronic scanners.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Check below which was observed in this observation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Cash register</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>EFTPOS</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Electronic scanner</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Able to calculate a total price, count cash and tender correct change and verbally states these to the client</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Successfully completed non-cash transactions with clients e.g. EFTPOS</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Completed transactions in an acceptable time frame (within 2 minutes)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>
# Example: Practical assessment observation checklist

<table>
<thead>
<tr>
<th>Observations</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client Skin Type please write in the relevant observation number</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Red/Flushed Skin,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Prematurely Aged Skin,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mature Seborrhoea or Acne skin.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Each of the above needs to be observed at least once</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date of observation:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The candidate can ....</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student correctly prepared themselves and the service area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student greeted the client and directed them to service area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student conducted a comprehensive analysis of client’s requirements for treatments, noting variations required on the treatment plan, including any contraindications &amp; medical background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student confirmed treatment plan with client and selected appropriate products and equipment based on questions asked throughout consultation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provided information and reassurance to the client, where needed throughout the service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student correctly cleansed and exfoliated the client’s skin choosing correct products based on skin analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student performed skin analysis using a magnifying lamp and documented the appearance of the skin type and skin condition (treatment plan accurately describes correct skin analysis)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student correctly exfoliated skin choosing correct product based on skin analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Project/ portfolio or alternative observation checklist

<table>
<thead>
<tr>
<th>List the actions to be observed and the standard expected</th>
<th>Satisfactory</th>
<th>Not Satisfactory</th>
<th>Not Observed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>
  Can also break up assessment criteria into parts/sections – good for project/portfolio assessments and observation assessments
<p>| <strong>Delivery</strong>                                             |              |                 |              |          |
|                                                          | ☐            | ☐               | ☐            |          |
|                                                          | ☐            | ☐               | ☐            |          |
|                                                          | ☐            | ☐               | ☐            |          |
| <strong>Resources/materials</strong>                                  |              |                 |              |          |
|                                                          | ☐            | ☐               | ☐            |          |
|                                                          | ☐            | ☐               | ☐            |          |
|                                                          | ☐            | ☐               | ☐            |          |
| <strong>Reflection/feedback</strong>                                  |              |                 |              |          |
|                                                          | ☐            | ☐               | ☐            |          |
|                                                          | ☐            | ☐               | ☐            |          |
|                                                          | ☐            | ☐               | ☐            |          |
|                                                          | ☐            | ☐               | ☐            |          |</p>
<table>
<thead>
<tr>
<th>Content</th>
<th>Satisfactory</th>
<th>Not Satisfactory</th>
<th>Not Observed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presenter clearly outlined the key outcomes for the presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presenter demonstrated knowledge of the topic though:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Confidence in delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ability to clearly explain concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of relevant case studies and/or examples/ and/or supporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presenter was able to adapt content and/or offer alternative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>explanations to aid audience understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content was logically presented at a level appropriate to the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content engaged the majority of the audience for most of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>presentation (at least 80% of the time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Descriptive rubric – good for projects/portfolios/role play

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not satisfactory</th>
<th>satisfactory</th>
<th>Better than satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Not satisfactory</td>
<td>satisfactory</td>
<td>Better than satisfactory</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td>Content was relevant to the topic and sequenced in a logical way</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td></td>
<td>Spoke clearly, easy to understand. Maintained eye contact with audience</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td>Materials were relevant to the topic.</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td>Used an appropriate method to gain feedback</td>
<td></td>
</tr>
</tbody>
</table>
Conditions for assessment

Consider things such as:

Is this an open or closed ‘book’ assessment
Individual or group assessment
How much assistance are they allowed
How to arrange or negotiate for any adjustments to assessment
If they will be graded or deemed satisfactory/not satisfactory only
If they must demonstrate all criteria listed to be deemed satisfactory
What happens if they are deemed not satisfactory
How they need to submit assessment (if relevant)
## Materials and Resources

<table>
<thead>
<tr>
<th>Students to supply</th>
<th>Assessor to supply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions to assessors

Preparing for the assessment
Delivering the assessment
Making assessment decisions
Providing feedback to students

And information on:
• How assessment outcomes are recorded
• How assessments are stored
Description of assessment task

Instructions to students on:

• How students are assessed
• What they are assessed on
• Where they are assessed
• When they will be assessed
Task instructions

This is one of three assessment tasks for this unit.

This task is to be completed between week 4 and 6 of starting this unit. Your assessor will negotiate a suitable time and location with you by the end of week 3 of this unit.

In this task, you are required to deliver a 15 minute presentation on your work as a trainer/teacher to your peers (other trainer/teachers enrolled in this class). Examples include information on a particular topic, delivering an activity you use with your learners, your reasons for teaching, things you’ve learned as a teacher. Discuss your presentation idea with your assessor before beginning to develop your presentation to ensure it is suitable.

