**ASSESSMENT PRINCIPLES AND PRACTICES**

**LEARNER GUIDE**

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| **Module Code** | 242401001-KM-05 |
| **NQF Level** | 5 |
| **Credits** | 4 |
| **Skills Programme ID Number** | SP-220320 |
| **Skills Programme Title** | Assessment Practitioner |
| **Curriculum Code** | 900096-000-00-00 |
| **Sub Title** | OFO Code 242401 - Training and Development Professional (Training and Development Practitioner) |

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**Note to the learner**

This Learner Guide provides a comprehensive overview of the module. It is designed to improve the skills and knowledge of learners, and thus enabling them to effectively and efficiently complete specific tasks.

**Skills Programme Purpose**

An Assessment Practitioner plans for, conducts and administers assessment of learner competence in an occupational context.

**Skills Rationale**

Assessment skills in practice is the basis of many other qualifications and skills sets and is a skill that leads to employability. This skills programme will equip people to be able to supervise performance and provide feedback in a professional manner.

There is a single unit standard 115753 Conduct Outcomes Based Assessment, Level 5, 15 Credits registered on the NQF which will expire 2023-06-30 which is used to train assessors currently.

Assessment Practitioner status can lead to self-employment

opportunities. Typical learners include post school learners and college graduates on

NQF Level 4 or equivalent with work experience that enables them to observe learners in practice and make judgements on competence and quality in skills deliver. This skills programme is for people with an interest in using assessment tools to promote learning.

**Entry Requirements**

NQF Level 4 with Communication

**Quality Assurance**

QCTO will facilitate the assessment and quality assurance

**Provider Accreditation Requirements for the Knowledge Module**

**Physical Requirements**

* Learning and development resources aligned to the scope and content of the module
* Learner assessment resources (database, tools, records)

**Human Resource Requirements:**

* Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
* Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

**Legal and Safety Requirements:**

* Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

**Purpose of the Knowledge Modules**

The main focus of the learning in this knowledge module is to build an understanding of assessment of learner competencies in an occupational context

**Topic elements to be covered include**

The learning will enable learners to demonstrate an understanding of:

* KM-05-KT01: Assessment practices, methods and concepts (25%)
* KM-05-KT02: Evidence collection and recording concepts and principles (25%)
* KM-05-KT03: Evidence evaluation concepts and principles (25%)
* KM-05-KT04: Assessment administration and regulatory practices (25%)

**Venue, Date and Time:**

Consult your facilitator should there be any changes to the venue, date and/or time.

Refer to your timetable

**Assessments**

The only way to establish whether you are competent and have accomplished the learning outcomes is through continuous assessments. This assessment process involves interpreting evidence about your ability to perform certain tasks. You will be required to perform certain procedures and tasks during the training programmer and will be assessed on them to certify your competence.

This module includes assessments in the form of self-evaluations/activities and exercises. The exercises, activities and self-assessments will be done in pairs, groups or on your own. These exercises/activities or self-assessments (Learner workbook) must be handed to the facilitator. It will be added to your portfolio of evidence, which will be proof signed by your facilitator that you have successfully performed these tasks.

Listen carefully to the instructions of the facilitator and do the given activities in the time given to you.

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| **KM-05-KT01: Assessment practices, methods and concepts** |

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| **KT0101** | Assessment practices (Assessment plan, Pre-assessment briefing, Evidence, Competence, Feedback) |
| **KT0102** | Assessment concepts within the QCTO model (Internal and final integrated summative external assessment) |
| **KT0103** | Principles of good assessment practice (Fairness, Validity, Reliability, Sufficiency, Practicability, Currency of evidence) |
| **KT0104** | Assessment theories (Outcomes-based assessment, Competency-based assessments, Traditional assessment) |
| **KT0105** | Types of assessment (pre-programme, continuous, formative, integrated, summative) |
| **KT0106** | RPL Assessment objectives and practices |
| **KT0107** | Domains of competence (practical, foundational and reflexive |

**Assessment practices, methods and concepts**

**Assessment in Practice**

Although assessments are currently used for many purposes in the educational system, a premise of this report is that their effectiveness and utility must ultimately be judged by the extent to which they promote student learning. The aim of assessment should be “to educate and improve student performance, not merely to audit it. To this end, people should gain important and useful information from every assessment situation. In education, as in other professions, good decision making depends on access to relevant, accurate, and timely information. Furthermore, the information gained should be put to good use by informing decisions about curriculum and instruction and ultimately improving student learning.

Assessments do not function in isolation; an assessment’s effectiveness in improving learning depends on its relationships to curriculum and instruction. Ideally, instruction is faithful and effective in relation to curriculum, and assessment reflects curriculum in such a way that it reinforces the best practices in instruction. In actuality, however, the relationships among assessment, curriculum, and instruction are not always ideal. Often assessment taps only a subset of curriculum and without regard to instruction, and can narrow and distort instruction in unintended ways.

**Assessment methods**

Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes. Several methods should be used to assess student learning outcomes.

Relying on only one method to provide information about the program will only reflect a part of students’ achievement. Additionally, SLO may be difficult to assess using only one method. For each SLO, a combination of direct and indirect assessment methods should be used. For example, responses from student surveys may be informative, however, when combined with students’ test results they will be more meaningful, valid, and reliable.

Direct methods of assessment ask students to demonstrate their learning while indirect methods ask students to reflect on their learning. Tests, essays, presentations, etc. are generally direct methods of assessment, and indirect methods include surveys and interviews.

Even though course grades are a source of information about student achievement, they are generally insufficient in measuring the student learning outcomes of the program.

Grades may not identify whether the SLO have been achieved, may include factors not related to SLO such as class participation, and faculty members may differ in their grading policies and practices. Considering these limitations, however, grades MAY be able to be used for program assessment IF they relate to the program’s SLO and if grading methods are consistent across program faculty and courses. There is a book dedicated to the use of grades as an assessment measure

**Which assessment method should be used for assessment?**

Each program will select the assessment methods that will provide the most useful and relevant information for the purposes that the program and its faculty have identified.

When selecting which assessment methods to use, consider what questions need to be answered, the availability of resources, and the usefulness of the results. Programs may find it valuable to identify what information currently exists in the program that can be utilized as well as what assessment methods have been used for past assessments.

**Below are several guidelines to follow when selecting assessment methods:**

* Collect information that will answer the program’s questions
* Use multiple methods to assess each student learning outcome
* Include both indirect and direct assessment methods
* Include both qualitative and quantitative methods
* Choose methods that allow the assessment of both strengths and weaknesses
* Utilize capstone courses or “second-year” projects/assignments to directly assess student learning outcomes
* Use established accreditation criteria/standards when developing the assessment plan

**Concepts in Assessment**

We are continually faced with the challenge of assessing the progress of our students as well as our own effectiveness as teachers. Educational Measurement The first step towards elevating a field of study into a science is to take measurements of the quantities and qualities of interest in the field. Types of Measurement Objective measurements- are measurements that do not depend on the person or individual taking the measurements. Subjective measurements- often differ from one assessor to the next even if the same quantity or quality is being measured. Underlying principle in educational measurement is summarized by the following formula: Measurement of quantity or quality of interest = true value plus random error.

