



TRAINING FOR ASSESSMENT PROFESSIONALS

Assessment Designer & Assessment Developer Training
Programme
8 – 10 November, 2016

TASK BOOKLET

Name.....

Date.....

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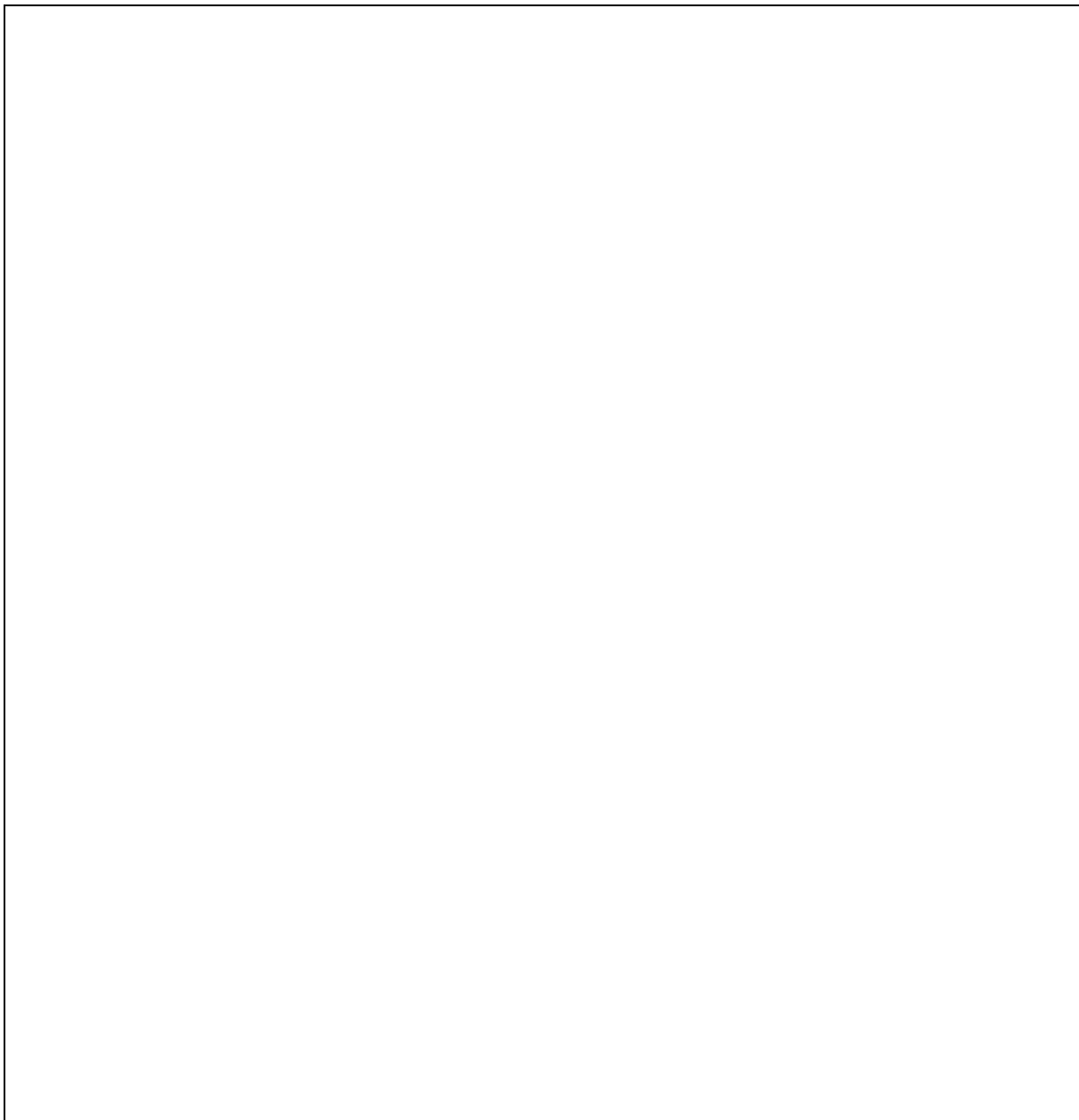
DAY ONE TASK No. 1

In 10 minutes:

Work with a partner, use the flip chart paper provided and

- List the key functions you carry out in your role
- Identify any difficulties in fulfilling these functions
- Identify aspects of the role where you'd like more support/training