At the end of your presentation you must seek appropriate feedback from your audience to inform how your presentation can be improved and what worked well. You will be given 10 minutes at the end of your presentation to gain and receive feedback. You must choose an appropriate method for feedback. Examples include direct question and answers, online or paper evaluation,

The presentation can be in whatever format you deem relevant to your audience, the purpose and your work as a teacher. Examples include a short workshop, an information session or video.

Make sure you discuss your presentation format with your assessor/trainer/teacher at least one week prior including resources you may need such as specialist equipment (e.g. data projector, computer, whiteboard, and flipchart) or software (e.g. Flash, internet connection, Prezi). In some cases, these may not be available and you will need to bring in your own device with the appropriate software or use a different format for your presentation.

You will be given time to deliver your presentation during class, however, it is expected you will develop the majority of the presentation out of class.

You will be assessed using the criteria listed in the marking guide provided.

You will also be asked to respond to 3 questions by your assessor to see how you are able to analyse your performance to inform future presentations (refer to Section B)
Marking guides

• Questions with model responses
• Project/portfolio criteria
• Observation checklist
• Exemplars of final products
<table>
<thead>
<tr>
<th>Observation checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the actions to be observed and the standard expected</td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>The presenter clearly outlined the key outcomes for the presentation</td>
</tr>
<tr>
<td>The presenter demonstrated knowledge of the topic though:</td>
</tr>
<tr>
<td>• Confidence in delivery</td>
</tr>
<tr>
<td>• Ability to clearly explain concepts</td>
</tr>
<tr>
<td>• Use of relevant case studies and/or examples/ and/or supporting evidence</td>
</tr>
<tr>
<td>The presenter was able to adapt content and/or offer alternative explanations to aid audience understanding</td>
</tr>
<tr>
<td>The content was logically presented at a level appropriate to the audience</td>
</tr>
<tr>
<td>The content engaged the majority of the audience for most of the presentation (at least 80% of the time)</td>
</tr>
<tr>
<td>The information presented demonstrated acceptable literacy skills (e.g.. less than 2 spelling and grammatical errors)</td>
</tr>
<tr>
<td>List the actions to be observed and the standard expected</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
</tr>
<tr>
<td>The presenter spoke clearly and used persuasive</td>
</tr>
<tr>
<td>communication techniques to gain audience interest</td>
</tr>
<tr>
<td>The presenter included an appropriate amount of</td>
</tr>
<tr>
<td>questions to/ input from the audience (e.g. not too</td>
</tr>
<tr>
<td>many questions but at least some interaction with the</td>
</tr>
<tr>
<td>audience was demonstrated)</td>
</tr>
<tr>
<td>The presenter demonstrated they listened to questions or</td>
</tr>
<tr>
<td>input from the audience by responding appropriately/</td>
</tr>
<tr>
<td>accurately or sought clarification if the question was</td>
</tr>
<tr>
<td>unclear.</td>
</tr>
<tr>
<td>Delivery appeared well planned and sequenced.</td>
</tr>
<tr>
<td><strong>Presentation method and materials</strong></td>
</tr>
<tr>
<td>Good use of oral communication demonstrated such as:</td>
</tr>
<tr>
<td>• use of audible and clear voice</td>
</tr>
<tr>
<td>• appropriate use of language</td>
</tr>
<tr>
<td>• Varied tone of voice to create interest.</td>
</tr>
<tr>
<td>• Modulated voice in response to audience cues (e.g.</td>
</tr>
<tr>
<td>too soft or loud)</td>
</tr>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
</tr>
</tbody>
</table>
Conditions for assessment

Consider things such as:

Is this an open or closed ‘book’ assessment
Individual or group assessment
How much assistance are they allowed
How to arrange or negotiate for any adjustments to assessment
If they will be graded or deemed satisfactory/not satisfactory only
If they must demonstrate all criteria listed to be deemed satisfactory
What happens if they are deemed not satisfactory
How they need to submit assessment (if relevant)
Conditions for assessment

- You must be observed undertaking this task by a qualified assessor from Pretty Good Training.

- This is an individual task that you must complete with minimal support from others (allowable support would be discussing suitable delivery methods and presentation requirements with your trainer/assessor).

- You are responsible for providing any materials or resources required for the presentation other than those supplied by your assessor and Pretty Good Training.

- Please make arrangements with your assessor at least one week prior to the assessment due date if you feel you require special allowance or allowable adjustment to this task.

- You must be deemed satisfactory against all criteria in Section B to be deemed satisfactory overall in this assessment.

- If you are not observed or deemed not satisfactory for one or more criteria in the observation checklist, your assessor will negotiate for you to repeat all or part of your presentation on another occasion.

- You will be assessed overall as satisfactory or not satisfactory.

