

# Developing the art of assessment

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Rubric Training Solutions



# What was wrong with this assessment?

<b>Assessment issues</b>	<b>Principle/s of assessment this does not meet</b>
Assessment was 'sprung' on the student	Not fair
No written task instructions	Not fair
No criteria describing what satisfactory performance looks like	Not reliable/ not fair
Assessment doesn't cover all of the unit	Not valid
Assessment stipulates what students have to draw and what to draw with	Not valid/ not flexible
Assessment too hard/ beyond the scope of the unit requirements	Not valid/ not fair
No information to assessors on how to set up for assessment	Not fair/ not reliable

# What students want to know

**What** the assessment tasks are

**When** assessment is due

**Where** assessment will take place

**What** I'm being assessed on and what I need to bring to the assessment

**Who** will assess me

**How** long I have to complete the assessment

The **conditions** of assessment (e.g. individual/open book/how many times, how to appeal assessment outcomes, allowable reasonable adjustment, number of allowable resubmits)

**= Instructions to students**

# What assessors should have

## A Good marking guide

e.g.

Observation checklist

Questions and model answers

Project criteria specifying satisfactory performance (include an example)

Portfolio evidence and criteria for satisfactory performance (include an example)

## Assessment Task 1: Drawing an idea

### Marking guide

Criteria for satisfactory performance	Yes	No	Comments
The student was able to describe the idea or object they wanted to represent in a basic drawing			
The student selected all the appropriate tools to create the drawing e.g. drawing implement/s, clean up equipment, drawing surface (e.g. paper, canvas), safety apparatus			
The drawing clearly represents the nominated idea or object			
The drawing demonstrates the use of basic shapes and lines to provide an outline that represents the object			
The drawing includes at least two of the following basic drawing techniques (tick those used, this section must include at least three ticks)			
<ul style="list-style-type: none"> <li>Use of hatching to create shadows and/or 3-dimensional effects e.g. </li> </ul>			
<ul style="list-style-type: none"> <li>Use of lines to add intensity and/or shadow to the drawing e.g. </li> </ul>			
<ul style="list-style-type: none"> <li>Use of bent lines to represent curved objects e.g. </li> </ul>			
<ul style="list-style-type: none"> <li>Use of dots to represent lighting effects or to provide non solid colour e.g. </li> </ul>			

# What assessors should have

## **A Good marking guide**

e.g.

Observation checklist

Questions and model answers

Project criteria specifying satisfactory performance (include an example)

Portfolio evidence and criteria for satisfactory performance (include an example)

## **Clear instructions on how to set up and conduct assessment**

e.g.

How to set up for assessment

What materials/resources are needed

How much assistance you can provide

What happens if a student's assessment is unsatisfactory

How to record and store assessments

# The art of assessment

# Applying the art to developing assessments

- 1. Valid assessment tasks**
- 2. Good marking guides**
- 3. Clear instructions to students**
- 4. Clear instructions to assessors**

