

The India-EU Skills Development Project



Training for Assessment Professionals: Assessment Designers & Assessment Developers

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SSTE Assessment, Learning & Certification

Assessment Designers & Assessment Developers
Training NSDA. November 2016

Over-arching objectives of the training



The purpose of the training session is to:

- Make you familiar with the NSQF Principles of Assessment and how these impact on your own role
- Make you familiar with the NQAF and its implications for your work and for that of both Assessment Bodies & Training Providers
- Make you aware of the Outcomes-Based training programme for Assessment Professionals
- Give you the opportunity to work towards the Core Modules for all Assessment Professionals as well as the Role-specific Module
- Put you in a position to gather evidence in readiness for the availability of NSQF qualifications based on NOS for Assessment Professionals
- Allow you to engage in a process to promote the importance of assessment in general, of Assessment Bodies & of Assessment Professionals in particular

Outline of the Three-Day Programme



- Days One 9.30am-6pm; Day Two 9.30am – 6.00pm; Day Three 9.30am-5.00pm
- Delivery is in English (but let's support one another)
- Intensive learning programme
- Calls for full participation throughout
- Individual & Group work
- Each session to have learning outcomes
- Workbooks provided for own use to record, reflect and action
- No mobile phones during training sessions, PLEASE
- Any issues, problems, concerns....SHOUT OUT
- Let's start.....

Welcome & Introductions



- One by one, stand and:
 - introduce yourself by name, employer, whether you're a Designer/Developer or both & the sector/s you work in
 - say **why** you work in assessment
 - tell us **the top thing that you enjoy** about your role
 - tell us the **one thing you most dislike** about the role

Today's Programme

- Session One: Welcome & Introductions
- Session Two: The Roles of the Assessment Designer & Assessment Developer & other key Assessment roles in NSQF qualifications
- Session Three: Outcomes-based Training & Assessment
- Session Four: Assessment Professionals' Core Competency – Apply the Principles of Assessment
- Session Five: The NSQF & NQAF and their impact on QPs, Assessment Bodies & Assessment Professionals
- Final Session: Review, reflect & prepare for home work

The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (1)



Learning Outcomes

At the end of this session you will know:

- The expectations of your role – as Designer and/or Developer
- How these roles fit into the **Assessment Lifecycle**
- The range of Assessment-related roles required by the Assessment Lifecycle
- How the role fit into **the NSQF**
- The scope of **the NQAF**

The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (2)



TASK ONE

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

The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (3)



JOB ROLE: The Assessment Designer plays a critical role in the assessment lifecycle by determining at the outset **that the assessment strategy is fit for purpose** with regard to the Qualification File and that the **assessment tools to be developed and deployed assess what is intended to be measured and recorded** as successful learning outcomes. The job holder is also required **to provide guidance documentation for Assessment Developers** in their development of the specified assessment tools. The Assessment Designer will provide guidance on what contingencies might be required in the event of the stipulated approach to assessment being put at risk. As an assessment professional, the Assessment Designer will make a considerable **contribution to the advancement of assessment expertise by engaging in regular validity & reliability reviews.**

The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (4)



JOB ROLE: The Assessment Developer plays a key role in assessment by **developing tools in line with the specified assessment strategy**. The job holder is required to provide **comprehensive guidance documentation for use by Assessors, TPs and candidates** to ensure the delivery and reporting of assessments are in accordance with expectations. As an assessment professional, the Assessment Developer will make a considerable contribution to the advancement of assessment expertise by engaging in regular **validity & reliability** reviews.

The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (5)



- **JOB ROLE: The Head of Assessment** takes the lead in an assessment/certifying body for its assessment policy and practice. Given the responsibilities and accountabilities held, this is a senior role reporting to the CEO/MD equivalent. The role is both inward and outward facing as the job-holder is also responsible for meeting norms set down by national policy with regard to assessment.