- Please ensure your full and correct name is written on the student version of this assessment task (do not use nicknames or abbreviations).
## Materials and Resources

**Students to supply**

- Discuss with your assessor the equipment you need to deliver your presentation
- PowerPoint presentation on USB stick
- Handouts, props or materials used in the presentation.
- Specialised software if not available at the assessment location (discuss requirements with your assessor)

**Assessor to supply**

- Whiteboard
- Computer connected to a data projector and the Internet with speakers
- Software such as Java, Prezi etc.
- Appropriate room and seating arrangements for the presentation
Instructions to assessors

Preparing for the assessment
Delivering the assessment
Making assessment decisions
Providing feedback to students

And information on:
• How assessment outcomes are recorded
• How assessments are stored
Information on preparing for, conducting and marking assessment

- Agree to a time and date for all students to present and confirm this information by the end of week 3 of starting the unit
- Provide a copy of the student version of this assessment to students within the first week of starting this unit so they are clear about the criteria they are assessed on
- Check with the candidates what type of presentation they are giving and confirm that you and they know what resources are needed and who is responsible for supplying those resources
- Ensure the presentation environment is suitable – e.g. the room and location of furniture, equipment such as a data projector is working
- Observe the student presentation and select the appropriate judgement of performance against each criteria listed in Part B Observation Checklist of the student version for this task
- Allow 10 minutes after each presentation for the student to gain feedback from the audience using their chosen method (e.g. verbal, survey) and to ask the student the 3 questions from Section B. Record their responses and your judgement of their response in the answer section provided under each question on the student version.
- Provide any comments to aid the students understanding of the judgement made. Comments must be made if not satisfactory or not observed is selected.
- Make sure you time the presentation
- Candidates must be deemed satisfactory against all criteria in this assessment to be used as evidence towards their overall competency for this unit.
- If students are not observed or deemed not satisfactory for 1 or more criteria, then the assessor must provide written feedback to the student on the student version of the assessment task and make arrangements for the student to demonstrate this on another occasion. The assessor must use their judgement as to whether the student needs to deliver the full presentation again or parts of it, depending on how many criteria were not observed or deemed not satisfactory.
- Once completed, discuss the overall result with the student
- Once completed, fill out Section C of the student version of the assessment task
- Provide a copy of the completed student version of the assessment task to the student
**Information on recording and retaining assessments and dealing with assessment appeals**

- Results of assessment must be recorded according to Pretty Good Training policies and procedures
- Completed student assessments must be stored and kept according to Pretty Good Training policies and procedures
- Assessment appeals must be dealt with according to Pretty Good Training policies and procedures

<table>
<thead>
<tr>
<th>Date this assessment was developed/modified:</th>
<th>13 08 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of person/s who developed/modified the assessment:</td>
<td>Kerrie-Anne Sommerfeld</td>
</tr>
</tbody>
</table>
VET Assessment Cycle

1. Plan
2. Develop
3. Map
4. Validate
5. Assess
6. Evaluate
7. Validate
8. Modify

ASSESSMENT IMPROVEMENT

ASSESSMENT DEVELOPMENT

© Rubric Training Solutions
Good assessments begin with the end in mind
Assessment should never be a mystery to learners
The quality stamp
Do the assessments cover all the unit requirements/learning outcomes?
Mapping assessments to Units of competency – old and new

- Unit of competency (new TP)
  - Application
  - Elements and PC
  - Foundation Skills?
  - Unit mapping information
  - Links to Companion Volume/Implementation guide

- Assessment requirements (new TP)
  - Performance evidence
  - Knowledge evidence
  - Assessment conditions
  - Links to Companion Volume/Implementation guide

- Unit of Competence (old TP)
  - Unit descriptor
  - Application
  - Employability skills
  - Elements and PC
  - Required skills and knowledge
  - Evidence guide (critical aspects)
  - Range Statement (map to any musts)
Why map?

In a nutshell:

To check assessments are assessing all required skills and knowledge of a unit

To check we assess over time/sufficiently without over assessing.
4. Validate

A quality check of assessments
Principles of assessment?
Principles of assessment - VRFF

Valid  Reliable

Flexible  Fair
Valid?
Valid?

Do assessments assess what they are meant to assess?

How?

• The skills and knowledge being assessed apply to those used/needed in the workplace
• Assessments cover the unit of competency – no and no less (have been mapped to the unit)
• Assessors are current & competent in the skills and knowledge they are assessing
Reliable?
Reliable?

Would the assessment tools provide consistent results across different assessors and at different times or places?

How?

• Have a clear and comprehensive marking guide
• Have clear and complete instructions to assessors and students
Flexible?

I would like to renegotiate our contract.
Flexible?

Do assessments provide opportunities for students to negotiate aspects of assessment?

How?

• Use a variety of assessment methods
• Allow for a variety of evidence to be used to demonstrate competency
  o (e.g. portfolio, demonstration, interview, third party reports)
• Allow for negotiation in terms of timing and location of assessment
• Know who your learners are and how assessments can be contextualised for them
Fair?

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Fair?

Assessment doesn’t disadvantage particular candidates or groups of candidates who could otherwise demonstrate their competence?

How?

• Students can provide a variety of evidence relevant to the unit
• Assessments are mapped to the unit to make sure they don’t over assess, or assess skills not required by the unit.
• Assessment methods are appropriate for the learners (reasonable adjustments are allowed considering disabilities/cultural differences)
• There are clear instructions to students about how, why, where and when they will be assessed