

# TAEASS502

## Design and develop assessment tools



# Assessment Cover Sheet

## TAE40116 Certificate IV in Training and Assessment

<b>Units covered:</b>	TAEASS502 – Design and develop assessment tools
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### Instructions to Candidate:

o Complete the following information and sign below in the declaration area. There are further instructions for each task.

### Mandatory Candidate Information – please complete

<b>Name of Candidate:</b>	<b>Email:</b>
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(Note: the name you use above will be the name that appears on your Statement of Attainment or qualification parchment)

<b>Address</b>	<b>Hm Phone:</b>
	<b>Mobile:</b>
<b>Company name:</b>	<b>Qualification enrolled in:</b> TAE40116 Certificate IV in Training and Assessment

<b>Date completed Program:</b>	/ /
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#### Confidentiality

Your assessment and result will form the basis of your student record at SpecTraining Pty Ltd. We are committed to protecting your privacy. The information provided is not disclosed to third parties, with the exception of your employer on request (if your employer is financing your program) and service and benefit providers (such as your program leader) acting in confidence on your behalf. If you would like SpecTraining to release your assessment results to another party on your behalf, such as another educational provider, we must receive your consent in writing.

#### Declaration of original authorship

I declare that this assessment evidence is my own work and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a Statement of Attainment or Qualification.

<b>Signature:</b>	<b>Date:</b> / /
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# SpecTraining Internal Use Only - Assessor to complete

Units of Competency being assessed:

TAEASS502 – Design and develop assessment tools

Feedback to Candidate:

**1. Knowledge questions/tasks:**

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**2. Other evidence:**

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Assessment Results – Spectraining Use Only				
1. Knowledge Questions/Tasks	Sufficient	<input type="checkbox"/>	Not Yet Sufficient	<input type="checkbox"/>
2. RPL evidence	Sufficient	<input type="checkbox"/>	Not Yet Sufficient	<input type="checkbox"/>
Attempt 1.			Not Yet Competent - Resubmit	<input type="checkbox"/>
Attempt 2.			Not Yet Competent - Resubmit	<input type="checkbox"/>
Overall Result Achieved	Competent	<input type="checkbox"/>	Not Yet Competent	<input type="checkbox"/>
Assessor's Name	_____			
Assessor's Signature	_____			
Date:	_____			



# Assessment

## TAEASS502 Design and develop assessment tools

### Instructions for the Candidate

#### Assessment Details

Version details are to be updated on inclusion of recommended changes/amendments, in line with SpecTraining's document control procedures. Reviews must include associated assessor's marking guides.

This Assessment Version:	3.0	Date Developed:	12 Jul 16
Reviewed:	05 Oct 17	Next Review Due:	06 Oct 18
Reviewed:	08 Jan 21	Next Review Due:	06 Oct 22

#### Assessment overview

This RPL assessment consists of THREE parts. You must provide sufficient evidence for all three parts to be assessed as competent in this unit.

**Part 1** is based on your knowledge of the process of designing and developing an assessment tool.

**Part 2** consists of a knowledge assessment based on the knowledge evidence required for competency.

**Part 3** is the collection and submissions of THREE (3) complete assessment tools (being all parts of the tool) that you developed and evidence of your participation in the trial of each tool. The first tool is complete via a structured activity in your workshop groups.

More information can be provided to you by your SpecTraining Facilitator/Assessor.

## Instructions

### General

In addition to the knowledge requirements, your SpecTraining assessor will provide you with guidance on acceptable evidence to meet the competency requirements for RPL.

### Resources

This assessment is completed your workplace, and you will therefore have access to all tools and equipment generally available to perform your tasks as an assessor. To undertake this assessment, candidates will need access to the following:

In general, you will need access to:

- A computer/Internet
- Relevant assessment tools and resources
- Relevant learning/training and assessment strategies
- Your organisation's workplace records (with the permission of your employer)
- Workplace policies and procedures

Where copies of assessments or other student work is presented in evidence, be conscientious of the applicable Privacy Act and organisational policies.

At all times during this assessment, you are to work within relevant workplace policies and procedures. It will be beneficial for you to familiarise yourself with these, as you may be required to reference them at various times for your assessment.

### Collaboration

While you may have done so, you are not expected to have completed an entire assessment tool in isolation, and as such, the expectation of 'design and develop' does not necessarily dictate you have done this 'from scratch'. Many RTOs use templates or require redesign/development of assessment tools, or have teams collaborate on their development. As long as you have provided significant input into the design and development (verified by Third Party Report), your evidence will be assessed as sufficient.

## Completing this assessment

### Part 1

Please read each question carefully answer the questions thoroughly by providing full explanations and workplace examples where relevant.

### Part 2

As per part 1, the knowledge assessment requires you provide answers of sufficient depth of understanding to prove competency. For this assessment, as a Diploma-level unit, your written answers will be expected to be of approximately a paragraph (minimum) in length.