Evaluation is the process of systematic collection and analysis of both qualitative and quantitative data for the purpose of making some decision and judgments. Assessment, Test, and Measurement Test: An instrument or systematic procedure for measuring a sample of behavior by posing a set of questions in a uniform manner. Measurement: The process of obtaining a numerical description of the degree to which an individual possesses a particular characteristic. Test, Non- test, Examination, Test item and Quiz a test in the educational setting is a question or a series of question which aims to determine how well a student learned from a subject or topic taught. A non- test is a question or activity which determines the interests, attitude and other student’s characteristics whose answer or answers is/are not judged wrong or incorrect.. Examples: Mid- term examination, Licensure Examination for Teachers, comprehensive examination. A test item is any question included in a test or examination.

**Assessment practices (Assessment plan, Pre-assessment briefing, Evidence, Competence, Feedback)**

Good tests should be used to guide instruction, helping teachers understand where students are excelling and where they need more work. But improving student learning and fairly assessing teacher quality should be based on a more broad and whole assessment. Standardized tests are only one piece of the assessment tools utilized in the classroom. Instead of spending millions of dollars on standardized tests, we should be investing in schools to give every child the opportunity to succeed. That means smaller class sizes and more funding for schools.

Teachers are spending too much time teaching to the test when they could be giving students more individual attention to help students think critically and solve problems. That’s the kind of learning that will prepare them for college and career.

**Types of assessment practices**

**Diagnostic assessment**

* is often undertaken at the beginning of a unit of study to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class.
* can involve formal measurements (e.g. IQ/aptitude tests, fitness tests) that are used to establish a starting point or baseline OR informal measurements (e.g. observation, discussions, questioning)
* informs programming and planning, and learning and teaching methods used, as well as assessment choices.

**Summative assessment**

* assists you to make judgments about student achievement at certain relevant points in the learning process or unit of study (e.g. end of course, project, semester, unit, year)
* can be used formally to measure the level of achievement of learning outcomes
* (e.g. tests, labs, assignments, projects, presentations etc.)
* can also be used to judge programme, teaching and/or unit of study effectiveness (that is as a form of evaluation).

**Formative assessment**

* is the practice of building a cumulative record of student achievement?
* usually takes place during day to day learning experiences and involves ongoing, informal observations throughout the term, course, semester or unit of study
* is used to monitor students’ ongoing progress and to provide immediate and meaningful feedback
* assists teachers in modifying or extending their programmes or adapting their learning and teaching methods
* is very applicable and helpful during early group work processes.

**Informal assessment involves:**

* Systematically observing and monitoring students during in class learning and teaching experiences
* interacting with students to gain a deeper knowledge of what they know, understand and can do
* circulating the classroom and posing questions, guiding investigations, motivating and quizzing students
* providing opportunities for students to present or report upon their learning and teaching experiences
* collecting, analyzing, and providing feedback on in and out of class work samples

(e.g. how their group work projects are progressing).

**Formal assessment involves:**

The use of specific assessment strategies to determine the degree to which students have achieved the learning outcomes

* assessment strategies including: essays, exams, reports, projects, presentations, performances, laboratories or workshops, resource development, artwork, creative design tasks, quizzes and tests, journal writing, portfolio
* Individual and/or collaborative tasks that usually attract a mark (group work may include both an individual and group component)

**Assessment plan**

There are a variety of reasons why it is a good idea to create an assessment plan in your program.

**A few examples are:**

Having a well-written assessment plan reduces the amount of time you will ultimately have to devote to conducting your assessment project, since it can clarify tasks and timelines.

An assessment plan provides a framework to guide your assessment project, ensuring everyone is on the same page and is clear on their individual responsibilities and the overall timeline.

Allows for the consideration of all parts of an assessment project and critical analysis of how the different pieces fit together and can best be implemented achieving the desired goals of assessment.

An assessment plan provides a dynamic map for your assessment project, allowing for better flexibility as you implement your project and more reasoned responses to issues that may arise.

An assessment plan is a good way to start conversations among relevant stakeholders (i.e. faculty, staff, and students) about not only assessment, but also about teaching, learning, curriculum, etc. in your program.

Is your assessment program well-aligned with external expectations (for example, strategic planning initiatives or other institutional directions, professional standards, etc.)

* What resources will be required to carry out the assessment project? An assessment plan is an opportunity to ensure that you have “your ducks in a row.” Clear assessments plans also provide dedicated time and space to consider the continuity of your overall assessment plan:
* How does this year’s assessment project connect to previous assessment and the program’s plans for future assessment?
* Is the program assessing all learning outcomes in a reasonable amount of time (5-7 years)?
* How does assessment fit into other aspects of the program and programmatic priorities for the future
* Do you have the appropriate resources (ex. faculty time, financial resources, space, etc.) lined up to implement your assessment project?

**Pre-assessment briefing**

It is important to carry out a pre assessment briefing before starting a vocational assessment. The short meeting can help address any concerns on both sides and should help the assessment run as smoothly as possible.

This is the second video in a series of six which aims to help candidate assessors understand what is expected during a vocational assessment. Follow each installment and create your own perfect assessment.

It is important that you always carry out the pre assessment briefing when conducting your own vocational assessments. Here you can check that nothing has been missed out of the planning stage. This could just be minor issues that are cleared up during conversation. However it could also be about vital medical information, or individual learning requirements, which could put the learner at risk.

**Evidence, Competence, Feedback**

Pre-assessment Evidence, Competence, Feedback

**Feedback**

The assessor will provides feedback to the learner with regard to the assessment decision. If the learner is deemed to be “competent” then there is no further action required other than his/her feedback on the assessment process and confirmation of receipt of the feedback from the assessor. Should the learner be deemed to be “not yet competent” then the assessor should explain where (which SO and AC in particular) and what remedial action is required. The learner would also be advised by when the remediation is required. The learner would also be advised of his or her right to appeal if they are unhappy with the decision. Receipt of this feedback should also be confirmed by the learner.

**Evidence**

The assessor will then conduct the assessment and collect the required evidence as presented by the learners. On receipt of the assessments in whatever form (e.g. written test or portfolio of evidence) the assessor will conduct the assessment making use of the marking memos and related recording sheets. All of the requirements are usually summarized in a matrix that covers formative, summative and critical cross field assessment requirements and all of the relevant areas should be included.

Once the assessment has been marked the assessor will make and record a judgement about the evidence presented. The evidence will be judged against the criteria as set out in the unit standard – all SO’s and AC’s must be considered and the principles of assessment must be adhered to. On completion the judgment of the assessor will be one of “competent” or “not yet competent”.

**Competence**

Assessment of competence is based on learning objectives defined in the curriculum. Learning objectives depict what type of competence is required from a student to receive a degree. The assessment is considered in three points of view: student, working life representative/supervisor and teacher.

The assessment criteria derived from the learning objectives are used to identify learning outcome. Assessment of competence depicts how well set learning objectives have been achieved.

Developing the students study process takes into account the learning and the knowledge gained through academical perspective. The key factors in study process are self-evaluation and feedback received from teacher or supervisor as well sometimes from fellow students.