(It is understood that the individual fulfilling this role may also be responsible for business development and external stakeholder engagement as well as other senior management accountabilities)

The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (6)



JOB ROLE: The Lead Assessor is charged with ensuring the delivery of assessments and the professional judgments made by Assessors are consistent, of high quality and in line with expected standards of performance. The Lead Assessor therefore plays a key role in the induction, on-going training and development of Assessors. The Lead Assessor will liaise directly with employers and industry acting as an advocate for the NSQF and in seeking validation for the Assessment Body's selected approach to assessment. *The Lead Assessor will carry out assessments him/herself in order to maintain currency and credibility. In carrying out the role of Assessor, the Lead Assessor will provide a role model for others.*

The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (7)



JOB ROLE: The Assessment Coordinator is responsible for the effective and efficient delivery of all functions associated with the design, development, delivery and reporting of assessments. This is an operationally-focused role and requires a project management approach. The Assessment Coordinator will develop and maintain effective working relationships with the employing body's external and internal customers: certifying bodies (eg SSCs) and TPs as well as with Assessment Professionals - employed or contracted. The Assessment Coordinator will support the Head of Assessment in fulfilling the self-evaluation requirements of the NQAF.

The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (8)



JOB ROLE: The **Assessor's** role is a front line role dealing directly with candidates. The Assessor is responsible for making professional judgments of candidate performance in line with the required standard. In arriving at the judgment, the Assessor is expected to use own professional competence and the acquired skills of assessment to ensure the decision is correct and can withstand scrutiny.

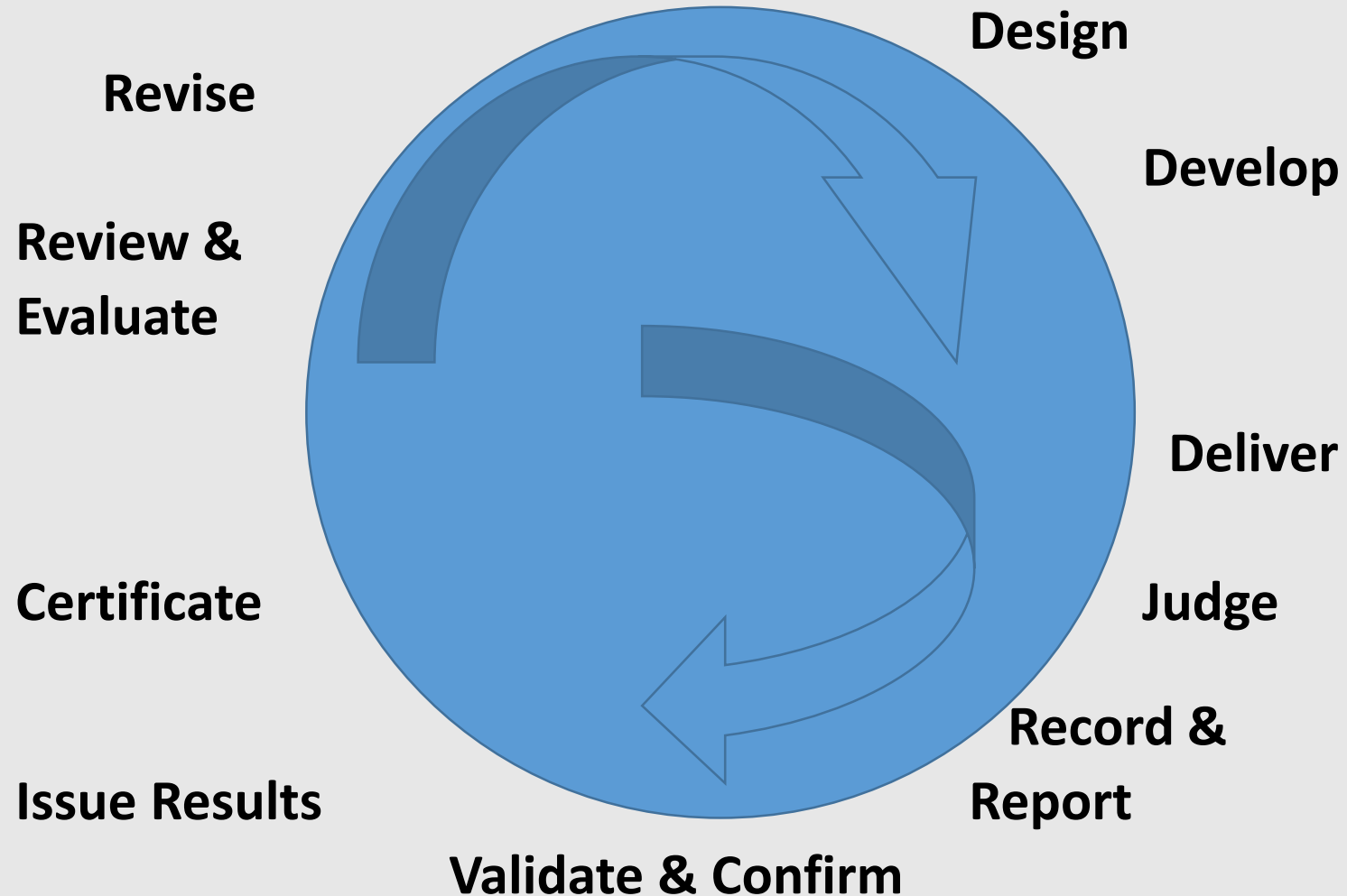
The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (9)

