

What to watch out for when reviewing own and purchased assessment materials?



Instructions

1. Very detailed / long instructions that are hard to understand for the reader, for example, are the student instructions written in plain English? Do the instructions provide a logical sequence of steps to be followed by the student and the assessor?
2. Instructions that only offer generic information, you are left asking questions about what you are supposed to do to implement the assessment.
3. Instructions that simply restate the Unit of Competency requirements, rather than explain how the assessment will address those requirements.

Knowledge

4. Questions that only partially address the knowledge requirements. The example below requires three things for each system, 'Structure, Function, and their interactions'. A question that asks "describe the function of the cardiovascular system" only addresses part of the requirement.

- **structure and function of human body systems and their interactions:**
 - cells, tissues and organs
 - cardiovascular system
 - respiratory system
 - musculo-skeletal system

5. Questions that use words like 'some' e.g., list some examples of the interactions between body systems. How many is some? Is it one, two, ten?
6. Poorly structured questions that give away the answer. Examples of this are multiple choice questions where there are no reasonable distractors, questions where the grammar of the question stem leads you to the answer, questions where the answer to one of the questions is provided in another question.
7. Questions where the student is being asked to describe a process or skill that they should be demonstrating. "What steps will you take to implement your marketing plan".
8. Questions that are not complex enough for the outcome level of the Unit of Competency, a clue to this is that the question will often use basic verbs, such as name or list rather than explain or evaluate.
9. Knowledge assessments that are integrated with the learning and you cannot guarantee that it has been completed under assessment conditions.

Skills

10. Skills assessments that are atomised and don't have the candidate performing the tasks cohesively.
11. Skills assessments that address only part of the unit requirements.
12. Skills assessments that require simulation with no guidance about how to ensure the simulation is valid and reliable.

13. Skills assessments where you actually have to write the task.
14. Skills assessment with no scope for adding context.
15. Observation checklists with no benchmarks.
16. Observation checklists that include aspects of the performance that aren't observable.
17. Observation checklists that have no space for the assessor to comment and simply encourage ticking.
18. Observation checklists that have no capacity to record multiple performances, that is for units that require skills to be demonstrated twice or three times.

Answer Guides

19. Answer guides that say, responses will differ based on student project. Yes, they will but the answer guide should be providing those key things that are being looked for despite the nature of the project.
20. Answer guides where the model answer does not fully address the question that has been posed in the assessment.
21. Answer guides or benchmarks that are too generic e.g., appropriate range of tools, selected PPE.

Mapping

22. Mapping that simply uses ticks rather than points you to actual assessment tasks.
23. Mapping that is only at a high level, for example, AT2 but AT2 has 5 parts to it, which one is relevant?
24. Mapping that indicates that many questions are linked to one knowledge requirement, for example, 15 questions mapped to one requirement.
25. Mapping that has one question for many knowledge requirements.
26. Mapping that includes many knowledge questions against the elements and performance criteria, these are typically doing requirements and are most often best linked to the practical tasks.
27. Mapping that links practical tasks with the knowledge criteria, you will need to check that the practical tasks include set questioning and have a way to record the knowledge that the candidate provides in responding to the questions.

General

28. Version control on all documents, including knowing which versions of the assessments are mapped.

This list applies to both RTO-made and purchased assessment tools. It is dangerous to assume that a purchased assessment tool will be compliant, even if obtained from a reputable source. As the user of the tool, you are responsible for ensuring that it meets requirements by reviewing it, revising it and supplementing it where necessary.