Stick flip chart papers on to the window/wall

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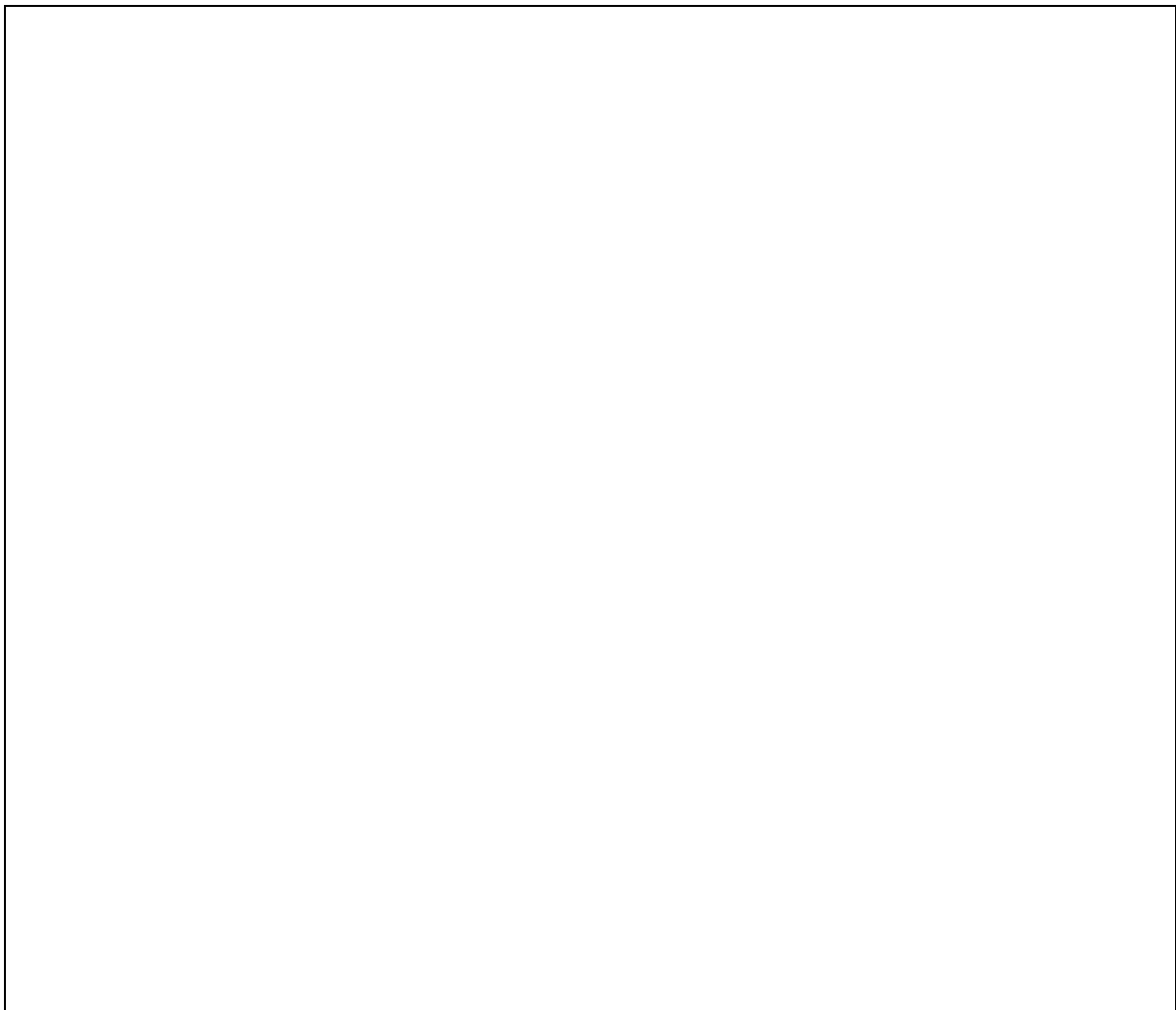
DAY ONE TASK No. 2

In 10 minutes:

Work with a partner, use the flip chart paper provided and

- Draw the NSQF Assessment Lifecycle as on the screen
- Annotate each of the marked stages to show which of the Assessment Roles are involved
- Highlight those stages which are relevant to you in your role as Assessment Designer/Developer

Stick flip chart papers on to the window/wall



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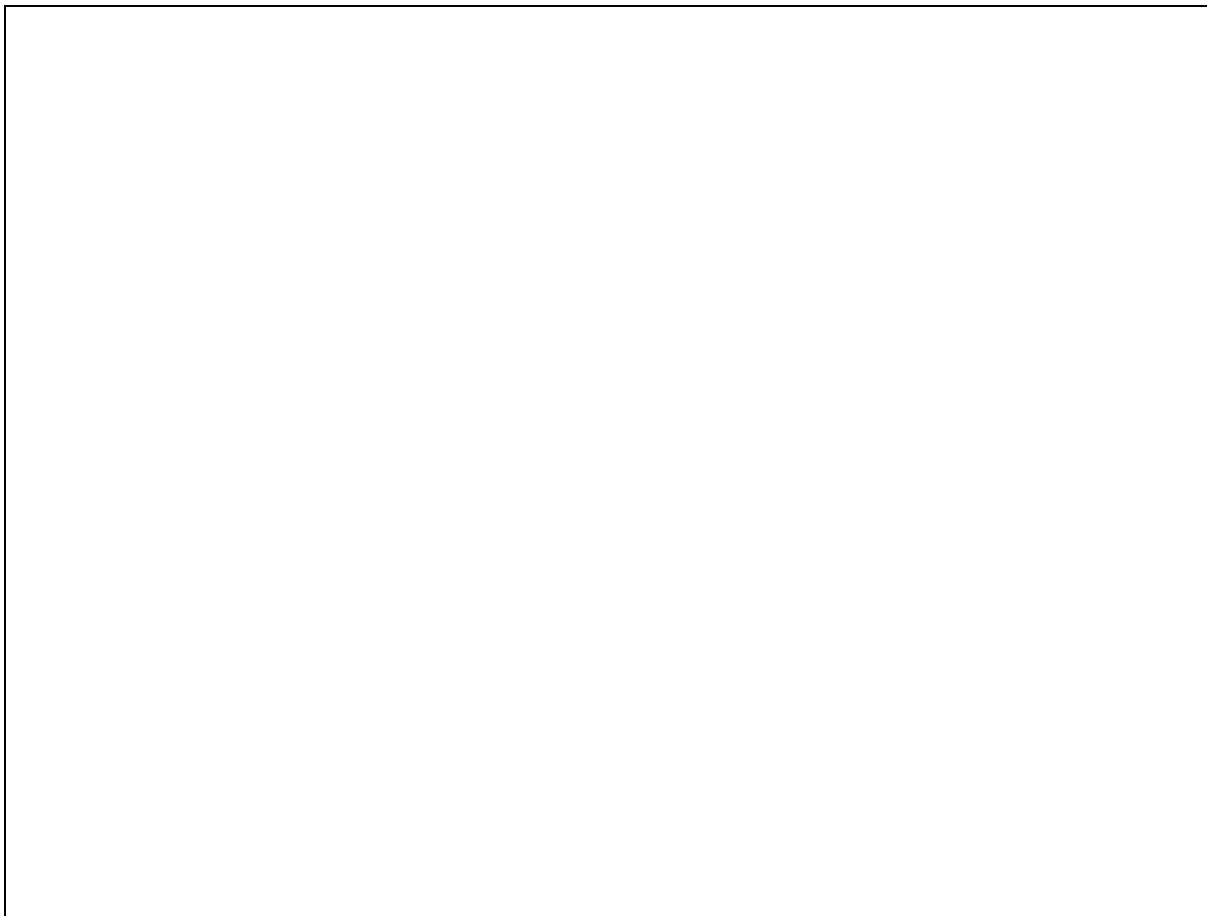
DAY ONE TASK No. 3

In 15 mins

In three groups, using the flip chart paper provided, note:

- What does **being competent** in a job role mean
- In TVET, who should **decide** what is competence
- To certificate someone as competent, what does that mean for:
 - **How the person is trained**
 - **How the person is assessed**
- What are the **major differences** between competence-based/outcomes-based training and assessment and traditional syllabus-based training & assessment

Stick completed work on the window/wall




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DAY ONE TASK No.4

In 10 mins

Working on your own

- Refer to your Work Book.
- Read the Job Role Descriptor/s of relevance to your current role
- Consider the content of the Core Outcomes-Based Modules & the role-specific Modules
- Highlight those aspects of the JD & the training that are familiar to you
- Highlight those aspects of the JD & the training that are not
- Be prepared to feedback



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DAY ONE TASK No.5

In 15 mins

Work with a partner to complete the table below. For each type/method, give an example of where the method would be a best fit, according to the expected learning outcome.