Quality-Assured Lifecycle (The NQAF)



The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (10)

Assessment Lifecycle for an NSQF qualification



The Roles of the Assessment Designer & Developer & other Assessment roles in the NSQF (11)



TASK TWO

In 10 minutes:

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

- Draw the 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

The Roles of the Assessment Designer & other key Developer & other Assessment roles in the NSQF (12)



RECAP

At the end of this session you will know:

- The expectations of your role – as Designer and/or Developer
- How these roles fit into the **Assessment Lifecycle**
- The range of Assessment-related roles required by the Assessment Lifecycle
- How the role fit into **the NSQF**
- The scope of **the NQAF**

Learning Outcomes

At the end of this session you will know:

- The features of outcomes-based training & assessment
- The roles and functions of other Assessment Professionals
- The outcomes-based framework for Assessment Professionals
- The outcomes-based framework for own role



TASK THREE

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's trained**
 - **How the person's assessed**
- What are the **major differences** between competence-based/outcomes-based training and assessment and traditional syllabus-based training & assessment

Stick completed papers to the window/wall

Differences between outcomes-based training & assessment & traditional syllabus-based training & assessment

- **Transparency** of the knowledge, understanding & skills required in the form of **standards** v list of content
- **Flexible**
- **Progression** opportunities signposted
- **Students assessed against the standards NOT each other**
- Result is a **competent/not-yet competent** outcome v scale or %
- Allows for **100% achievement by batch** v rank ordering
- Places onus on **trainers as assessors** v end test/s only
- Allows for **greater diversity of evidence** of competence v end test limitations

Outcomes-based Assessment Practice in the NSQF – as of now



- Current practice - end tests: theory and practical/viva
- Weak reliability and validity
- Weak links between training, learning and assessment
- Use of marks compromises ability of assessment to reflect practice in the workplace
- Minimum recognition of assessment as an area of expertise and professionalism

THE CASE FOR CHANGE.....

Strengthening assessment practice to build confidence in NSQF qualifications



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Areas under attention:

- **Assessment strategies** (how students' performance across the whole of the qualification is to be assessed)
- **Assessment criteria** (standards of performance as required by those informing the development of the qualification)
- **Development of Assessment Tools** (using the body of assessment knowledge & expertise that exists to build rigour into the system)
- **Training of Assessment Professionals & Trainers as Assessors** (building professionalism into the sector)

Assessment focus of the India-EU Skills Development Project



Widen the evidence base of candidate achievement beyond final, summative assessment – the use of logbooks/workbooks

Review assessment strategies to ensure the required range of student performance is assessed

Review assessment criteria to ensure they reflect the required standards of performance as defined by those informing the development of the qualification

Build rigour into the development of Assessment Tools based on international practice & expertise

Develop generic training for Assessment professionals & Trainers as Assessors

Facilitate the development of a community of Assessment Professionals

Improving practice by professionalizing the role of Assessment Practitioners

who...

