

Design assessments - Steps

This resource supports the development of level 1, stage 2 design capabilities.



Contents

- Step 1 Know your learners
- Step 2 Understand the standard
- Step 3 Write learning outcomes
- Step 4 Check the setting for the assessment
- Step 5 Choose the assessment methods
- Step 6 Write the assessment tasks
- Step 7 Create a marking schedule
- Step 8 Review your assessment activities



Step 1

Know your learners



- Finding out about your learners helps you to:
 - design an assessment to meet their needs
 - deliver a positive experience for the learners.
- Consider:
 - Do your learners have the basic skills they need to learn?
 - What prior knowledge, skills and experience do they have in this subject?
 - What are their literacy, numeracy, and computer levels?
 - What is their age range?
 - What are their interests?
 - What motivates them to learn?
 - What are their strengths and weaknesses?



Step 1 Activity

- Reflect on your learners and make notes about the questions above.



Step 2 Understand the standard

It is important to be familiar with the standard as it forms the basis for assessment questions and tasks.

The elements of a standard

Element	Description
Title	The title of a standard shows the overall outcomes the learner needs to know and do.
Purpose	Purpose statements show the skills, knowledge, behaviours, attitudes, and values involved to achieve the standard.
Guidance information	Guidance information helps learners and assessors interpret the standard and shows the any special requirements and conditions for assessments.
Outcome	Outcomes describe the knowledge and skills that the learner needs to demonstrate.
Performance criteria	Performance criteria outline the specific evidence learners need to provide to meet the outcomes. The assessment tasks or questions should be based on these statements.
Last date of assessment	Shows the end date for assessment.

Step 2 Activity

- How are standards presented in your country?
- Find one standard that relates to a course you are teaching.
 - What information does it contain that is important to consider as you design your assessment?



Step 3 Write learning outcomes

- Learning outcomes describe what learners need to know and do to achieve the standard.
- Good learning outcomes are specific, measurable and achievable. See the following good and bad examples of outcomes for riding a bike.

Example of a well-defined learning outcome



By the end of this training, the learner will be able to ride a bicycle unassisted, in a straight line, for ten metres, on a flat surface.



This is specific and measurable and describes what achievement looks like.

Example of a poorly-defined learning outcome



By the end of this training, the learner will be able to ride a bicycle.

This is too vague and difficult to measure. Think about the quality and quantity of riding the bicycle? For example, if they ride and balance on the bike for two seconds, does this count?



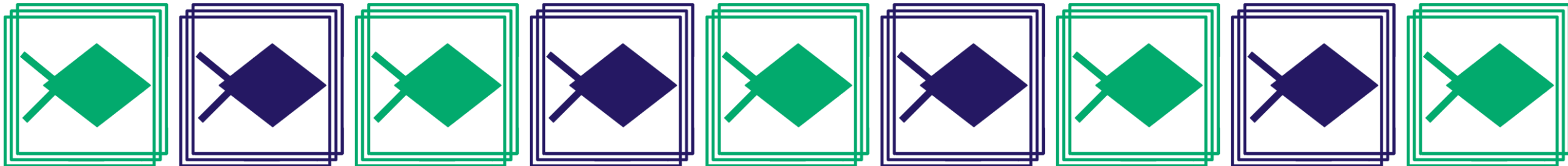
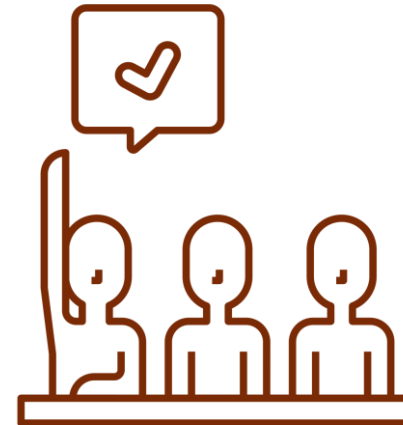
Step 3 Activity

- Practice writing smart learning outcomes for the standard you selected in the previous topic.
- Remember, learning outcomes should:
 - be specific and measurable
 - describe what achievement looks like.



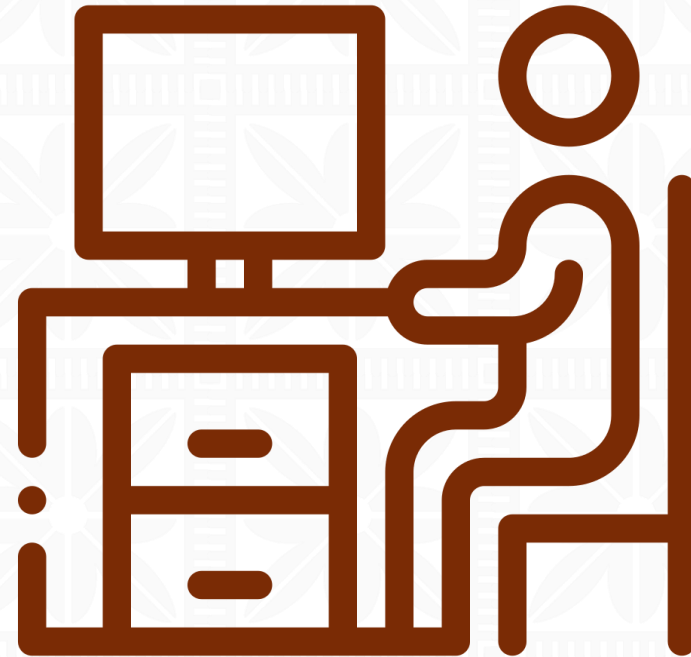
Step 4 Check the setting for the assessment