Assessment Type	Example One	Example Two
Observation		
Practical Assessment		
Witness/third-party evidence		
Oral/Written questioning		
Simulation		
Course Work		
Assignments/Reports And projects		
Professional Discussion		
Evidence of own work from workplace		

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DAY ONE TASK No.6

In 15 mins

In groups, using the flip chart paper provided, prepare a formative assessment of me as a trainer.

Note down:

- The steps you'd need to go through to be able to do this (Think of the Assessment Lifecycle)
- Which assessment tools you would use and why
- What you would do with the assessment decision you made

Stick the flip chart paper onto the window/wall



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DAY ONE TASK No.7

In 10 mins

Working in pairs as Assessment Designers **or** Assessment Developers, use the flip chart paper provided to:

- Write down the **main functions** of your role.
- Against each function, write down the Principles of Assessment that **must** be reflected in how this is carried out.
- Give **three** examples of how you might reinforce the Principles of Assessment when carrying out your role

Stick the flip chart paper on the window/wall



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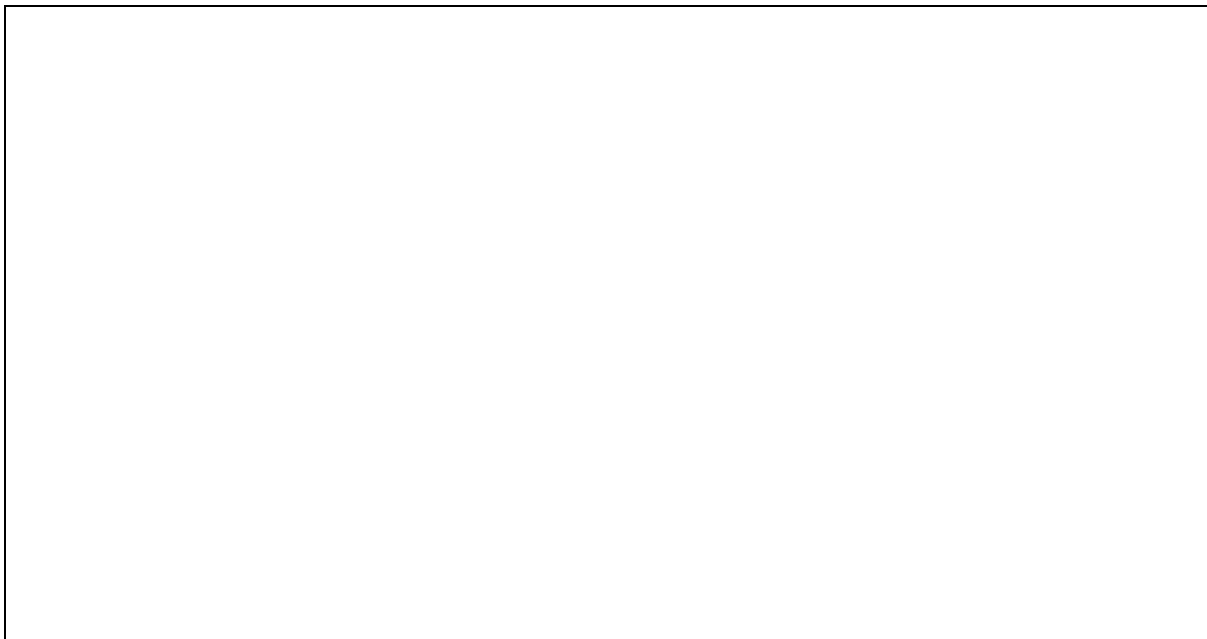
DAY TWO TASK No.1

In 20 mins

In groups, using the flip chart paper provided:

- Annotate the given Assessment Lifecycle to show where you make an active contribution in carrying out your role as Assessment Designer and/or Assessment Developer
- List those activities/functions that you carry out or are responsible for that:
 - Should be **Quality Assured**
 - Should **reflect the Principles of Assessment**
- List those activities/functions that:
 - Should be **standardised**
 - Should be supported by **formal review & evaluation**
- Identify those activities/functions for which you'd like **more support/training**

Stick the completed flip chart papers on to the window/wall



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DAY TWO TASK No.2

Designing fit for purpose Assessment Strategies

In 60 mins

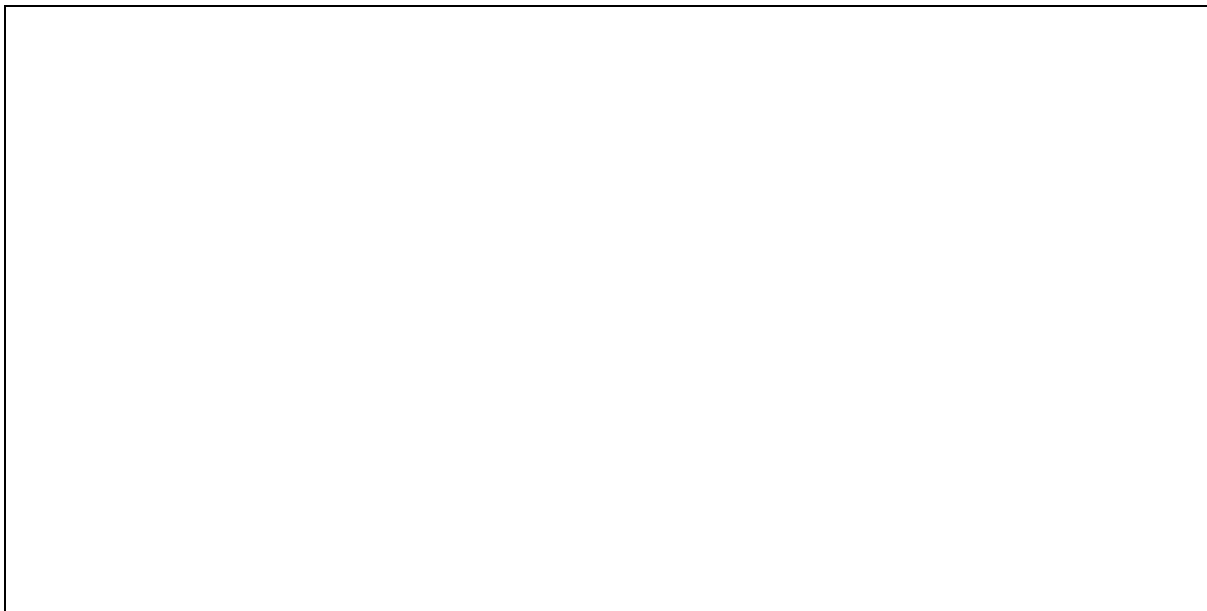
You will work small groups to design an outline Assessment Strategy for two different target groups: Domestic Workers & General Managers (See the two NOS attached)