Competence is assessed from many perspectives by examining development in practical, academic, social and evaluative competence.

* Practical competence is manifested as a systematic, smooth command of tasks.
* Academic competence indicates a command of theoretical knowledge, an understanding of the connections between facts and processes and the ability to grasp entities.
* Social competence is related to interactive competence; the ability to work as a member and a leader of a group.
* Evaluative competence describes learning, evaluation and development skills related to one’s own work and the ability to develop and influence joint activity and activity that takes place in the surroundings.

Assessment methods are selected so that they truly measure achievement and the level of competence.

Assessment of competence and rectification of assessment comply with Lapland University of Applied Sciences’ degree regulations. Assessment is on a scale of 0–5 or pass/fail. Assessment criteria are defined for each study unit. A detailed assessment plan for each study unit is presented in the study unit’s implementation plan.

The feedback collected from the students will develop the quality of the degree programme. You have a change to give feedback about the implementation of the study units as well as overall yearly feedback.

**Assessment concepts within the QCTO model (Internal and final integrated summative external assessment)**

Wherever accredited learning takes place there is a need for assessment so that the quality and transfer of learning can be evaluated. Such assessment has long been associated with trades worldwide, and there are usually specific rules governing how assessment is handled. Often, in fact, there is national policy, which governs the process, with highly specific requirements for how things should be run.

A model for assessment, and assessment centres, needs to be flexible in order to meet industry’s various needs. In addition, they also require: a standard operating procedure; industry consultation on its needs; assessment planning in order to minimize disruption of operations; and a formalized process by which roles are linked to standard operating procedures, against which measurement of the ability to perform competently can be made.

Assessment centres in South Africa, therefore, need to tick these boxes while taking national policy into account. In the case of trades, the situation is relatively simple, with the setting of trade tests being sufficient. However, in South Africa there needs to be an extension, or adaptation, of this process t includes occupations as well.

As we set out on the search for an assessment centre model, in terms of the new Quality Council for Trades and Occupations (QCTO) concept of Occupational

Qualifications, and related Assessment Specifications, it is necessary to ensure that the model selected is fit for purpose. Failure to meet this criterion is likely to make buy-in from industry problematic.

In most environments these days, there are new opportunities for using technology to improve and streamline processes. It is no different with the assessment of learning. In keeping with such advances, the new assessment model should embrace new methodologies, but also stay true to national policy, and to Assessment Specifications.

**Summative external assessment**

The purpose of the external summative assessment is to check whether learners have the required foundational skills and knowledge in each learning area in order to engage effectively in formal occupational training. The external summative assessment is a proficiency assessment that tests whether or not the learner has acquired the necessary skills of what is being assessed.

Each learning area is assessed separately. Each assessment is 2.5 hours long and consists of 60 multiple-choice questions. Assessments are machine scored. Assessments are conducted at iEB assessment centres.

Exemplar assessment papers for both subject areas are available for download on the website. Many candidates are not familiar with multiple choice testing, thus it is advisable that Skills Development providers familiarize their learners with the assessment method.

Learners will be enrolled for external summative assessment with the providers. Will issue a statement of results to FLC skills development providers. The will upload learner results to the qcto. Learners need to be found competent in both learning areas in order to achieve the part qualification. Competence is achieved if a learner gets 50% or above in each learning area.

The Foundational Communication programme must include speaking and listening activities. Speaking and listening is assessed internally and must meet the requirements for internal programme-based assessment. Extended writing is not currently assessed in the external summative assessment. In future, extended writing will be assessed in the following ways: report writing, summarizing, evaluating and substantiation of a particular position.

The external assessment for Foundational Communication focuses on reading with comprehension and processing information in different ways as the minimum requirements for engaging in further learning. It targets the reading of a variety of texts (including diagrams, graphical representations), understanding what is being said and then using the information provided in decision-making.

The Foundational Mathematical Literacy assesses the use of numbers to describe and make sense of real life situations. It assesses reading, interpretation and use of different numbering conventions in different contexts and identifies the ways in which different conventions work.

**Principles of good assessment practice (Fairness, Validity, Reliability, Sufficiency, Practicability, Currency of evidence)**

**Principles of good assessment practice**

The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty plays an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

**Assessment theories (Outcomes-based assessment, Competency-based assessments, Traditional assessment)**

The implementation of outcomes-based assessment and reporting systems in educational programs has been accompanied by a range of political and technical problems, including tensions between the summative and formative purposes of assessment and doubts surrounding the validity and reliability of teacher-constructed assessment tasks. This article examines ways in which these problems have been manifested and addressed, using two recent examples from school and adult immigrant education. The first example concerns a recent controversy surrounding the use of national literacy benchmarks for primary school learners. Analysis of the issues suggests that some learner groups may be disadvantaged by the practice of reporting aggregate outcomes in terms of minimum standards, but that government policy is unlikely to change as long as the accountability function of assessment remains paramount in the public eye.. It is argued that problems of consistency and comparability that have been identified by research can be addressed through the development of fully-piloted task banks and the provision of appropriate forms of professional development. Greater attention needs to be given to the role of the teacher if outcomes-based assessments are to provide high quality information.

Learning targets, competencies, and outcomes–these are all ways of describing how teachers define what it is that students need to know. The basic premise of outcomes-based assessment is that teachers need to be able to define explicitly, in language their students can understand and adopt the key content for which they and their students will be responsible.

**What does this focus mean?**

**For teachers, it means**

* focusing on the key elements of curriculum;
* ensuring that every learning activity, inside and outside the classroom, maps back to the key elements;
* providing opportunities for students to demonstrate proficiency in a variety of modalities;
* collaborating up and down grade levels to build coherence of vocabulary and expectations;
* revising and revisiting learning targets in the context of the Common Core standards and other developments

**For students, outcomes-based assessment means**

* being clear on what teachers expect for success;
* being prepared to demonstrate what they know;
* taking responsibility for what they don’t yet know;
* taking initiative to achieve proficiency and high performance.

With the ever evolving and diversifying business challenges, the approach to the management of human resources has also undergone a paradigm shift. The competitive advantage achieved through technology, new products and information is short lived and vastly evaporating. The only distinguishing feature from the competition which remains, are the skills and contribution from the employees. The organizational leadership therefore plays an important part as they directly influence the performance and the people of the organization. A well-defined and uniform competency framework is the first step towards an organized approach to the human resource management of the organization

There is a constant need to increase efficiency and create and deliver value in each transaction. Therefore it is imperative that a more scientific approach like competencies be used to define and understand the knowledge, skills and attitude required to perform a job effectively. Evaluating an employee’s performance based on pre-defined competencies and their behavioral indicators, in turn is called competency based assessment.

The preliminary condition for a competency based assessment is a well-defined competency framework of the organization. Ideally, the competency framework needs to be in alignment with the long term organizational goals and its vision and mission. These competencies then need to be interpreted in the context of the tasks performed by employees at different levels, so a competency like fosters teamwork will be defined differently for a senior leader like COO and would further have to be contextualized for a junior manager.