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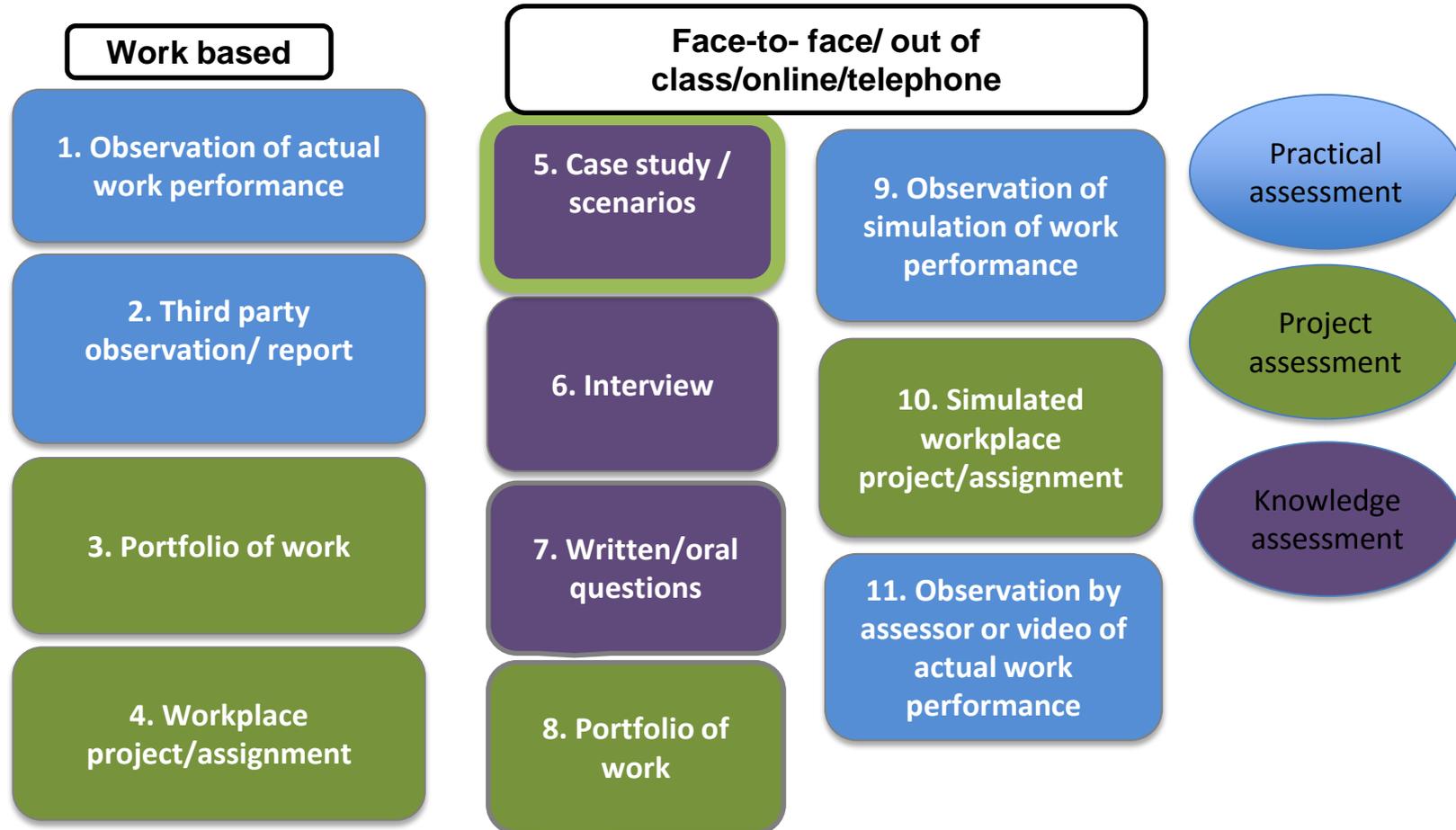
**Good assessments begin with the end  
in mind**

# What does competent look like?

BSBCMM401 Make a presentation

- **Training Package**
  - **Unit of competency and assessment requirements**
    1. Unit Application
    2. Performance evidence/knowledge evidence
    3. Assessment conditions
    4. Elements and performance criteria
- **Own/colleagues vocational competency and currency**
- **Industry consultation**

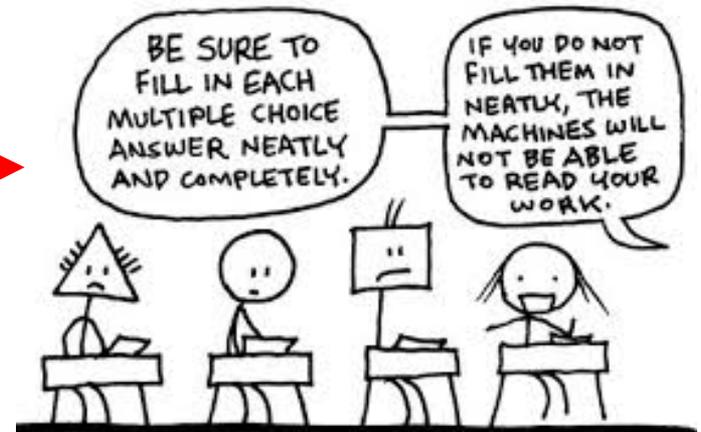
# What methods do I use?