Using the flip chart paper provided:

- Note down your selected assessment strategy for each of the two target groups (**NB.** The NOS provided are not levelled & so you will need to determine these before you begin)
- Indicate how you have satisfied yourselves that the chosen strategy is fit for purpose
- Note down the nature of the guidance that would need to be given to each of the following: assessment developers/training & educational institutions/assessors and candidates

Be prepared to defend your decisions

Stick the completed flip chart papers on to the window/wall under the headings indicated



This Unit has no status

Unit Code	
Unit Title (Task)	Undertake general management duties
Description	This unit is about general management duties in terms of financial management & planning, operational management, team & resource management
Scope	<p>This unit/task covers the following</p> <p>Knowledge & Understanding (K&U) Financial reporting & accounting systems Budgeting processes Financial reporting</p> <p>Skills Advanced communication skills Delegation, task allocation, goal-setting Advice, guidance & mentoring Performance management</p>
Performance Criteria(PC)	
Element	Performance Criteria
Manage budget and financial accountabilities	<p>PC1. Demonstrate full understanding and knowledge of financial reporting and accounting systems within own remit</p> <p>PC2. Set high standards of financial probity for self and direct reports</p> <p>PC3. Provide regular financial reports in line with organizational requirements</p>
Model high standards of management performance and behaviour	<p>PC4. Ensure roles and responsibilities of co-workers are clearly defined</p> <p>PC5. Facilitate regular individual and cross-team debriefings and support processes</p> <p>PC6. Provide advice, guidance and mentoring support to colleagues</p> <p>PC7. Use targeted communication skills to build effective working relationships</p>
Manage the allocation, progress and quality of work within own team	<p>PC8 Practice consistency in delegation, work allocation and goal setting</p> <p>PC9 Encourage and support co-workers to take responsibility for own work and to assist each other in the fulfilment of required goals</p> <p>PC10 Provide feedback to co-workers to encourage, value and reward high quality work</p>

This is a draft Unit

UNIT 1: Show awareness & understanding of the role of the General Domestic Worker

Unit Title	Show understanding of the role of the General Domestic Worker
Description	This unit covers the required knowledge & understanding of the role of the domestic worker, including appropriate attitude & behaviours and knowledge of basic human rights
Scope	<p>This unit covers the following:</p> <p>Knowledge & Understanding (K&U)</p> <ul style="list-style-type: none"> • Tasks allocated to the general domestic worker in a typical household • Laws currently in place for domestic workers • Rights and laws relating to sexual harassment • Organisations supporting domestic workers including NDWU, NGOs in their area specialised in training, NGOs specialised in rescue, aid & assistance • Attitudes and sense of responsibility in the workplace • Appropriate sense of boundaries when working with children and/or the elderly • Importance of maintaining acceptable standards of personal health & hygiene • Safety & security protocols in the home as well as what to do in the case of emergency • Limits of action and how and to whom to escalate in the home or elsewhere in the case of an emergency <p>Skills</p> <ul style="list-style-type: none"> • Ability to plan and prioritise allocated tasks • Ability to follow instructions • Basic communication skills, including non-verbal communication

Element	Performance Criteria
Shows awareness of the role, rights and responsibilities of the GDW	PC 1 Describe a typical daily routine of a GDW PC 2 Identify sources of help, advice & guidance in fulfilling the role of the GDW PC 3 Identify limits of own role & those of other employees in the household PC 4 List the health & safety hazards in a typical household PC 5 Explain how to avoid health & safety incidents to self and others when carrying out the duties of the GDW
Demonstrate appropriate attitude & behaviours in carrying out the role of the GDW	PC 6 Present for work on time & appropriately dressed PC 7 Observe high standards of personal hygiene throughout the working day PC 8 Conduct self in appropriate manner with different members of the household PC 9 Observe correct entering & leaving procedures ensuring the safety of the household
Communicate effectively in the role of GDW	PC 10 Follow instructions as given by the employer, seeking clarification as required PC 11 Communicate effectively with the employer, members of the household and co-employees to ensure own work is completed to the required standard
Show how to plan and prioritise work requirements	PC 12 List general duties to be carried out PC 13 Explain the reason for carrying out the tasks/duties in a certain order PC 14 Confirm how best to cope with changes to an established routine