The competencies are like the Pole Star for the organization especially the senior leaders and act as a constant check for the employees to direct and redirect their efforts to yield specific results. Since, competencies can be assessed and analyzed; it gives a fairly objective evaluation of an employee’s performance. The best part about the competencies is that they can be learnt unlike personality traits which are characteristic to an individual. If the organization identifies criteria critical to its success in the form of core competencies, they can be cascaded down to the whole organization.

Having a competency framework and assessments based on it provides a comprehensive picture of the skill map of the organization, the development needs, and potential leaders and thus define the approach to effective talent management. From the perspective of the employees, they get a better understanding of the potential progression of their careers which further augments their engagement with the organization.

Within the competency based assessment approach the organizations can find a structured model to integrate their management practices as well. A systematic approach like this can help define organizational priorities clearly and align the human resource strategies to create and build on key behaviors which are desired and would be rewarded. It also creates individual employees accountable and responsible for their performance and learning and development while creating a culture of transparency

**Types of assessment (pre-programme, continuous, formative, integrated, summative)**

**Formative assessment**

Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher does next.

**Summative assessment**

Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value.

**Integrated assessment**

'Authentic' or work-integrated assessment is an assessment where the tasks and conditions are more closely aligned to what you would experience within employment. This form of assessment is designed to develop student’s skills and competencies alongside academic development. The Collaborate project at Exeter developed a set of tools to support academic staff in the design of authentic assessments, including a dimensions model, test and associated Tech. There is also an online Assessment Designer available which will allow you to design an assessment using a PC or tablet device.

**Diagnostic assessment**

Like formative assessment, diagnostic assessment is intended to improve the learner’s experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises.

Program Assessment and continuous quality improvement is a systemic process to determine strengths and areas for improvement for future planning. A continuous quality improvement process is necessary in order to ensure that programs not only meet the needs of children and families, but also maintains goals for best practices. Programs must analyze current practices to determine how to make adjustments to meet the needs of children and families as needs change over time. Program assessment and continuous quality improvement is essentially program research to determine and adjust goals and ensure appropriate program evolution. Chapter five includes key topics that are integral to program assessment and continuous quality improvement.

**Pre- Program Reviews**

Collaborative contracts must include provisions for program oversight and protocols to address concerns or issues that arise among partners and within the team. Program oversight must be defined in the contracts between the community program and the county board of education. These include, but are not limited to, staff evaluation and discipline, health, and safety concerns, communication process, and impasse procedures. Protocols should be specified within collaborative agreements of each participating Pre- program. Teams must consider the roles of each partner and classroom administrators when developing and implementing a program oversight protocol. Collaborative Head Start classrooms are monitored for compliance with the Head Start Performance Standards in partnership with local and federal Head Start personnel. Childcare centers must be licensed under Childcare Center Licensing. Child care centers are reviewed by child care licensing specialists as part of child care licensing regulations. Information provided by reviewing agencies should be made available to all partners in collaborative classrooms. Provisions for program oversight should include a process for reviewing of monitoring results from federal Head Start, and child care licensing, as applicable.

**RPL Assessment objectives and practices**

Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another.

Our objective is for students to learn to apply analytical skills, but your assessment measures only factual recall. Consequently, students hone their analytical skills and are frustrated that the exam does not measure what they learned.

Your assessment measures students’ ability to compare and critique the arguments of different authors, but your instructional strategies focus entirely on summarizing the arguments of different authors. Consequently, students do not learn or practice the skills of comparison and evaluation that will be assessed.

**Domains of competence (practical, foundational and reflexive**

The demonstrated ability of understanding and applying the knowledge and thinking which underpins the action required and taken in a specific context.

Vast volumes of South African educational documents highlight the following four competencies (paraphrased from http://www.citehr.com/14370-competency-mapping-urgent.html) of which two mention reflexive/reflex

Practical competency a person's demonstrated ability to perform a specified set of task

Foundational competence a people demonstrated understanding of what and why she (he) is doing.

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| **TOPIC QUIZ** |
| 1. Principles of good assessment practices are listed and explained 2. Assessment practices in the occupational learning framework are explained 3. RPL assessment practices and principles are explained |

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| **KM-05-KT02: Evidence collection and recording concepts and principles** |

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| **KT0201** | Sources of evidence (Direct, Indirect, Historical) |
| **KT0202** | Evidence collection instruments that cover assessment of all learning domains |
| **KT0203** | Evidence collection tools (Observation assessment sheet, Knowledge assessment sheet, End product assessment sheets, Portfolio of Evidence) |
| **KT0204** | Principles of evidence collection and submission (Validity, Accountability, Accuracy, Current, Consistency, Sufficiency |

**Sources of evidence (Direct, Indirect, Historical)**

**Sources of evidence**

Finding the best sources also depends on the type of question you have, and the type of research study that is most appropriate for that question. Evidence is published in a wide range of sources including journals, books, research reports, and increasingly directly onto websites. Sources may contain different types of information, such as clinical guidelines, systematic reviews, controlled trials or qualitative research. Some sources will provide access to a range of information types, i.e. PubMed, while others will specialize in one particular type, i.e. the Cochrane Database of Systematic Reviews. This following presentation provides an overview of key sources available to help guide your search for evidence.

Deciding which sources of evidence are the best ones to use will depend on many factors, including the purpose of your search, the time available, and whether you have access to the resource itself. We all belong to extensive information networks and use lots of different sources to find answers to our questions. Often the sources we use are based on our previous behavior patterns, or are the ones that we are most familiar with or have the easiest access to. Think about the last time you needed to find some information to help you make a health care decision.

As noted above, a direct source differs from an indirect source. Indirect sources involve the reports and analysis of direct information by other people. Reports, articles, and books by scholars are the main category of secondary sources that we tend to use, especially when we are beginning to develop our knowledge about an issue. Once again, the key to using such information is always to think about the context in which it was produced. In other words, information from indirect sources is only as good as our understanding of that source itself. For example, as a result of changes over the past two decades, an academic commentary such as the one by James on advertising in the 1970s may not be precisely relevant to contemporary concerns. There is no general rule to apply to such analysis of sources, except that we must always think about the context (who obtained the information; when, where, and how the information was arrived at) as well as the text (what the information is).

For example, imagine you are watching a television program on advertising. The host makes some comments on nationalistic commercials, saying that they always produce an emotional reaction and that is why they are effective. Is this source useful for an academic investigation? If you answered no, then you would, in some circumstances, be correct. But the important question to ask is 'Why?'. Let us contrast this hypothetical television program with a more usual source: academic writing. The trustworthiness of academic writing is based on the idea that the person doing the writing is an expert in that area, through their close study of the topic, their skills as a researcher, their careful, long-term analysis, and their involvement in a system in which articles and books are published only after the scrutiny of other qualified academics to determine if they are 'right' or not. In other words, the claims are trustworthy because an institutionalized method makes them trustworthy. It is a social convention that academic work is regarded as being more 'sound' (if often more remote) than 'popular' work; it is also a worthwhile social convention because there are good reasons to accept this distinction in soundness.

**Evidence collection instruments that cover assessment of all learning domains**

**Learning Domains**

Learning is not an event. It is a process. It is the continual growth and change in the brain's architecture that results from the many ways we take in information, process it, connect it, catalogue it, and use it (and sometimes get rid of it).

