**Assessment schedules**

This resource is designed to help TVET trainers understand what assessment schedules are, and how they help when marking assessments. It includes a step-by-step guide with examples to help you create assessment schedules for your assessment.

What is an assessment schedule?

**Assessment** is collecting and judging evidence to determine the level of a learner’s performance.

A **schedule** is a plan for carrying out a process or procedure, giving details of planned events and times.

An **assessment schedule** in your situation, means giving trainers a plan with details, on how to mark learner’s performance.

An assessment schedule has two main parts:

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| **Judgement statements** | They are statements that help trainers make good assessment decisions. |
| **Evidence statements** | They are statements that help trainers understand what they can expect to see as learner evidence.  A learner can provide evidence in many ways to show their knowledge, skills, and abilities. For example, learners can answer questions in writing or verbally; a manager could confirm they have seen the learner perform the skills in the workplace. |

**Benefits**

Assessment schedules mainly benefit you as a trainer. It also benefits the learner and your organisation.

Benefits to you as a trainer:

* You have guidance on marking your learners’ assessments.
* You have more confidence when marking.
* Sample answers give you an example of good work.
* You can mark assessments faster with a better understanding.

Benefits to the learner:

* The assessment is marked fairly because different trainers mark assessments in the same way.
* Assessment feedback is received faster.

Benefits to your organisation:

* Trainers mark assessments in the same way.

**How to write an assessment schedule**

There are three steps to writing assessment schedules. They are:

1. Knowing the assessment standards
2. Writing judgement statements
3. Writing evidence statements

Step 1 – Knowing the assessment standards

It is important to know what the assessment standards are. Assessment standards help you understand more about:

* **The outcome** – what the learner is expected to know, do and be when they have completed the task.
* **The evidence expected** – what the learner evidence should look like (simple or detailed) and how much evidence is required. It also tells you where the tasks must be done.

Step 2 – Writing judgement statements

A judgement statement is required for each part of an outcome. It helps you understand the quality, and sometimes quantity of evidence that is expected for the learner to complete the task to the standard.

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| **Lights On with solid fillTips**  When writing judgement statements, remember where the task is being done.  Use the words in the assessment standard to help you write your judgement statement. |

**Quality**

Judgement statements on quality tell you about the quality of the expected learner evidence, for example, it can tell you how well a task needs to be done.

Here are two examples of judgement statements which are based on quality:

* Details of sources of evidence have been recorded accurately.   
  *This statement tells you how well the sources of evidence need to be recorded – accurately.*
* Learner shows the fire exit points of their organisation according to their organisation’s safety plan.   
  *This statement tells you how well the learner needs to know the fire exit points of their organisation - as in the safety plan.*

When you write the judgement statement, it is okay to expect that the quality described, has been taught to the learner.

In the previous examples:

* Learners have been taught how to record accurately.
* Learners know their organisation’s safety plan.

You can use the same words from the assessment standards to describe the quality in the judgement statement.

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| --- | --- |
| **Assessment Standard** | **Judgement Statement** |
| Identify and record sources of evidence. | Details of sources of evidence have been recorded accurately. |
| Identify fire exit points in the organisation according to the organisation’s safety plan. | Fire exit points of the learner’s organisation are shown as in the organisation’s safety plan. |
| Plan the experiment in detail. | The experiment is planned in detail. |
| Make appropriate and detailed comments. | Appropriate and detailed comments are made. |

**Quantity**

Quantity tells you how many pieces of learner evidence are expected. Where an assessment standard includes a number, we state that number in the judgement statement.

|  |  |
| --- | --- |
| **Assessment Standard** | **Judgement Statement** |
| Identify and record sources of evidence. | At least two sources of evidence are shown. |
| Identify fire exit points in the organisation according to the organisation’s safety plan. | At least two fire exits are shown OR  Must identify all fire exits in the organisation’s safety plan. |
| List four sources of information. | At least four sources of information on the topic are listed. |
| Use five hand tools. | At least five hand tools must be used. |

Step 3 – Writing evidence statements

For each judgement statement, an evidence statement is mostly required. Evidence statements support judgement statements. They could be specific or general.