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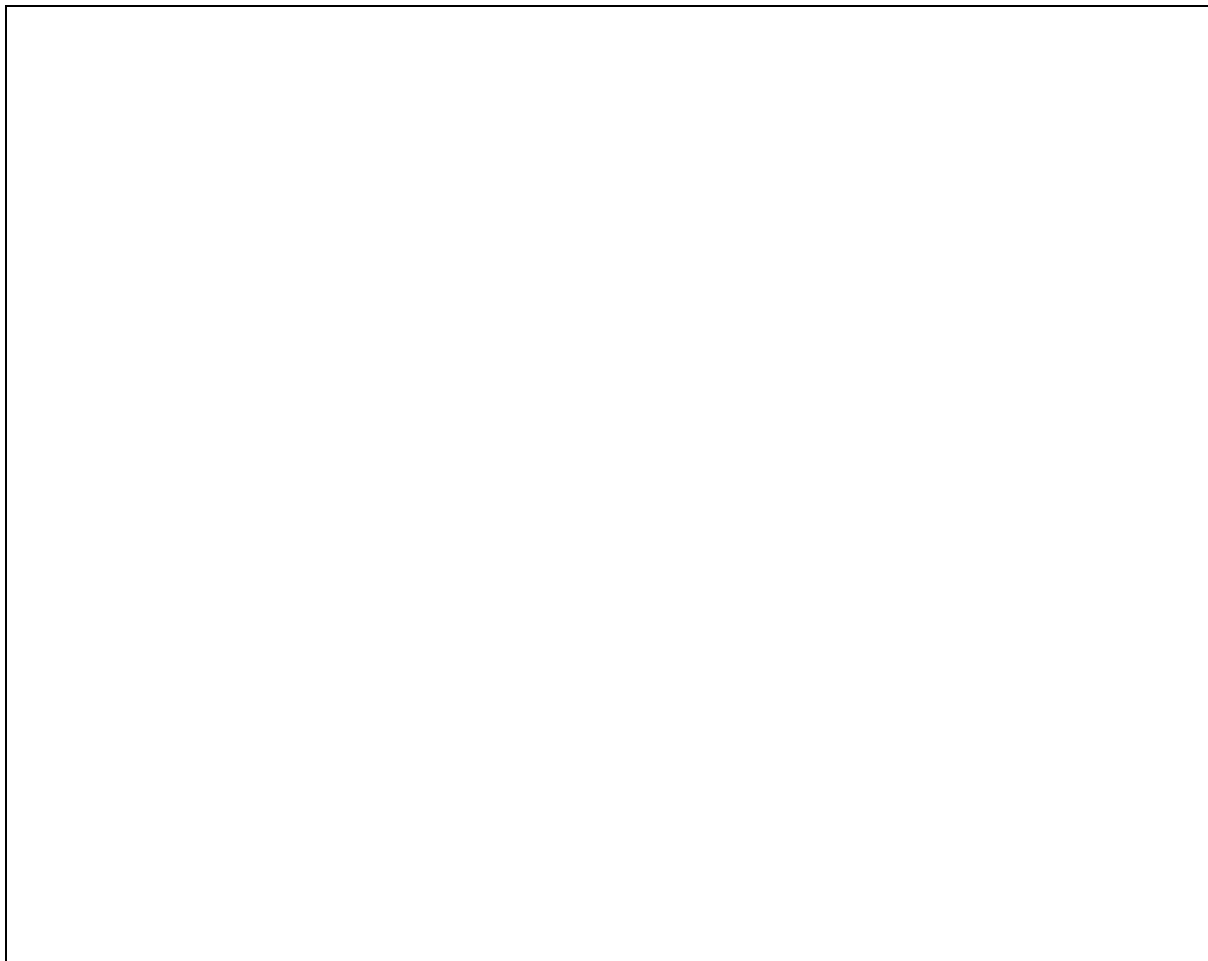
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DAY TWO TASK No.3

Confirming fit for purpose Assessment Tools

In 20 mins

- You will work in the same small groups as for Task Two to revisit the Assessment Strategies you designed for the two different target groups: Domestic Workers & General Managers.
- Using the flip chart paper provided, note down any changes you would now wish to make to the proposed strategies for one or other of the target groups and why.
- Be prepared to justify the changes you have made
- Stick the completed flip chart papers on to the window/wall under the headings indicated



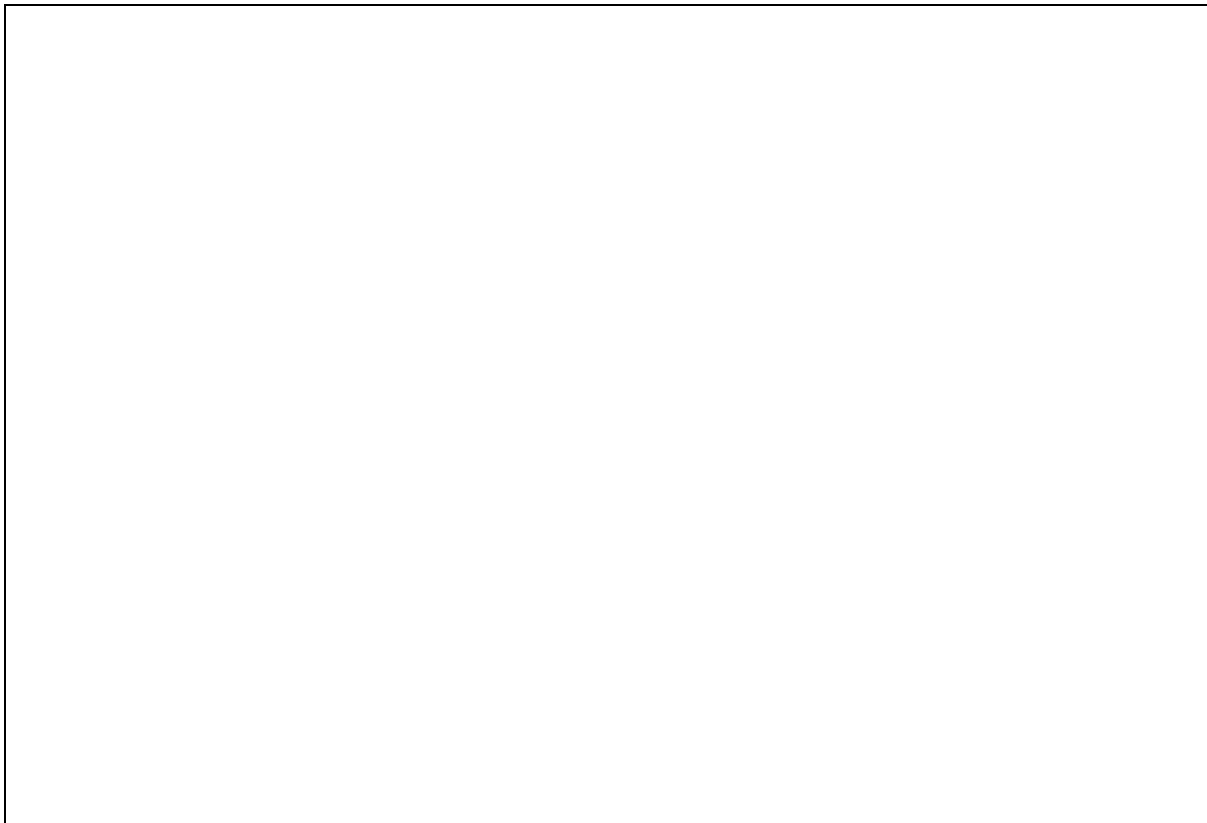
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DAY TWO TASK No.4

In 30 mins

Work in groups to:

- Annotate the given list of assessment tools overleaf to show which is an example of a selected-response type tool and which is a constructed-response type tool
- Give the advantages & disadvantages of multiple choice, short answer, essay and practical assessments
- Consider the different responsibilities falling to the assessment developer to ensure that each of the tools reflects the Principles of Assessment
- Note your findings on the flip chart paper provided and stick it to the window/wall.