Learning can generally be categorized into three domains: cognitive, affective, and psychomotor. Within each domain are multiple levels of learning that progress from more basic, surface-level learning to more complex, deeper-level learning. The level of learning we strive to impact will vary across learning experiences depending on 1) the nature of the experience, 2) the developmental levels of the participating students, and 3) the duration and intensity of the experience.

When writing learning objectives, it is important to think about which domain(s) is relevant to the learning experience you are designing. The tables below provide further information about each domain.

**Evidence collection tools (Observation assessment sheet, Knowledge assessment sheet, End product assessment sheets, Portfolio of Evidence)**

Knowledge assessment at the HSE comprises the routine assessment, intermediate assessment, and the final assessment.

Routine assessment is carried out during the course, and is designed to organize students' independent work and a systematic monitoring of their academic knowledge.

Intermediate assessment is aimed at evaluating students’ knowledge acquired while studying a part of an academic subject. Assessment is held upon module completion during an examination session. Some academic subjects may not require intermediate knowledge assessment.

Final assessment is held upon completion of a course, primarily in written form as a pass-fail test or exam.

Students receive a cumulative grade based on the results of routine assessment. The cumulative grade is calculated prior to final assessment and comprises grades for all types of routine assessment during the course, for example class participation (0.1 points) + homework assignments (0.1 points) = 0.2.

Students receive grades for exams after passing final assessments. A cumulative grade and an exam grade form a final grade. The final grade is a weighted sum of the cumulative grade, midterm grade and a grade received on the exam. The grade composition for each discipline is defined in the course syllabus, for example:

The Final grade is determined on the following basis:

* Homework assignments (10%)
* Class participation (10%)
* Midterm (20%)
* Final exam (60%)

The final grade is a grade for the course that is included in the transcript of records/diploma. In extraordinary occasions, a student can be exempted from an exam and granted a resulting grade equal to the cumulative grade.

Please keep in mind that the HSE’s academic rules are the same for all students (Russian, foreign, exchange and non-exchange). To succeed on a course, we advise international students to attend all lectures and seminars, prepare their home assignments and meet the deadlines for all essays, reports, etc.

A portfolio of evidence (POE) is a workbook or folder with collections of files; that you hand in at your exam. This folder is filled with workplace and home-based tasks and exercises. It contains evidence and proof that you did this practical work, and that you have mastered this piece of work.

Your POE is marked together with your exam. The marks you get for your POE forms 30% of your fiats you study a subject (or learning area) all your assessments are kept in a folder. So all these evaluations, plus your final exam paper makes up your complete Portfolio of Evidence. When you get your POE from the ICB, it will consist of the Administration Book, which informs you exactly how to complete your POE.

You hand all of it in at your final exam, and the assessors (examiners) marks all of it to identify if you pass or if you have to repeat the work.

Keep in mind that you must get a POE for every single subject you do. So if you sign up for three subject exams, then the ICB will send your three Portfolios of Evidence.

If your POE is incomplete, that can mean that you fail that subject. So make it as complete as possible. Likewise make certain that you make a copy of your POE before you hand it in. Put it in a safe place, so that you understand if something occurs to your POE, you have a back-up strategy.

**What is a Portfolio of Evidence?**

A candidate wishing to undergo assessment where a Portfolio of Evidence (POE) is required would need to identify how they can best prove their competence as required in terms of the unit standard requirements. The candidate would need to collect or generate the necessary evidence for inclusion in the portfolio of evidence.

The responsibility rests on the candidate to ensure the evidence collected is sufficient and valid to prove competency in all of the specific outcomes as outlined in the unit standard being assessed. The evidence must show clearly that the candidate knows and can do what they claim. The learning outcomes contained in the unit standard will therefore serve as a guide for the candidate.

Portfolios make continuous assessment possible. Making use of a variety of items serve as evidence the learner has achieved the required outcomes as outlined in a specific unit standard. The content of portfolios should be created within realistic and appropriate contexts relating directly to the unit standard. The portfolio should be viewed as an instrument for telling a story that will communicate something about the achievements of the candidate to the assessor.

Your assessor may ask you to put together a portfolio of evidence, which is a formal collection of documentary evidence that you have obtained during your learning, your career experience, unpaid work, relevant personal interests, and professional development. The more current the evidence, the more useful it is for the purposes of your application for Skills Recognition. However, there is no hard and fast rule about currency; it depends on the competencies that you are applying for. Your assessor will be able to advise you how recent your evidence needs to be.

Your assessor will probably provide you with a list of suggested evidence for your portfolio. You may also want to consider the ideas listed here: evidence of courses or training completed in or outside work. These could be certificates, diplomas or degrees, diplomas or certified transcripts of grades and subjects/courses undertaken (certified statements of results). These may have been gained through formal training, Skills Recognition or internal training within an organization..

Certificates of attendance, handouts etc. that confirm your attendance as a participant, or role as a facilitator

**Workplace documents:**

* resumes, logbooks portfolios or e-portfolios: listing work history, key responsibilities, current skills, and other relevant experience
* industry or merit awards
* position descriptions (job specifications)
* employment contracts which detail your job specifications
* performance development (appraisal) plans
* Project or work activity reports: photographs or audio-visual recordings of activities conducted.
* Media articles: about you in the workplace, or the projects or in the teams which provides evidence of skills. e.g. journals or diaries, work notes, emails or correspondence written by you, minutes of meetings relating to your duties, completed worksheets (task-sheets, job-sheets), attendance records, logbooks, budgets, recent Payslips that indicate your job level.

**Principles of evidence collection and submission (Validity, Accountability, Accuracy, Current, Consistency, Sufficiency**

Validity generally refers to how accurately a conclusion, measurement, or concept corresponds to what is being tested. For this lesson, we will focus on validity in assessments. Validity is defined as the extent to which an assessment accurately measures what it is intended to measure.

**Validity: Defined**

The term validity has varied meanings depending on the context in which it is being used. Validity generally refers to how accurately a conclusion, measurement, or concept corresponds to what is being tested. For this lesson, we will focus on validity in assessments.

**Factors That Impact Validity**

Before discussing how validity is measured and differentiating between the different types of validity, it is important to understand how external and internal factors impact validity

A student's reading ability can have an impact on the validity of an assessment. For example, if a student has a hard time comprehending what a question is asking, a test will not be an accurate assessment of what the student truly knows about a subject. Educators should ensure that an assessment is at the correct reading level of the student.

Student self-efficacy can also impact validity of an assessment. If students have low self-efficacy, or beliefs about their abilities in the particular area they are being tested in, they will typically perform lower. Their own doubts hinder their ability to accurately demonstrate knowledge and comprehension.

Student test anxiety level is also a factor to be aware of. Students with high test anxiety will underperform due to emotional and physiological factors, such as upset stomach, sweating, and increased heart rate, which leads to a misrepresentation of student knowledge.

**Measurement of Validity**

Validity is measured using a coefficient. Typically, two scores from two assessments or measures are calculated to determine a number between 0 and 1. Higher coefficients indicate higher validity. Generally, assessments with a coefficient of .60 and above are considered acceptable or highly valid.