- Lead in assessment policy & practice
- Are accountable for meeting norms & quality requirements laid down nationally (NQAF)
- **Design assessment strategies in line with purpose of Qualification**
- **Design & develop assessment tools in line with assessment strategy**
- Ensure consistent delivery of assessments when making professional judgments of learners' performance
- Maintain highest levels of personal integrity
- Commit to continuous professional development

The different roles played by Assessment Professionals in the NSQF



- Head of Assessment
- Lead Assessor
- Assessment Coordinator
- **Assessment Designer**
- **Assessment Developer**
- Assessor

(Refer to Workbook for the detailed Job Descriptions of each role)

Developing the professionalism of Assessment & Assessment Professionals via outcomes-based training



- Draft standards (NOS) for Assessment-related roles
- The India-EU Skills outcomes-based framework for Assessment-related roles – as a primer for the NOS

(See the separate documents comprising the draft NOS for Assessors & Lead Assessors, the India-EU Skills Outcomes-based Framework and the Mapping of one to the other)

Core Outcomes-Based modules for **ALL** Assessment Professionals



Apply the Principles of Assessment

- Reflect the principles of assessment in own practice
- Contribute to candidates' achievement of valid and reliable outcomes in line with pre-determined standards of performance
- Align practice to organizational assessment system requirements

Work effectively within the quality-assured requirements of the NQAF

- Follow systems, procedures and processes in line with organizational and/or national requirements
- Participate in standardisation, review and improvement activities
- Commit to on-going professional development

Role specific outcomes-based training module for **Assessment Designers**



Design Assessment Strategies

- Design assessment strategies which meet the needs of stakeholders and are in line with the NSQF Principles of Assessment
- Provide essential documentation, on-going guidance, advice & support for those interpreting the strategy and developing assessment tools

Carry out the Assessment Review & Evaluation Process

- Review and validate outcomes of assessment prior to issue
- Undertake systematic reviews & evaluation of assessment performance by qualification and by selected assessment tool
- Provide data as requested in the case of complaints or appeals

Role specific outcomes-based training module for **Assessment Developers**



Develop Assessment Tools

- Develop assessment tools which meet the needs of stakeholders and are in line with the NSQF Principles of Assessment
- Provide essential documentation, on-going advice & support for Training/Education Institutions & Assessors as required by the selected Assessment tool
- Review and provide feedback on assessment tools developed by others

Contribute to the Assessment outcome Review & Evaluation process

- Undertake systematic reviews and evaluation of assessment performance by qualification & selected assessment tool
- Provide data as requested in the case of complaints or appeals

Matching Expectations with Current Practice

TASK FOUR

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

RECAP

At the end of this session you will know:

- The features of outcomes-based training & assessment
- The roles and functions of other Assessment Professionals
- The outcomes-based framework for Assessment Professionals
- The outcomes-based framework for own role

Assessment Professionals' Core Competency

Apply the PRINCIPLES OF ASSESSMENT



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Learning Outcomes

At the end of this session you will be able to:

- Reflect the **Principles of Assessment** in own practice
- Contribute to candidates' achievement of **valid & reliable assessment outcomes** in line with pre-determined standards of performance
- Align practice to organisational **assessment system requirements**

Helpful definitions...(1)

According to the NSQF notification....

.....a **qualification** is

‘ a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards’

Helpful definitions...(2)

Assessment

Assessment is a *process* of measurement. Evidence is gathered and *judged/evaluated* by an *Assessment Practitioner* to decide whether an individual has *achieved* the *given standard*

Helpful definitions...(3)

Standard (in the context of assessment)

An assessment standard describes what a learner who achieves the standard knows, understands and can do.

Helpful Definitions..(4)

Certification

Certification is the overarching process whereby an individual receives the *formal outcome* of a quality assured and quality controlled sequence of activities confirming his/her *achievements* against the *standards* of a particular qualification.

Assessment uses vary according to their purpose

- Diagnostic
- Formative
- Summative

Assessment tools/methods

- Observation
- Practical assessment
- Witness/third-party evidence
- Oral and/or written questioning
- Simulation
- Course Work
- Assignments/Reports/ projects
- Professional discussion
- Evidence of own work from the workplace

Selecting best fit Assessment Tools



TASK FIVE

In 15 mins

Working with a partner, complete the table provided to give two examples of where the selected assessment tool would be a best fit, according to the expected learning outcome.