# Develop assessments worth teaching to

Use assessment methods that reflect the skills and knowledge used in the workplace

Contribute to team effectiveness



## AT2 – Simulated meeting with team members

### Part 1 Observe (face to face/webinar)

- Share and discuss problem/process
- Agree on a plan to address problem/process
- Agree on who will do what/when
- Identify support and resources required
- Identify issues raised by team and provide suggestions for addressing these

*Note: Assign roles to team members e.g. reluctant to participate, raises an issue*

### Part 2 Meeting follow up

- Communicate outcomes of meeting with the team and manager
- Follow up on any actions/issues including providing solutions

## AT1 – Planning for effective team outcomes

- Overview of problem/process
- Outline the purpose of the team
- Who is responsible for what
- What legislation, regulation, policies and procedures need to be considered
- How will communication occur

Contribute to team effectiveness



## Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

## Performance Evidence

Evidence of the ability to:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
  - effective presentation strategies and communication principles
  - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.

AT2  
Deliver the presentation according to plan in AT 1 (practical/ observation)

AT3 Third party observation

AT1  
Presentation plan (project)

## **Assessment Conditions**

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.

<p>1 Prepare a presentation</p>	<p>1.1 Plan and document presentation approach and intended outcomes</p> <p>1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed</p> <p>1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas</p> <p>1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation</p> <p>1.5 Select techniques to evaluate presentation effectiveness</p>
<p>2 Deliver a presentation</p>	<p>2.1 Explain and discuss desired outcomes of the presentation with the target audience</p> <p>2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas</p> <p>2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes</p> <p>2.4 Use persuasive communication techniques to secure audience interest</p> <p>2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences</p> <p>2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding</p>
<p>3 Review the presentation</p>	<p>3.1 Implement techniques to review the effectiveness of the presentation</p> <p>3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation</p> <p>3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas</p>

AT1  
Presentation plan (project)

AT2  
Deliver the presentation according to plan in AT 1 (practical/ observation)

AT3 Third party observation

# 4 steps to good assessment tasks

1. Valid assessment tasks
- 2. Good marking guides**
3. Clear instructions to students
4. Clear instructions to assessors

# Marking guides

## **Assess what you need to assess**

What evidence do I need to see/hear/read?

## **Must be reliable**

Clear and detailed marking guide for assessors (and students)

- Knowledge based assessment: questions with model/required answers
- Practical assessment: observation checklist
- Project/portfolio assessment: rubric (descriptive or as a marking checklist)

# Developing a marking guide

Assessment methods	Examples of Assessment tools
<b>Observation of skill</b>	<ul style="list-style-type: none"><li>• Detailed observation checklist (NOT the performance criteria)</li></ul>
<b>Knowledge test</b>	<ul style="list-style-type: none"><li>• Questions (related as much as possible to actual work situations/tasks) with model answers/responses</li></ul>
<b>Portfolio/project</b>	<ul style="list-style-type: none"><li>• Checklist (rubric) of the required evidence (documents)</li><li>• Description of the criteria the portfolio is marked on</li><li>• Provide templates (if appropriate)</li><li>• Examples of C/NYC portfolios</li></ul>