**Types of Validity**

There are three types of validity that we should consider: content, predictive, and construct validity. Content validity refers to the extent to which an assessment represents all facets of tasks within the domain being assessed. Content validity answers the question: Does the assessment cover a representative sample of the content that should be assessed?

For example, if you gave your students an end-of-the-year cumulative exam but the test only covered material presented in the last three weeks of class, the exam would have low content validity. The entire semester worth of material would not be represented on the exam.

Educators should strive for high content validity, especially for summative assessment purposes. Summative assessments are used to determine the knowledge students have gained during a specific time period.

It is a near-consensus that the way we produce and consume goods and services in modern economies is not sustainable. We systematically (and knowingly) overuse natural resources, ignore the social cost of Nature’s services… So, the diagnosis is more or less uncontroversial and agreed upon. However, the question about the right therapy is still unsettled: how can we do it all in a better way? Generally, there are three strategies that are often named as necessary to achieve true sustainability: efficiency, consistency and sufficiency

Let us begin with the least controversial sustainability strategy: efficiency. If you ask an economist, he likely will tell you efficiency is the simple most important thing. Actually, modern economics is mainly about various aspects of efficiency. However, in the context discussed here efficiency has a slightly different meaning. First of all, traditionally understood “economic” efficiency is a notion confined to things that can be easily expressed in quantitative terms (at best in money). Moreover, it is viewed through the lens of rational choice theory that underlies modern economics, which means that efficiency from the point of view of an individual (firm, household etc.) is focused on. E.g., it is efficient to exploit coal reserves fastly if it is expected that the coal price will decline in the future. What I mean by “efficiency” here is something different. It is thought as an imperative to use (natural) resources efficiently, i.e. not to waste them. Efficiency in this context is to be understood with regard to social costs that are to be economized upon, not individual/market costs. Moreover, it is not at all confined to quantifiable aspects of human economic activity – there are many ecosystem services that have no “price tag” attached, which does not mean that they need not be used efficiently.

Efficiency as a sustainability strategy, even though bearing a somewhat different meaning than in standard economics, is clearly the least controversial strategy path. Much is already being done across the world to improve the efficient use of natural resources and ecosystem services. Here, no significant changes in people’s mentality and everyday life style are needed, much can be achieved by deploying and promoting adequate technologies and by setting economic incentives right (e.g., so as to minimize wastage in various branches of the economy).

A less well-known but still crucial strategy on the path toward sustainability is called consistency (or, by some, industrial ecology In general terms, consistency is the trial to integrate material and production cycles into each other as well as into natural cycles. It is more than recycling, because recycling is only an ex-post utilization of parts of once-used materials, often linked to unpleasant side-effects like pollution and toxic waste. Consistency is a much more holistic and encompassing integrated approach, within which re-cycling is planned already before production actually begins.

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| **TOPIC QUIZ** |
| 1. Evidence collection and recording concepts are described and the most suitable selection motivated for specific scenarios |

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| **KM-05-KT03: Evidence evaluation concepts and principles** |

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| **KT0301** | Rules of evidence (Valid, Authentic, Reliable, Current, Sufficient) |
| **KT0302** | Assessment results and judgements |
| **KT0303** | Assessment feedback practices and records management |
| **KT0304** | Standards of assessing evidence (Graded assessments, Competency standards) |
| **KT0305** | Gap-analysis, remedial actions, guidance and support |

**Rules of evidence (Valid, Authentic, Reliable, Current, Sufficient)**

**Rules of Evidence**

It is not good enough to just collect any evidence. Just as the way we collect evidence is guided by the principles of assessment, the way we collect evidence is guided by the rules of evidence.

**Rule evidence must...**

**Valid**

* Address the elements and performance criteria
* Reflect the skills, knowledge and context described in the competency standard
* Demonstrate the skills and knowledge are applied in real or simulated workplace situations

**Current**

* Demonstrate the candidate's current skills and knowledge
* Comply with current standards

**Sufficient**

* Demonstrate competence over a period of time
* Demonstrate competence that is able to be repeated
* Comply with language, literacy and numeracy levels which match those required by the work task (not beyond)

**Authentic**

* Be the work of the candidate
* Be able to be verified as genuine
* To better understand how these rules affect the way that we assess, let’s have a look at each one in more detail.

**Validity**

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. For example, the evidence will not be valid if you instruct a candidate to solve printer problems by simply asking: Type a standard office memo on a word processor. Validity is assured when the performance required matches the performance described in a competency standard.

**Currency**

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Currency means evidence needs to be checked to ensure it shows recent performance.

**Sufficiency**

The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.

A judgement has to be made concerning how much evidence to call for. How much is required for the assessor to accept the performance as competent? Too little evidence risks the assessment not being reliable; too much leads to waste of time and effort.

**Authenticity**

The assessor is assured that the evidence presented for assessment is the learner’s own work.

Authenticity means evidence needs to be checked to ensure it actually relates to the performance of the person being assessed, and not that of another person. Checking for authenticity is important when some supplementary sources of evidence are used in assessment.

Supplying the Evidence

It is very easy to get too much evidence. It is also very easy to get too much evidence that doesn’t really help us to make good decisions. Because of this, it is in everyone’s interests to guide our candidates through the selection, organization and submission of evidence.

The first thing we need to do, however, is work out what makes quality evidence. The answer to this is quite simple. It is evidence that lets us make decisions about whether someone can do what it is that they are meant to be able to do, i.e., it will help us to recognize competency.

Specifically, quality evidence addresses the rules of evidence as described above and: reflects the skills, knowledge and attributes defined in the relevant unit of competency shows application of the skills in the context described in the range statement in the unit of competency demonstrates competence over a period of time demonstrates repeatable competence is the work of the candidate can be verified demonstrates the candidate’s current skills and knowledge does not require language, literacy and numeracy levels beyond those needed for the performance of the competency.

**Assessment results and judgements**

Professional judgment is at the cornerstone of much assessment reform in recent years, and has long been the mainstay of school-based assessment systems. However, teacher judgment has always been seen as one of the weakest links in the assessment process with concerns raised about the trustworthiness and reliability of teacher assessment decision-making processes and the teacher's ability to be both “accurate” and “fair”. This presentation will first review some of the concerns and challenges in using teacher professional judgment in large scale school based assessment – both theoretical and practical issues - and then demonstrate how the development of judgment can be supported and enhanced by online professional interaction, including the sharing of student work samples, and benchmarking of assessments. The implications for assessment criteria always interpreted differently by teachers according to personal background, previous experience, unconscious expectations, internalized and personalized preferences regarding the relative importance of different criteria and ideological orientation

"We are social beings who construe the world according to our values and perceptions" individual schools as assessment communities will also be discussed.

**Assessment feedback practices and records management**

**Effective feedback**

Specific, descriptive feedback is necessary for improvement and success. How teachers provide suggestions for improvement is critical in "closing the gap" for students. Teachers who combine strong subject knowledge with effective feedback can offer students rich, focused information about their learning and how to improve it. Students who are clear about their learning can moni Feedback are most effective when:

* initiated by the student, in conjunction with self and/or peer assessment
* teachers carefully gauge when feedback is needed to promote learning
* teachers use the kind of feedback prompt that best meets the need of the students, at the level of support they need
* teachers provide strategies to help the student to improve
* teachers allow time for, and students can independently act on, feedback to improve their learning
* feedback takes place as a conversation
* Teachers check the adequacy of the feedback with the students.