Assessment Tool	Selected Response	Constructed Response
Direct observation (work place or simulation)		
Structured Activities: - Role play & simulation - Projects - Presentation - Work sheets		
Questioning: - MCQ - Short Answer - Essay - Interview - Verbal		
Portfolios: - Work samples - Journal/Log book		
Reviews of products: - Testimonials from employers - Authenticated prior achievements - Peer assessment		

Assessment Tool	Advantages	Disadvantages
MCQ		
Short Answer		
Essay/Longer Answer		
Practical		

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DAY TWO TASK No.5

Multiple Choice Quiz

In 10 mins

Working on your own answer **Yes** or **No** against each of the following:

- 1 One function of the lead sentence is to direct students to use the stimulus to answer the item
- 2 Item rationales explain why distractors are plausible.
- 3 Distractors are incorrect answer options.
- 4 A stimulus should be included on an item even if it is not necessary to answer the item.
- 5 Answer options include the key (correct answer) and the distractors.
- 6 Reading passages, maps, diagrams, and tables are examples of stimuli.

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DAY TWO TASK No.6

Multiple Choice Quiz (2)

In 5 mins

Working on your own answer **Yes or No** against the following:

A good item:

- measures a specific learning outcome/pc
- contains content matter and vocabulary that is above the learner's learning level
- has only one correct answer or clearly best answer.
- assesses trivial or obscure subject matter.
- Is free from grammatical clueing
- is free of negative wording such as "not" or "none of the above"
- assesses more than one concept
- contains options that are opposite of one another
- contains distractors that assess common errors or misconceptions.

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DAY TWO TASK No.7

Critiquing Multiple-Choice Questions

In 30 mins

Working with a partner:

- Read each of the multiple-choice questions presented below and consider how they might be improved – if at all
- Write the revised version in the space provided – as required
- Make a note of the learning this exercise has revealed
- Be prepared to feedback to the whole group

✓ Question One

Pollination is best defined as the:

- A. growth of the pollen tube in the ovule.
- B. germination of pollen grains.
- C. carrying of pollen by insects from flower to flower.
- D. transfer of pollen from anther to stigma.

✓ Question Two

The local community theatre group in Kollum is performing a play in the Navdeep Public School auditorium. There are 15 rows of seats. Each row contains 28 seats. What is the largest number of tickets that the community theatre group can sell to fill the auditorium for one performance?

- A 400 tickets
- B 420 tickets*
- C 450 tickets
- D 470 tickets

✓ **Question Three**

The type of vessel that carries blood from the heart to the lungs is an

- A artery
- B capillary.
- C node
- D vein

✓ **Question Four**

None of the following cities are state capitals except

- A Bellary
- B Hyderabad
- C Katni
- D Pune

✓ **Question Five**

Milk can be pasteurised at home by

- A heating it to a temperature of 33°C for 30 minutes
- B heating it to a temperature of 43°C for 30 minutes
- C heating it to a temperature of 53°C for 30 minutes
- D heating it to a temperature of 63°C for 30 minutes

✓ **Question Six**

Which one is the odd one out?

- A billiards
- B cricket
- C hockey
- D football

✓ **Question Seven**

Epistemology is the branch of philosophy dealing with

- A the nature of science
- B morality
- C beauty
- D the nature and origin of knowledge – that is, the manner in which human beings sense and process external stimuli in the form of knowledge.

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DAY TWO TASK No.8

In 60 mins

Working in the same groups as yesterday, build on the formative assessment developed for me as a trainer. Develop this into a summative assessment for the attached Unit on Presentation Skills **using the assessment tools of observation & oral questioning.**

You will produce:

- A Test Specification to show how the tools align with the NOS
- An observation checklist for use by an Assessor + rubric
- Four oral questions for use by an Assessor + rubric
- Guidance documentation for:
 - The Training Provider/Education Institution registering the candidate/s
 - The Candidate/s
 - The Assessor
- Discuss and note down what would be required to ensure that the assessments are in line with the Principles of Assessment
- Stick your work on to the window/wall

Unit of competence (without status)

Unit Title (Task)	Presentation skills
Description	This unit covers the knowledge, understanding and skills required to deliver an effective, interesting & time-bound presentation to others
Scope	<p>This unit/task covers the following:</p> <p>Knowledge & Understanding (K&U) Ordering & Linking information How to adapt vocabulary and visual aids to audience requirements Awareness of the importance of body language when presenting</p> <p>Skills Clarity of diction Effective use of body language Appropriate pace of delivery Effective listening Awareness of audience in delivery & in responding to questions Use of humour, as appropriate Time keeping</p>
Performance Criteria(PC)	
	Performance Criteria
	<ol style="list-style-type: none"> 1 Order & link information appropriately 2 Speak in a manner to aid understanding 3 Use vocabulary appropriate to the audience 4 Use positive body language: posture, eye contact, facial expression, gestures 5 Listen actively to others & respond accordingly 6 Show awareness of others' body language 7 Demonstrate effective time-keeping 8 Show maturity in use of humour



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DAY TWO TASK No.9

In 60 mins

Working in the small groups as previously, decide which of the two target groups – Domestic Worker or General Manager – you wish to focus on.