# Observation Assessments

## Assessment Task 1: Drawing an idea

### Marking guide

Criteria for satisfactory performance	Yes	No	Comments
The student was able to describe the idea or object they wanted to represent in a basic drawing			
The student selected all the appropriate tools to create the drawing e.g. drawing implement/s, clean up equipment, drawing surface (e.g. paper, canvas), safety apparatus			
The drawing clearly represents the nominated idea or object			
The drawing demonstrates the use of basic shapes and lines to provide an outline that represents the object			
The drawing includes at least two of the following basic drawing techniques (tick those used, this section must include at least three ticks)			
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Criteria	Highly satisfactory (3)	Satisfactory (2)	Not yet satisfactory
<b>Content</b>	<p>The presenter clearly outlines the desired outcomes for the presentation.</p> <p>The content clearly supported the topic and used a variety of relevant information to communicate the key concepts e.g. case studies, examples and evidence.</p> <p>The presenter is readily able to adapt the presentation based on the needs of the audience and situation.</p> <p>The presentation information was well organised, culturally appropriate with 2 or less grammatical or spelling errors</p>	<p>The presenter outlined the desired outcomes for the presentation used content mostly relevant to these outcomes.</p> <p>The presenter sticks to the topic with an acceptable variety of information to communicate the key concepts.</p> <p>The presenter adapts the content in a general way to the needs of the audience and the situation.</p> <p>The presentation information was culturally appropriate.</p> <p>The information presented demonstrated acceptable literacy skills (e.g. mostly grammatically correct and mostly correct spelling used)</p>	<p>The presenter provides little variety of content and/or too much information that is not relevant to the task.</p> <p>The desired outcomes of the presentation are not clear.</p> <p>The presenter does not seek to understand the needs of the audience and/or was culturally inappropriate at times.</p> <p>Spelling and grammatical errors detracted from the presentation.</p>
<b>Delivery</b>	<p>The presenter delivers the message in an informative and engaging manner.</p> <p>Presentation techniques were highly suited to their content and topic, persuasively communicating with the audience.</p> <p>The presenter effectively answered questions without getting off topic and provided opportunities for their audience to seek clarification on central ideas.</p>	<p>The presenter appears mostly confident and enthusiastic in their topic.</p> <p>They speak clearly and used persuasive communication techniques to gain audience interest.</p> <p>They were able to answer most questions directly related to the topic.</p> <p>They were mostly able to manage their audience and stay on topic.</p>	<p>The presenter was difficult to understand at times and/or was unable to engage the audience for much of the presentation.</p> <p>The presenter was unable to answer key questions related to the topic.</p> <p>There were times when they were unable to effectively manage the audience or stay on topic.</p>

# Knowledge Assessments

use the observation assessment to also assess knowledge  
Ask verbal questions

**Q: How well did your presentation align to your plan for the presentation?**

Refer to the planning document and see how accurately the student was able to reflect on how well their presentation met their plan. If it didn't go to plan but the student could accurately communicate what the key deviations were, then assess them as satisfactory for this question.

**Q: Describe at least 2 things you felt worked well?**

Responses should be an honest reflection what worked well and include at least 2 key things that worked well during the presentation e.g. good audience participation in an activity, good use of PP slides

**Q: Describe at least 2 things you would change or improve?**

Responses should be an honest reflection on what 2 key things could be improved e.g. less PP slides, better explanation of a key topic, ask for more audience input

# use the observation assessment to also assess knowledge

## Ask verbal questions

1. What would you do if the cash register wasn't working properly?

Model response:

2. What would you do if after completing the sale, the customer says that you had charged them too much?

Model response:

## Example: Knowledge assessment marking guide



Consider including a relevant scenario that students show how they can apply their knowledge

Questions	Satisfactory response	
	Yes	No
<p><b>1. Name all the PPE the person above is wearing and explain why it is important he is wearing each one</b></p> <p><i>Students must name all three and provide one reason for wearing the PPE</i></p> <p>A. <i>Protective gloves - to prevent skin contact with solvents and protect from metal particles</i></p> <p>B. <i>Overalls – to protect clothing and body from solvents/paint and metal particles</i></p> <p>C. <i>Dust mask – to prevent inhaling solvent/paint fumes, small particles that can cause respirator (breathing problems) and cause headaches, nausea, dizziness.</i></p> <p><b>Student response if other:</b></p>		

**Example: Scenario based knowledge assessment marking guide**

unit: <b>CHCCCS020 Respond effectively to behaviours of concern</b>		
<b>Provide a scenario of an incident covering different behaviours of concern in an aged care facility.</b>		
Include details such as the persons involved, any relevant background information and what happened		
Questions	Satisfactory response	
	Yes	No
1. Identify the behaviour of concern in this scenario <i>Add model response</i>		
2. What workplace policies and/or procedures do you need to consider in responding to this scenario? <i>Add model response</i>		
3. You are the only employee in the vicinity – how do you respond? <i>Add model response</i>		
4. Who and how could you safely seek assistance in this situation? <i>Add model response</i>		
5. What key legal or ethical considerations are needed regarding the following?: (include any key legislation or organisation policies and procedures relevant to each) Your duty of care? <i>Add model response</i> The rights of the person exhibiting the behaviour of concern? safety of self and others? <i>Add model response</i>		

Consider including a relevant scenario that students show how they can apply their knowledge