Feedback is most effective when it is given at the time of the learning so that students can make improvements as they go. However, written feedback can be beneficial to learning if the following points are taken into consideration:

* Some students have difficulty understanding and processing written feedback.
* When students are presented with grades and comments, the grades can cancel the beneficial effects of the comments.
* Teachers often give too much feedback, which students find overwhelming and difficult to understand.

These "negatives" of written feedback can be avoided if there is good communication between teacher and student, so that the student can say if the feedback is helpful or not in providing paths for improvement. Or their progress and seek feedback to improve their learning.

The regular monitoring of records, recordkeeping, and an organizational records management program, is beneficial for all public sector organizations. Monitoring ensures that records are managed according to best practice, and in efficient and effective ways that meet the business needs of the organization and the requirements of Government. Monitoring should also go beyond a mere assessment of conformity with requirements and actively assist organizations to embed good recordkeeping practices and processes and develop organizational capacity.

Monitoring recordkeeping and the management of records in public offices is a shared responsibility between State Records NSW and public offices. Further explanation of these shared responsibilities is available in the Monitoring Framework re-issued in 2014. There are a number of tools which can be used for assessing records management performance and conformity with requirements.

**Records Management Assessment Tool**

The Records Management Assessment Tool is a self-assessment tool designed to assess: conformity with requirements of the State Records Act 1998 and standards issued under the Act, and the capacity of a public office in achieving best practice records management, that is, extending beyond the minimum requirements.

As a result, the tool measures compliance or ‘must dos’ for all public offices as well as additional performance criteria, which will help determine whether your public office is performing above the minimum requirements at a higher level of maturity, capability and capacity.

The tool is currently under re-development due to the issue of the new Standard on records management. The following three modules are still available for use:

* Safe custody and proper preservation of records
* Management of longer term records
* Assessing the recordkeeping performance within the work unit

Each module contains a questionnaire which will assist your organization to assess its recordkeeping processes and practices. You can use the tool in a modular style (i.e. choose to complete a module and evaluate the results before moving onto the next module) or you can use the whole tool and evaluate all results together.

For large organizations or organizations located at different sites, the tool can be used to examine separately these different segments of your organization for conformity with organizational recordkeeping policy, standards and procedures.

For assessing the recordkeeping performance of individuals, business units or workgroups, we have designed a separate module which allows you to ‘drill down’ and assess recordkeeping performance within the work unit.

**Standards of assessing evidence (Graded assessments, Competency standards)**

**Assessment of standards**

Standards specify what a candidate for assessment needs to know, do, and understand. Whether it is by task or evidence, assessment can use a variety of methods and approaches (appropriate to the learner and the context) that give the learner the opportunity to show evidence of achievement/competence.

An assessor must distinguish between what is to be covered in the learning programme and what is to be assessed by the standard. The emphasis in a standard is on what is required to make a valid assessment judgement, rather than what is required to be learned, or how work must be done in detail.

These standards represent assessment competencies in the administrative contexts in which assessment is relevant to educational administrators. These contexts include: (a) assisting teachers in creating and using assessment effectively; (b) providing leadership in the creation and implementation of building- or district-level assessments policies; and (c) using assessment results in their capacity as administrators in making decisions about students, teachers, and instruction, and in reporting on assessment results to a variety of stakeholders and constituencies.

Educational administrators should have the same student assessment competencies as teachers when they are performing in the context of assisting teachers in creating and using assessment. Because of that role the first standard is a summary of the Standards for Teacher Competence in Educational Assessment of Students. Educational administrators should have the competencies described in the teachers' standards consistent with the level of direct interaction, supervision, and evaluation of teachers. Administrators should possess, at a minimum, a working knowledge of these competencies. This working level is needed for two reasons. First, administrators must understand why teachers need these competencies; and second, if appropriate, administrators may be required to observe, recognize, record, monitor, and evaluate them in teachers. These competencies are reflected in Standards 1 and 2.

Educational administrators require a somewhat different mix of knowledge, skills, and abilities than teachers when providing leadership in the creation and development of assessment policies. Because the field of assessment is changing rapidly, administrators should be able to judge the reasonableness of new assessment techniques proposed for use in their schools and districts. They ought to be able to evaluation the appropriateness of the proposed uses and interpretations of both tradition and new assessment strategies. Educational administrators need a variety of competencies when using and reporting assessment results for decision making. Administrators often communicate assessment results to others and use assessment results to make decisions about individual students, groups of students, teachers and other personnel, curricula, and educational programs. The remaining Standards (6 through 12) apply to various contexts within which administrators and the principal users of assessment results.

Grading of results in vocational education and training is a controversial topic. Training Packages do not specify whether or not units should be graded. However, many units delivered in TAFE NSW have been set up so that student results show a graded outcome an argument in favor of graded outcomes is that they can provide additional information to students, employers and educational institutions about the level of performance demonstrated by a student.

However, many VET professionals argue that grading is inconsistent with a competency-based training system, and that issuing graded results undermines the value of what it means to be competent.

The traditional method of assigning marks as a percentage does not sit comfortably within a competency based system. Where a unit requires graded results, the challenge for Institute teachers is to develop and implement a suitable approach to the assessment process.

**Which units require graded results?**

Whether a unit will be graded or not is decided during the implementation of a new/revised training package and is recorded in at the unit product level by the TAFE NSW Quality Services Unit (QSU). Once a decision has been made to grade a particular unit in TAFE NSW, this applies in all circumstances of delivery across all Institutes. You can view the grade code assigned to a unit.

**Gap-analysis, remedial actions, guidance and support**

A gap analysis can be defined as the determination of the difference between current knowledge/practices (what we are doing) and current Evidence Based Practices what we should be doing. Gaps can occur in knowledge, skills or practice. Steps to Performing a Gap Analysis:

* + Find the need- through conducting a Needs Assessment
  + Is the gap a knowledge, skill or practice? Determine “What is the best practice? “
  + Determine the Purpose of the Activity then develop the learning objectives to “closing the gap. Permission to reproduce this work for educational purpose is granted, provided proper citation is given."

A representation: Incorporating a needs assessment and gap analysis into the educational design

* Perform a Needs Assessment Step
* Determine the Educational Gaps in knowledge, skills or practice: What is the best practice? Step
* Determine Purpose of the Activity & &Program objectives and Design Step
* Course Development Step
* Implement the Activity Step

**Remedial action**

is a change made to a nonconforming product or service to address the deficiency. This also can refer to restoration of a landscape from industrial

Rework and repair are generally the remedial actions taken on products, while services usually require additional services to be performed to ensure satisfaction

In some settings, corrective action is used as an encompassing term that includes remedial actions, corrective actions and preventive actions.