Let’s look at an example of a specific evidence statement:

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| --- | --- | --- |
| **Assessment standard** | **Judgement statement** | **Evidence statement** |
| Safety clothing and equipment are worn and used in accordance with the Health and Safety Act and company requirements.  Includes – safety shoes, overalls, eye protection, safety helmets, rubber gloves. | Learner uses safety clothing and equipment as per the Health and Safety Act and the company’s requirement.  At least five safety clothing and equipment are worn and used. | Safety clothing and equipment must include:  1. Safety shoes  2. Overalls  3. Eye protection  4. Safety helmets  5. Rubber gloves |

Below is an example of a general evidence statement:

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| --- | --- | --- |
| **Assessment standard** | **Judgement statement** | **Evidence statement** |
| List four sources of information. | At least four sources of information on the topic are listed. | Possible sources could include:   * Internet sites * Library books * Interviews * Newspapers   Answer may be different to the examples given but must be relevant and correct. |

**Knowledge-based questions**

For questions where we are checking the knowledge of a learner, we help trainers by giving them a sample or model answer – see below for an example.

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| --- |
| **Question**  List **five** maintenance activities you complete to help keep your hand tools in good condition (for example, sharpening, correct storage of hand tools). |

|  |
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| **Sample or model answer** |
| Maintenance of hand tools is achieved by: |
| 1. Cleaning |
| 2. Lubricating |
| 3. Protecting from damage |
| 4. Sharpening |
| 5. Storage |

**Judgement and Evidence Statement**

When we provide sample or model answers, our judgement statement can let the trainer know that other answers can also be accepted.

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| --- | --- | --- |
| **Assessment standard** | **Judgement statement** | **Evidence statement** |
| Maintain hand tools in terms of cleaning, lubricating, sharpening, storage, and protection against damage. | The trainee must list five maintenance activities they complete to help keep hand tools in good condition. | Answer may be different to the examples given but must be relevant and correct. |

**Practical tasks**

When learners are required to show evidence of their practical skills, a manager or supervisor’s verification can provide this. When a manager or supervisor verifies something, they are confirming something as being true.

Let’s see below for an example.

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| --- |
| **Assessment task**  Inspect hand tools regularly for signs of wear and repair or discard when damaged. |

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| --- | --- |
| **Manager/Supervisor’s verification** | |
| I have seen and verified all the evidence provided for this assessment. I confirm that the trainee: | Supervisor to tick |
| Inspects hand tools regularly for signs of wear/damage before using.  Please list at least two tools the learner regularly inspects: 1. 2. | ( ) |
| Repairs and discards tools when they are damaged. | ( ) |

Note – the person verifying the learner’s performance, should sign and date the verification form. It is also good practice to leave a comments box should the verifier want to give feedback.

**Judgement and Evidence Statement**

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| --- | --- | --- |
| **Assessment standard** | **Judgement statement** | **Evidence statement** |
| Inspect hand tools regularly for signs of wear, and repair or discard when damaged. | Verification criteria must be met and signed off by the manager or supervisor.  The learner must inspect at least two hand tools. | Verification criteria includes inspection for signs of wear and damage before use of hand tools, and repair or discarding of hand tool when damaged. |

**Things to remember**

|  |  |  |
| --- | --- | --- |
| Good evidence answers the questions that are asked. | The assessment is robust when you get good evidence from more than one source – for example, written questions, Manager’s verification, group talks, documents etc. | |
| Good evidence makes sense in the learner’s situation. |
| Good evidence pays attention to quality and quantity. | | Use the language in the assessment standard to write the judgement and evidence statements. |

**Assessment schedule template**

You can use this template to create your assessment schedule. You can amend to suit your assessment needs.

|  |  |  |
| --- | --- | --- |
| **Topic** | | |
| **Assessment standard** | **Judgement statement** | **Evidence statement** |
| **Outcome**   * Know, do, be * Easy – hard   **Learner evidence** | **Quality**  **Quantity** |  |

**Activity**

1. Select one assessment you mark on your programme, preferably one that does not yet have an assessment schedule. Or you could review a current assessment to see how clear the judgement and evidence statements are written.
2. Review the step by step process covered in the previous pages, and using the template above (or one similar) – complete the assessment schedule by:  
     
   - writing the learner evidence required to meet the standard   
    (in the Assessment standard column)  
     
   - writing what quality and quantity of evidence is required to meet the standard   
    (in the Judgement statement column)  
     
   - writing an evidence statement for each judgement statement   
    (in the evidence statement column).
3. Ask another trainer to review your assessment schedule – this will help to ensure your assessment covers all evidence required and help your colleagues to do the same.