# Project/portfolio Assessments

# Project/portfolio

The following Assessment tools and documents have been supplied:	Yes	No	comments
1. Unit Assessment tools - assessor version (includes instructions to students and assessors, instrument, evidence criteria/marketing guide and assessment recording and storage instructions)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Assessment Mapping Document	<input type="checkbox"/>	<input type="checkbox"/>	
3. Assessment Validation Report			
4. Unit of Competency	<input type="checkbox"/>	<input type="checkbox"/>	
5. Training and Assessment Strategy (TAS)	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment tools - assessor version includes:	Yes	No	comments
A clear and sufficient description of the task/s – what students have to do	<input type="checkbox"/>	<input type="checkbox"/>	
When assessment/s will occur and/or how long students have to complete the assessment/s	<input type="checkbox"/>	<input type="checkbox"/>	
Where assessment takes place	<input type="checkbox"/>	<input type="checkbox"/>	
Materials and equipment that students need to supply and those to be supplied by the assessor/RTO	<input type="checkbox"/>	<input type="checkbox"/>	
Instructions to assessor on how to set up for assessment (if relevant) e.g. if assessing in the workplace or using workplace simulation	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate assessment instrument/s that are easy to use – e.g. observation marking guide , questions, project instructions/marketing guide	<input type="checkbox"/>	<input type="checkbox"/>	
Detailed marking guide/s	<input type="checkbox"/>	<input type="checkbox"/>	
Information on reasonable adjustments allowable to the standard assessment procedures	<input type="checkbox"/>	<input type="checkbox"/>	
Type and amount of support that can be provided to			

Clearly break down the project requirements into 'chunks'  
Then create a marking guide against each 'chunk'

# 4 steps to good assessment tasks

1. Valid assessment tasks
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4. Clear instructions to assessors



**Assessment should never be a mystery to learners**

# TASK instructions

Instructions to students on:

- **How** students are assessed
- **What** they are assessed on
- **Where** they are assessed
- **When** they will be assessed
- **Who** will assess them

<b>Task Number</b>	<b>2</b>	<b>Task Name</b>	<b>Deliver a presentation</b>
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Assessment task number and title

### Section A - Assessment Information

<b>Unit(s) of competency (code and title)</b>	BSBCMM401A Make a presentation
<b>Assessment Duration and/or due date</b>	15 minute presentation followed by 10 minute feedback session.  All students are expected to complete this assessment by the end of week 5 of this unit. The date will be negotiated between student and assessor by the end of Week 3 of the unit.

When they will be assessed and how long it takes

#### Task instructions

This is one of three assessment tasks for this unit.

This task is to be completed once you have received a satisfactory result for Part A of Assessment 1 – Planning a presentation.

In this task, you are required to deliver the 15 minute presentation according to your plan developed in Part A of Assessment 1.

You will deliver your presentation to other VET teachers enrolled in this unit at Pretty Good Training, during class time unless another location and time is negotiated between you and your assessor.

The presentation can be in whatever format you deem relevant and effective. Examples include a short workshop, a traditional information session with PowerPoint presentation.

At the end of your presentation you must seek appropriate feedback from your audience to inform how your presentation can be improved and what worked well.

Where this task fits in with other tasks (if relevant)

What they need to do

## Task instructions continued

You will also be asked to respond to 3 questions by your assessor to see how you are able to analyse your performance to inform future presentations (refer to Section B)

Make sure you discuss your presentation format with your assessor/trainer/teacher at least one week prior including resources you may need such as specialist equipment (e.g. data projector, computer, whiteboard, and flipchart) or software (e.g. Flash, internet connection, Prezi). In some cases, these may not be available and you will need to bring in your own device with the appropriate software or use a different format for your presentation.

You are responsible for providing any handouts, posters etc. that you wish to use.

The criteria for assessment are listed in Part B Observation Checklist.