You will then work together to produce examples of the chosen Assessment Tools together with the required:

- 1 Test Specification
- 2 Rubric/s or Mark Schemes for each tool
- 3 Guidance documentation for:
 - » The Training Provider/Education Institution registering the candidate/s
 - » The Candidate/s
 - » The Assessor

Discuss and note down what would be required to ensure that the assessments are in line with the Principles of Assessment

Stick your work on to the window/wall

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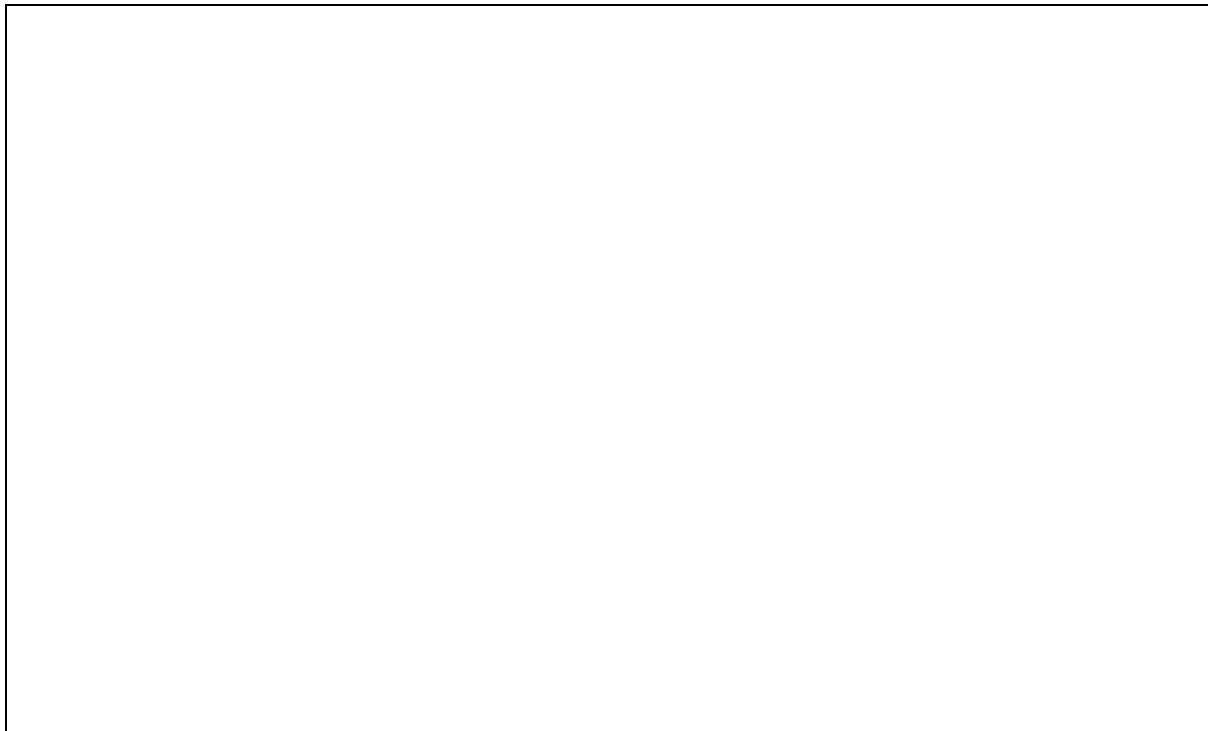
DAY THREE TASK No.ONE

In 45 mins

In groups, you are to produce three Flow Charts:

- Design a flow chart to show the process by which assessment tools (and rubrics) are developed, reviewed & approved. (Flow chart ONE)
- Continue the flow chart to show how the assessment decisions/professional judgements made by Assessors will be standardised before the live assessment sessions (Flow Chart TWO)
- Continue the flow chart to show how recorded assessment decisions by Assessor/Training Provider will be checked & reviewed prior to the results being issued. (Flow Chart THREE)
- Note the Principles of Assessment being reflected in Charts ONE, TWO & THREE

Stick the finished Charts on to the window/wall



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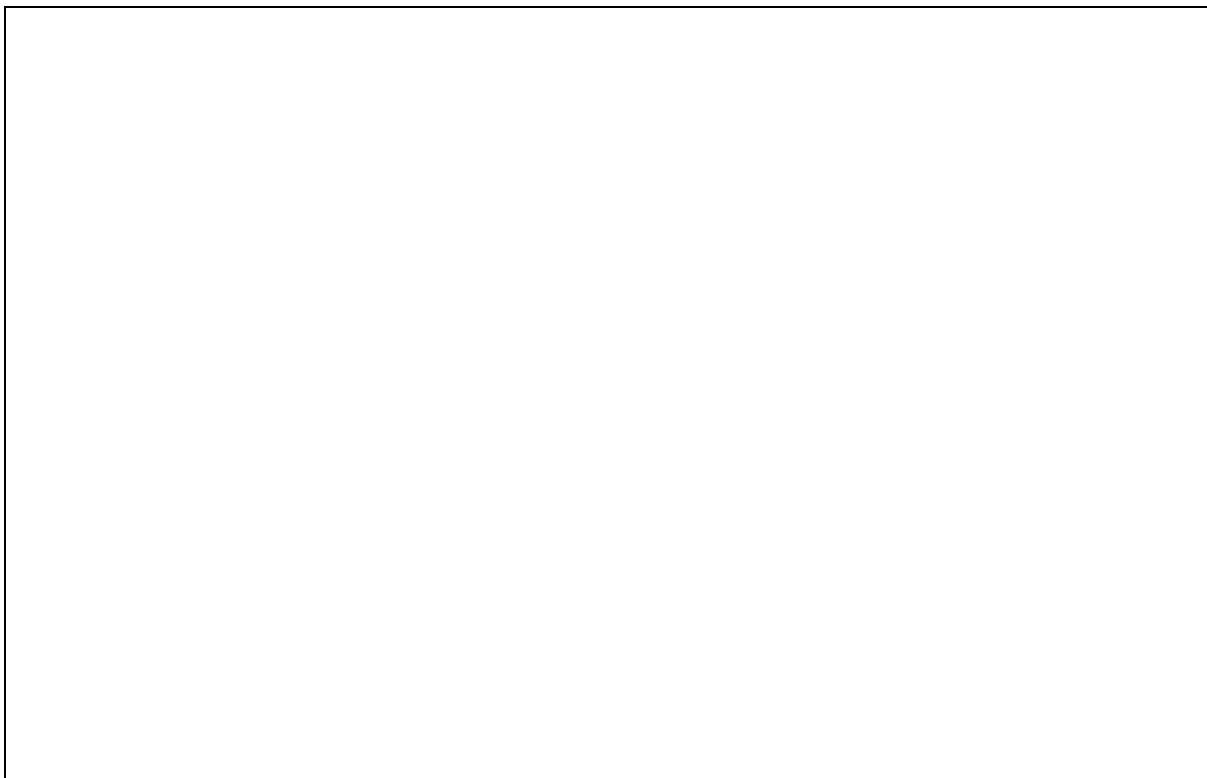
DAY THREE TASK No.2

