**Checklist for Assessment Resources**

This checklist is designed to help you when developing assessment resources. The writer could complete the first review, with the option of having a second person also reviewing the resource. You can edit this document to better suit your needs.

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| Programme |  | Date Completed |  |
| Writer |  |
| Reviewer(s) |  |
| Course/Block/Standards |  |

|  |  |  |
| --- | --- | --- |
| Quality Indicator | Writer(🗸) | Reviewer(🗸) |
| Standard Identification |
| Assessment materials are based on the latest version of the assessment standard |  |  |
| Purpose of the assessment is clearly stated |  |  |
| Special assessment requirements are included |  |  |
| Assessment Conditions |
| Assessment conditions are clearly stated and are consistent with the level of the assessment standard |  |  |
| Context of the assessment is clearly explained (e.g. workplace requirements, on job, off job etc) |  |  |
| Assessment Task(s) |
| Assessment instructions explain the quality/quantity of evidence required to meet the standard, written in plain English, and can be easily understood by the learner |  |  |
| Explanatory Notes are appropriately referenced where they influence assessment |  |  |
| Assessment task(s) provide the learner an opportunity to meet ALL requirements of the standard outcomes, evidence requirements, and range statements |  |  |
| Level of difficulty of assessment task(s) is appropriate to the level of the standard |  |  |
| Tasks are manageable – they are straightforward, likely to be easy to arrange and be cost effective, and not overly obtrusive |  |  |
| Broad performance evidence is sought, with opportunities given for the collection of naturally occurring evidence where relevant |  |  |
| Valid | Tasks provide enough opportunity for a learner to meet requirements |  |  |
| Tasks are free from bias – and special learner conditions are stated where relevant |  |  |
| Fair | Language, layout and content/context are familiar to intended learners |  |  |
| Assessment Schedule |
| Statements are provided that clearly: |  |  |
| * Specify evidence expectations
 |  |  |
| * Describe performance levels (quality and where relevant quantity)
 |  |  |
| * Show consistency with the requirements of the assessment activity and the standard (judgment statements)
 |  |  |
| Recording systems are simple and do not compromise evidence collection or consideration |  |  |
| Opportunities are given to record actual evidence used in making a decision |  |  |
| Evidence statements give examples of appropriate learner responses |  |  |
| Model Answers |
| Model answers (if necessary) are accurate and include examples |  |  |
| Examples of evidence required (if required) meet the standard  |  |  |

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| Notes |