- Check the standard, as it may tell you where the assessment should take place.
- Knowing the setting will help you choose the assessment methods.
- In general, assessments can take place, either:
 - on-the-job with an employer
 - OR
 - off-job with a training provider



Step 4 Activity

- Read through the standard and make a note of the assessment setting you need to consider while designing the assessment.
- Is there a requirement for the assessment to be off-job or on-job?
 - This will help determine the next steps of your assessment design.



Step 5 Choose the assessment methods

- In TVET, assessment is a way to collect evidence that shows a learner is competent.
- To decide which methods to use, think about the type of evidence you need to collect.
- Think about a competent worker in a workplace. In their job role, would they write, discuss, or demonstrate the skills and knowledge you are assessing?

Written evidence	Oral evidence	Practical evidence
<ul style="list-style-type: none">• Checklists• Portfolios• Forms• Reports• Written questions• Online quizzes	<ul style="list-style-type: none">• Presentations• Speeches• Oral answers to questions• Interviews <p>*Any discussions between the learner and the assessor should be noted in the assessment.</p>	<ul style="list-style-type: none">• Observations• Simulations• Real-life situations• Demonstrations <p>*If you can't observe the learner yourself, you may use a verifier. Find out more in the TVET Toolkit resource about verifiers.</p>



Step 5 Choose a range of methods

- Use 2 - 3 different assessment methods
- This will:
 - ensure you gather sufficient evidence
 - give an accurate picture of the learners' competence
 - give learners a chance to work to their strengths.

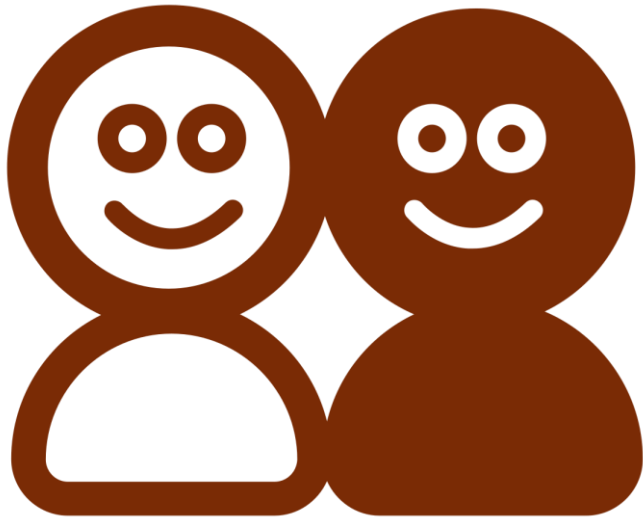


Step 5 Activity

- For each of your learning outcomes, write down the assessment method that is most appropriate.
 - Is it a theory or practical task?
 - What type of evidence will meet the requirements of the standard?



Step 6 Write the assessment tasks



1. Write clear instructions and questions, so learners understand what you want.
2. Put the tasks or questions in a logical order.
3. Collect authentic evidence from learners' day-to-day jobs where possible.
4. Use scenarios to put the topic into context.
5. Ensure learners have equal opportunity to demonstrate what they know and can do.
6. Assess more than one performance criteria within an activity.



Step 6 Activity

- Practice writing assessment tasks and questions.
- It can be useful to have someone else review your assessment tools and give you feedback.



Step 7 Create a marking schedule

- A marking schedule give model answers and other information for the marker.
- It helps assessors make correct and consistent assessment decisions.
- It needs to include the following information.
- See the resource in the TVET Toolkit called *Write assessment schedules*.

Element	Description
Performance criteria	One performance criterion from the standard.
Reference	Question number in the assessment.
Evidence	Description of evidence the learner must provide.
Judgement statements	Judgement statements describe the quality and quantity of evidence required to meet the standard.



Step 6 Activity

- See the resource in the TVET Toolkit called *Write assessment schedules*.
- This resource has more details about how to write a schedule.



Step 8 Review your assessment activities

- Review and practise the steps for good assessment design.
- Ask other trainers to review your assessments and provide constructive feedback.
- Ask your learners for feedback.



Explore the TVET Toolkit to find other micro-learning resources with more details on the steps to design assessment tasks.

www.pacifictoolkit.col.org