### Part 3

Provide your SpecTraining assessor with copies of the three assessment tools, including:

- Assessment instructions to the assessor
- Instructions to the candidate
- Assessment instruments
- Marking/assessor guides
- Competency matrix (assessment mapped to the unit(s) of competency)

Read the instructions on this assessment and complete the re-design and development of this tool for your organisation (or one you are familiar with).

## Competency Maps

Element	Performance criteria	Part 1	Part 2	Part 3
1. Determine focus of the assessment tool	<p>1.1 Identify target group of candidates, purposes of assessment tool, and contexts in which the tool will be used</p> <p>1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence</p> <p>1.3 Identify, access and interpret industry requirements and relevant contextualisation guidelines</p> <p>1.4 Identify other related documentation to inform assessment tool development</p>	<p>1</p> <p>1,3,5</p> <p>1</p> <p>1</p>		1
2. Design assessment tool	<p>2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment</p> <p>2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods</p> <p>2.3 Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence</p> <p>2.4 Consider how the assessment instruments will be administered</p>	<p>2,3,5</p> <p>2,3,5</p> <p>1</p>	<p>1,3</p> <p>3</p> <p>8</p>	1
3. Develop assessment tool	<p>3.1 Develop specific assessment instruments that support the collection of evidence that meets the rules of evidence</p> <p>3.2 Define and document clear and specific procedures instructing assessor and candidate on the administration and use of the instruments</p> <p>3.3 Consider requirements of assessment system policies and procedures and address storage and retrieval needs, and review evaluation and version control procedures as part of this process</p>	5	9	1
4. Review and trial assessment tool	<p>4.1 Check draft assessment tools against evaluation criteria and amend as required</p> <p>4.2 Trial assessment tools to validate content and applicability</p> <p>4.3 Collect and document feedback from relevant people involved in trialing</p> <p>4.4 Make amendments to final tool based on analysis of feedback</p> <p>4.5 Appropriately format and file finalised assessment tool according to assessment system policies and procedures</p>		6	2

Performance Evidence	Part 1	Part 2	Part 3
<ul style="list-style-type: none"> <li>developing at least three assessment tools that support different assessment methods and address at least one unit of competency each. Each assessment tool must:               <ul style="list-style-type: none"> <li>include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and the related instructions to assessor/s and candidates</li> <li>show how the contextual needs of different environments are addressed</li> </ul> </li> </ul>	1  3		1
<ul style="list-style-type: none"> <li>reporting on the trial and review of each assessment tool, including proposed changes.</li> </ul>		2	2
Knowledge Evidence			
<ul style="list-style-type: none"> <li>principles of assessment and how they are applied when developing assessment tools and the rules of evidence and how they have been incorporated in the tools developed</li> </ul>	5	1,8 (9:6, 9)	N/A
<ul style="list-style-type: none"> <li>different assessment contexts and their relationship to developing assessment tools</li> </ul>	2	3, (9:4)	
<ul style="list-style-type: none"> <li>dimensions of competency and how they are incorporated in the development of assessment tools</li> </ul>		4	
<ul style="list-style-type: none"> <li>contextualisation of units of competency and contextualisation guidelines</li> </ul>	3	5, (9:5)	
<ul style="list-style-type: none"> <li>components of training packages relevant to developing assessment tools</li> </ul>	3	4,5	
<ul style="list-style-type: none"> <li>different assessment methods, their purposes and uses</li> </ul>	2, 5	3	
<ul style="list-style-type: none"> <li>evaluation methods appropriate to the trial and review of assessment tools</li> </ul>		2,6	
<ul style="list-style-type: none"> <li>principles of reasonable adjustment</li> </ul>	4	7	
<ul style="list-style-type: none"> <li>workplace health and safety (WHS) responsibilities associated with assessing competence, including:               <ul style="list-style-type: none"> <li>requirements for reporting hazards and incidents</li> <li>emergency procedures</li> <li>procedures for use of relevant personal protective equipment</li> <li>sources of WHS information.</li> </ul> </li> </ul>		10	

*Foundation Skills are embedded in the practical tasks as assessed in Part 3 of this assessment. These will be observed and recorded by the assessor on the Part 3 assessment observation sheets*

## PART 1

Please read all parts of the question before answering. Where space is provided for the answer, and you wish to fill this assessment out by hand (not typed), you may attach additional pages for your answers.

### Task 1

In creating your own assessment tools, access or create an assessment plan that specifies the following information:

1. the learning program or competency unit(s) to be assessed
2. the target group, context and conditions for the assessment
3. the tasks to be administered to the candidate
4. an outline of the evidence to be gathered from the candidate
5. the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules)
6. the administration, recording and reporting requirements
7. the evidence of how validity and reliability have been tested and built into the design and use of the tool.