In 45 mins

Working with a partner:

- Identify the data that Assessment Bodies have which can be reviewed & evaluated to determine how effective an assessment tool has been in measuring candidate competence (Consider the Principles of Assessment when thinking about data/information sources)
- Wearing your Assessment Designer and/or Assessment Developer hat, consider what the data would tell you regarding the relative efficiency of the tool?
- Design the final part of a flow chart to show how the systematic review of assessment results by Designers/Developers will feedback into improved process and better quality assessments (Flow Chart FOUR)

Stick your finished work on to the window/wall



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DAY THREE TASK No.4

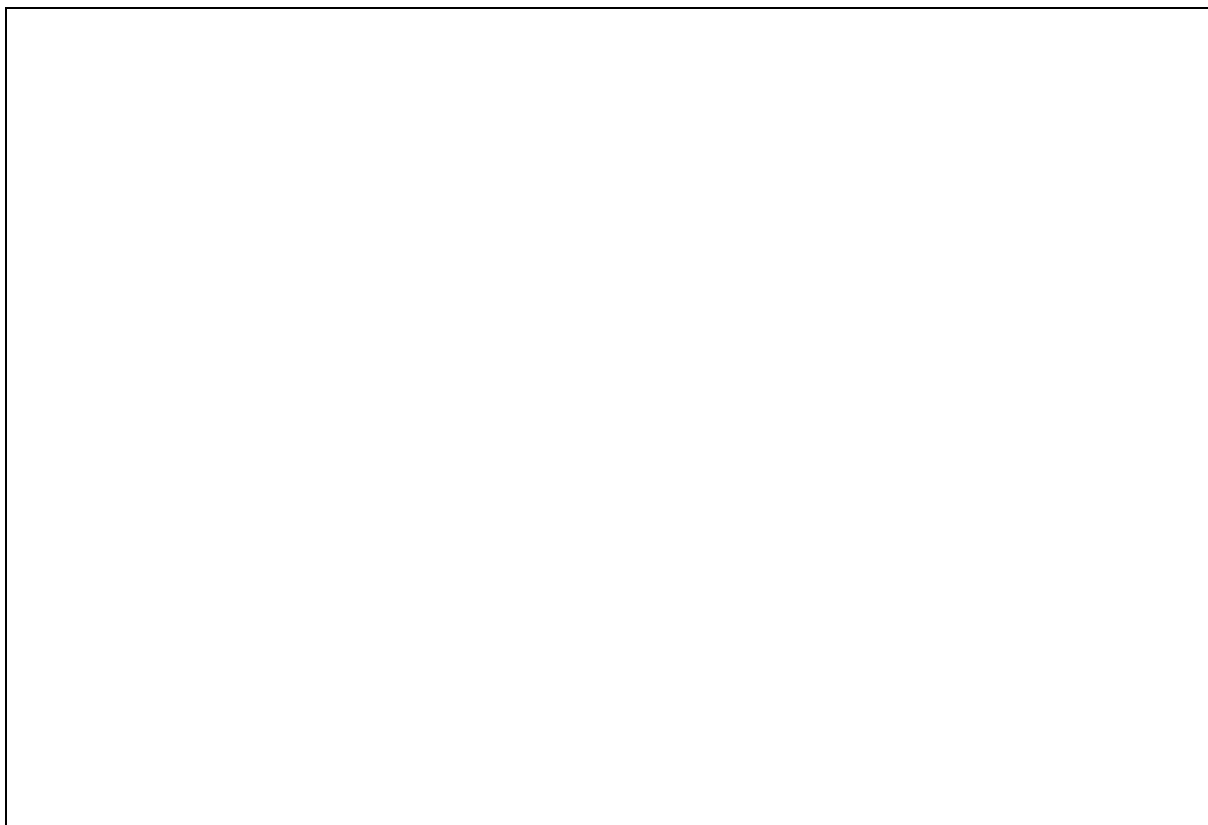
In 15 mins

In groups, discuss the following questions:

- How do we raise the profile & sense of worth of Assessment Professionals?
- What might be a career path for Assessment Professionals?
- What would be the benefits of having a network of Assessment Professionals?
- What would be the benefits of having a formal association of Assessment Bodies?
- What role could **YOU** play in promoting the importance of assessment?

Note down the feedback

Stick the completed feedback sheets on the window/wall



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DAY THREE TASK No.5

In 10 mins

Working on your own or in pairs use the template provided to:

- Complete an Action Plan for your own use as a means of cascading the learning from this training session
- Post the Action Plan on the window/wall

(Remember to take your Action Plan home with you)

Action Plan for use post the Training session

Complete and adapt the template as you see fit for your use after the training. Revisit this once the training session is over and adjust the Plan as required. Update the Plan once it is operational, making a note of actions that have been successful, those that have not and giving reasons why this is the case. Continue to use the Plan as a means of developing your professionalism as an Assessment Practitioner.

Here is an example

Action Plan for Knowledge Transfer

What (examples given)	Target Group	Timescale
Train others on Core Modules	Colleague Assessment Developers/SMEs	First group by end Jan '17
Propose amendments to SME training	Line Manager	By end November
Formalise links with colleague Assessment Designers/Developers	Training colleagues	Send email/SMS within one week
Conduct awareness raising training of the NQAF for key colleagues	Work colleagues	By end December
Create at What's App group among attendees at the training	This group	By tomorrow

Now your turn

Action Plan for Knowledge Transfer

What	Target Group	Timescale

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DAY THREE TASK No.6

TASK SIX

10 mins

Working on your own, using the coloured stickers provided:

- Visit the posted feedback sheets for yesterday and today
- Place a **'happy'** sticker on feedback/outcomes that you found helpful
- Place a **'not so happy'** sticker on feedback/outcomes that you found unhelpful

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DAY THREE TASK No.7

Working on your own:

- Revisit the Day One '**What I enjoy**' sheet – still the same?
- Revisit the Day One '**Least enjoy**' sheet – still the same?
- Revisit Today's '**Challenges**' sheet – still there?
- Revisit Today's '**Opportunities**' sheet – still relevant?
- Revisit Today's '**Areas of Doubt**' sheets- still got them?
- Look at the Action Plans....