‘Remedial Action’ is a term referring to actions taken by businesses to counteract deficiencies or undesirable characteristics in their products. In this way it is distinct from ‘Corrective Action’, which aims to change the processes that led to these deficiencies, and ‘Preventive Action’, which aims to strengthen weak management systems not yet responsible for any deficiency

Remedial Action is often enacted through ‘Remedial Action Plans’ (RAPs) of three or more stages. For example, one North American river protection scheme drew up a plan that identified environmental problems and sources of pollution, evaluated and carried out actions to restore the area, and confirmed that these actions had been effective

These actions normally have negative effects on a company’s image and profits. A fine balance is often struck between denying the existence of problems or wrongdoing and choosing to publicize this existence before being exposed removes the company’s ability to control the way any scandal is seen.

**Guidance & Support**

Approach to learning, and this is achieved through our communicative and proactive staff and a well-designed support structure.

Admission to secondary school is inclusive and we admit students with mild to moderate learning needs, in such cases that the school feels confident that it can provide optimally for the student’s care and education, without negatively impacting the safety or learning experience of other enrolled students. Once a student is accepted to the school, the staff is committed to guide and assist the student with any learning difficulties, where possible, to ensure equal access to the curriculum. For more information, please view the Learning Support Policy at the bottom of this page. He support structure is designed to provide support to students with learning, socio-emotional and medical needs. Frequently meets with mentors and teachers, ensuring the school has a responsive approach to individual students.

The secondary school endeavors to monitor and support students with difficulties. This role includes:

* overseeing all support (learning, socio-emotional and medical needs) within the school
* coordinating the student mentors
* supporting mentors and teachers in helping students with more complex issues
* liaising with parents, external professionals and teachers
* ensuring that agreements are being carried out
* ensuring the expectations of the school are communicated clearly to parents and students
* ensuring accurate record keeping

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| **TOPIC QUIZ** |
| 1. The rules and criteria of evidence evaluation are listed and explained 2. Evidence evaluation and judgement concepts are explained in terms of competency levels, purpose, impact and mitigation 3. Feedback practices are explained for various stakeholder needs |

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| **KM-05-KT04: Assessment administration and regulatory practices** |

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| **KT0401** | Standard assessment documentation management |
| **KT0402** | Rules of certification (Statement of results, National Certificates) |
| **KT0403** | Record management practices |

**Standard assessment documentation management**

Management of Assessment

In the Construction Education and Training Authority, the Education and Training Providers are responsible for the management of assessment processes being conducted by assessors registered to assess unit standards and/or qualifications within the primary focus of Catamite is important that Education and Training Providers to have high quality assessment practices to ensure that the success and credibility of the outcome-based education and training system.

Assessment events are designed at the element level as a minimum square Bullet lite

Assessors has considered all matters contained in performance criteria in the unit

Assessment use the least amount of evidence that is needed for the assessor to make a valid professional judgement that competency has been achieved

Document storage is a vital part of effective document management. As a thriving business you can’t afford to misplace or lose essential documentation. By law, publicly traded companies are required to retain records over a specified period of time and without a document archiving system in place paperwork can become overwhelming and uncontrollable.

The Document Warehouse specializes in providing organized and secure document storage archiving solutions so that you have more time to concentrate on your core business. Documents are systematically filed, either by TDW staff or your employees (under our direction) and placed in specially designed storage boxes for safe keeping. Details of each file are captured on our secure database, according to your company’s requirements.

**The Benefits of Our Document Archiving Services**

**Effective document management**

Regular reports are sent to our customers detailing all the archived files. Any movement of files is recorded and a monthly statement is available upon request which lists all activity, revealing all movement.

**Document destruction**

Each box is allocated a destruction date according to the laws that govern them and our customers’ requirements. Prior to this date, you will be provided with a printout of all the files flagged to be destroyed. Only with your written authorization will we proceed to eliminate these files.

**Document Security**

Fire – Our fire prevention facilities include pumps, tanks, sprinklers, hydrants, hose reels, hand held extinguishers and dense smoke detectors which are connected via control panels to our security office. Theft – Multiple physical deterrents have been installed. In addition, all facilities are patrolled on a 24-hour basis and have a direct link to the security company’s control room.Unauthorised access – Only individuals that have been authorized by our customers and our security-cleared personnel have access.

**Rules of certification (Statement of results, National Certificates)**

Certified Statement of Results is an official copy of the final examination results held by CCEA. This certified document is accepted by educational institutions and employers. It lists your subjects and grades, as shown on your original certificate.

We will issue a Certified Statement of Results if you have lost or did not collect your certificate from your centre and they no longer have the origin

**Replacement Certificate**

We can only issue an original replacement certificate if the originals were damaged or defaced. Please return your original certificate(s) with a completed application. This service is only available for certificates issued from 2001 onwards.

All candidates receive a Statement of Results, and if they are successful in the exam they will also receive a certificate.

Statements of Results are released online, approximately four to six weeks after the exam for paper-based exams, and two to three weeks after the exam for computer-based exams. The majority of your students’ results will be available at the start of the release window, with any outstanding results being released in the days following.

National Senior Certificate or NSC is a high school diploma and is the main school-leaving certificate in South Africa. This certificate is commonly known as the matriculation (matric) certificate, as grade 12 is the matriculation grade. The NSC, previously known as the Further Education and Training Certificate or FETC, replaced the Senior Certificate with effect from 2008 and was phased in starting with grade 10 in 2006.

Pupils study at least seven subjects, including two compulsory official South African languages, Mathematics or Mathematical Literacy, Life Orientation and three elective subjects. Students have the option of either taking the NSC (National Senior Certificate) or the NCV (National Certificate Vocational).

Subjects are all taken on the same level - there is no higher or standard grade as in the past. There are three pass levels, each with different pass requirements. First is a pass with higher certificate, and one must obtain 40% in home language, 40% in two other subjects and must obtain 30% in three other subjects. A learner, who passed matric with higher certificate level, cannot enroll for a University Degree or a Diploma at an institute of higher learning. The mean mark in any subject is usually about 55. Only a small proportion of candidates score an 'A' in any subject (from as little as 2% to a maximum of about 10% in subjects taken by highly select groups.) A further 8 – 15% is likely to gain a 'B' and about 20 – 25% achieve a 'C' grade. The National Senior Certificate is a group certificate and records an aggregate mark.

The Department of Basic Education has responsibility for general educational policy to be implemented by nine provincial education departments and private providers such as the Independent Examinations Board (IEB). There are nine provincial examination boards and three independent boards, of which the IEB is the biggest. The IEB operates on a national level catering primarily for independent schools.

**Record management practices**

Records management, also known as records and information management, is an organizational function devoted to the management of information in an organization throughout its life cycle, from the time of creation or inscription to its eventual disposition. This includes identifying, classifying, storing, securing, retrieving, tracking and destroying or permanently preserving records. Defines records management as the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including the processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records"

An organization's records preserve aspects of institutional memory. In determining how long to retain records, their capacity for re-use is important. Many are kept as evidence of activities, transactions, and decisions. Others document what happened and why. The purpose of records management is part of an organization's broader function of Governance, risk management, and compliance and is primarily concerned with managing the evidence of an organization's activities as well as the reduction or mitigation of risk associated with it.

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| **TOPIC QUIZ** |
| 1. Assessment administration requirements for different stakeholder needs are explained |

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