Submit your assessment plan with your evidence portfolio. For tips, see: <https://youtu.be/CuZdUy4-oV4>

### OR

Where you are using an existing plan from within your organisation, detail in the space below, the process of:

- a. Identifying the target group, context and conditions of assessment (at least one method used for each)
- b. All the benchmarks for the assessment (from the plan), where to find them and how you accessed them (e.g. through a website, supplied by the client organisation, etc)
- c. The purpose of the tool (what program, at what point in the program, etc)
- d. testing a plan for validity and reliability



## Task 2

Choose an assessment tool and summarise, in no less than a paragraph, how this assessment tool is used to gather evidence of competency. Discuss each instrument and its purpose, and whether or not it is the best tool for the job and context, and why.

If you are not in a position to access an assessment tool from your workplace, you may use a tool you have already developed, or contact your SpecTraining assessor, who will provide one for you.

### Task 3

Referencing the assessment plan you used for Task 1, complete the template below for the first four performance criteria from the unit of competency. This template can be used to plan the development of the assessment tools for your final practical assessment.

#### Assessment tool planning template

Description of workplace task	<i>(as you would visualise it being completed for assessment purposes)</i>	
Contextualised performance criteria	Assessment method	Assessment instrument
<i>Change to meet the context of your chosen workplace or simulated environment</i>	<i>State the method, and why it suits the PC or Task</i>	<i>Include a detailed description of the instrument you wish to create</i>

## Task 4

Consider the assessment principle of **FLEXIBILITY**. What 'reasonable adjustment' instructions would you include in your assessor tools for each of the following cases? You must still maintain validity, fairness and reliability.

Write your instructions in the spaces provided. For this example, there are no other extra requirements of the assessment (i.e., The candidates are within the range expected for Foundation Skills; there are no extra physical requirements of the competency etc. that would otherwise prohibit their successful completion of their assessment).

Scenario	Reasonable Adjustment Instruction
1. A candidate with low literacy or numeracy skills, new to the industry, to be provided an oral assessment	
2. A candidate with a physical disability (in this instance they are restricted to a wheelchair), undertaking a classroom-based written assessment	
3. A candidate aged over 65 years, with limited computer literacy, undertaking online assessment	

### Task 5

Choose one performance criterion from a unit of competency. Describe how you would address all four rules of evidence using an assessment activity for that performance criterion. If you're able to, discuss your ideas with others to consider alternative approaches.

UNIT CODE:

Performance Criteria Number:

VALID	
AUTHENTIC	
CURRENT	
SUFFICIENT	

### SpecTraining Assessor Only

<b>Reasonable adjustment</b>		
Was an adjustment required/applied in this assessment?	<input type="checkbox"/> NO	<input type="checkbox"/> YES (Provide details below)
Details of any reasonable adjustments		
Assessment decision The student completed all required parts of this assessment and has been assessed as:		
<input type="checkbox"/> SUFFICIENT <input type="checkbox"/> NOT SUFFICIENT		
Assessor:	Signature:	Date: / /
Feedback to student		
Candidate Name:	Candidate Signature:	Date: / /

This completes PART 1 of this assessment

## Part 2

### Knowledge Questions

1. List the four principles of assessment and describe how each is applied when developing assessment tools

Principle	Application when designing assessments

2. Describe how you would evaluate an assessment tool to ensure it meets the rules of evidence (i.e. describe your approach and use examples where appropriate).

Rule	What you're looking for when evaluating an assessment tool

3. Describe the assessment tool you would need to develop for the following example. Ensure you list each tool (i.e. Instrument and procedure) and provide an explanation as to why this would suit the given context

**Context:** You need to assess a person's ability to complete workplace documentation. The candidate is an office administrative assistant at a local retail outlet

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4. How would you embed the dimensions of competency in your assessment tool?

Dimension of competency	How it could be covered in your assessment tool

5. Explain how you would use the Assessment Requirements of a relevant Unit of Competency to guide the development of your assessment tools.

6. Describe how you would trial and review a newly developed assessment tool.

7. What is the principle of reasonable adjustment? How can it be applied when developing a quality assessment tool?



8. List and describe how an assessment tool should be administered (i.e., how the assessment is to be undertaken, overseen and managed in context)



9. Describe how you would address the assessment system requirements for storage/retrieval, review evaluation and version control with your assessment



10. For each of the four listed general WHS responsibilities associated with assessing competence, briefly describe how you can address them in the design and content of your assessment tool

Requirements for hazard reporting and incidents:	
Procedures for use of relevant personal protective equipment:	
Sources of WHS information:	
Emergency procedures:	

<b>Reasonable adjustment</b>		
Was an adjustment required/applied in this assessment?	<input type="checkbox"/> NO	<input type="checkbox"/> YES (Provide details below)
Details of any reasonable adjustments		
<b>Assessment decision</b>		
The student completed all required parts of this assessment and has been assessed as:		
<input type="checkbox"/> SUFFICIENT <input type="checkbox"/> NOT SUFFICIENT		
Assessor:	Signature:	Date:    /    /
Feedback to student		
Candidate Name:	Candidate Signature:	Date:    /    /

**This completes PART 2 of this assessment**