How they  
will be  
assessed –  
they see the  
criteria up  
front

# Conditions for assessment

Consider things such as:

Is this an open or closed 'book' assessment

Individual or group assessment

How much assistance are they allowed

How to arrange or negotiate for any adjustments to assessment

If they will be graded or deemed satisfactory/not satisfactory only

If they must demonstrate all criteria listed to be deemed satisfactory

What happens if they are deemed not satisfactory

How they need to submit assessment (if relevant)

## Conditions for assessment

- Your assessor will negotiate a suitable time and location for assessment by the end of week 3 of starting this unit
- You must be observed undertaking this task by a qualified assessor from Pretty Good Training
- You must complete the task within 5 minutes of the allotted time for the presentation
- This is an individual task that you must complete with minimal support from others (allowed support would be discussing suitable delivery methods and presentation requirements you're your trainer/assessor)
- You are responsible for providing any materials or resources required for the presentation other than those supplied by your assessor and Pretty Good Training.
- Please make arrangements with your assessor at least one week prior to the assessment due date if you feel you require special allowance or allowable adjustment to this task
- You must be deemed satisfactory against all criteria in Section B to be deemed satisfactory overall in this assessment.
- If you not observed or deemed not satisfactory for one or more criteria in the observation checklist, your assessor will negotiate for you to repeat all or part of your presentation on another occasion.
- You will be assessed overall as satisfactory or not satisfactory

Please ensure your full and correct name is written on the student version of this assessment task (do not use nicknames or abbreviations)

# Material and resources required

## Students to supply

### Presentation materials and resources

e.g.

PowerPoint presentation on a USB stick

Handouts, props or materials used in the presentation

Specialised software if not available at the assessment location (discuss requirements with your assessor)

## Assessor to supply

Whiteboard

Computer connected to a data projector and the internet with speakers

Appropriate room and seating arrangements for the presentation

# Instructions to assessors

Preparing for the assessment

Delivering the assessment

Making assessment decisions

Providing feedback to students

And information on:

- How assessment outcomes are recorded
- How assessments are stored

## Section D - Instructions to Assessor

### Information on preparing for, conducting and marking assessment

- Agree to a time and date for all students to present and confirm this information by the end of week 3 of starting the unit
- Provide a copy of the student version of this assessment within the first week of starting this unit so they are clear about the criteria they are assessed on
- Check with the candidates what type of presentation they are giving and confirm that you and they know what resources are needed and who is responsible for supplying those resources
- Ensure the presentation environment is suitable – e.g. the room and location of furniture, equipment such as a data projector is working
- Observe the student presentation and select the appropriate judgement of performance against each criteria listed in Part B Observation Checklist of the student version for this task
- Allow 10 minutes after each presentation for the student to gain feedback from the audience using their chosen method (e.g. verbal, survey) and to ask the student the 3 questions from Section B. Record their responses and your judgement of their response in the answer section provided under each question on the student version.
- Provide any comments to aid the students understanding of the judgement made. Comments must be made if not satisfactory or not observed is selected.
- Make sure you time the presentation – it must be no more or less than 5 minutes of the allotted time.
- Candidates must be deemed satisfactory against all criteria in this assessment to be used as evidence towards their overall competency for this unit.
- If students are not observed or deemed not satisfactory for 1 or more criteria, then the assessor must provide written feedback to the student on the student version of the assessment task and make arrangements for the student to demonstrate on another occasion. The assessor must use their judgement as to whether the student needs to deliver the full presentation again or parts of it, depending on how many criteria were not observed or deemed not satisfactory.
- Once completed, fill out Section C of the student version of the assessment task
- Provide a copy of the completed student version of the assessment task to the student

## Section D - Instructions to Assessor

<b>Information on recording and retaining assessments and dealing with assessment appeals</b>	
<ul style="list-style-type: none"><li>• Results of assessment must be recorded according to Pretty Good Training policies and procedures</li><li>• Completed student assessments must be stored and kept according to Pretty Good Training policies and procedures</li><li>• Assessment appeals must be dealt with according to Pretty Good Training policies and procedures</li></ul>	
<b>Date this assessment was developed/modified:</b>	13 08 2015
<b>Name of person/s who developed/modified the assessment:</b>	Kerrie-Anne Sommerfeld

# Conduct effective assessment

## Clause 1.8

The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

complies with the assessment requirements of the relevant training package or VET accredited course; and

is conducted in accordance with the **Principles of Assessment** contained in Table 1.8-1 and the **Rules of Evidence** contained in Table 1.8-2.

# Principles of assessment - VRFF



**Valid**

**Reliable**

**Flexible**

**Fair**