Stick the completed table on to the window/wall

Design a Formative Assessment



TASK SIX

In 15 mins

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

Note down:

- What are the steps you'd need to go through to be able to do this? (Think of the Assessment Lifecycle)
- What assessment tools would you use and why?
- What would you do with the assessment decision you made?
- Stick the flip chart paper onto the window/wall

Questions to whole group

- What makes an assessment ‘valid’ or ‘fit for purpose’?
- How do I know that the assessment outcome would be the same tomorrow or next week or next year?
- How do I know that the assessment tool and the assessment outcome would make similar demands on learners, irrespective of who designed, developed & delivered them?
- How could we make an assessment of this kind scalable?
- Would it be feasible for everyone and anyone to be assessed in this way?
- How do I know that assessment decisions have not been influenced by other factors, eg nationality, gender, age, status?

Principles of Assessment

- Validity
- Reliability
- Comparability
- Manageability
- Accessibility
- Transparency

Reflecting the Principles of Assessment in your Role as Assessment Designer and/or Assessment Developer



TASK SEVEN

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

Assessment Professionals' Core Competency - Apply the PRINCIPLES OF ASSESSMENT



Recap

At the end of this session you will be able to:

- Reflect the **Principles of Assessment** in own practice
- Contribute to candidates' achievement of **valid & reliable assessment outcomes** in line with pre-determined standards of performance
- Align practice to organisational **assessment system requirements**

The NSQF & NQAF & their impact on QPs, Assessment Bodies & Assessment Professionals

At the end of this session you will have:

- An overview of the NSQF and the NQAF
- An understanding of the implications of both on the work of Assessment Bodies & Assessment Professionals



The purpose of the NQAF is to quality assure processes, procedures & outcomes to ensure that NSQF qualifications, assessment and programme delivery produce graduates who productively meet industry's current and future skill needs

The NQAF Manual for Assessment & the Accreditation of A/Bodies



The NQAF aims to improve the quality of all education & training/skills programmes in India

It provides the benchmarks or *quality criteria* that different organisations in the system *must* meet in order to be accredited to provide government-funded activity

It is supported by Manuals providing guidance for different groups:

- Training/Education Institutions

- Assessment & Accreditation of Assessment Bodies*

- Auditors

- Risk Assessment

- Industry Bodies

- National and State Level Bodies

and a Manual for registering NSQF qualifications & materials

Quality Criteria for NQAF Accredited Assessment Bodies (1)



Features of NQAF-Accredited Assessment Bodies

- Clearly defined assessment policies and systems that are embedded and owned by management
- Demarcated roles and responsibilities for employed and contracted Assessment Practitioners
- Commitment to the on-going professional development of permanent and contractual employees.
- Assessment practice, wherever it takes place, adheres to the NSQF Principles of Assessment
- Provision made for assessment decisions to be appropriately documented, recorded and issued and that responsibility and accountability for such decisions are transparent
- Support for Assessment Professionals to achieve qualifications with opportunities for career progression
- Commitment to continuous review & improvement

Quality Criteria for NQAF Accredited Assessment Bodies (2)

The Quality Criteria:

- Staff Resources
- Staff Induction & Development
- Management of Quality
- Physical Resources
- Organisational Structure & Management
- Administrative Systems
- Management of Assessment Practice
- Recording of Assessment Outcomes
- Complaints, Appeals & Malpractice
- Effective Stakeholder Liaison

The NSQF & NQAF & their impact on QFs, Assessment Bodies & Assessment Professionals



Recap

At the end of this session you will have:

- An overview of the NSQF and the NQAF
- An understanding of the implications of both on the work of Assessment Bodies & Assessment Professionals

Recap of today's Programme



- Session One: Welcome & Introductions
- Session Two: The Roles of the Assessment Designer & Assessment Developer & other key Assessment roles in NSQF qualifications
- Session Three: Outcomes-based Training & Assessment
- Session Four: Assessment Professionals' Core Competency – Apply the Principles of Assessment
- Session Five: The NSQF & NQAF and their impact on QPs, Assessment Bodies & Assessment Professionals
- Final Session: Review, reflect & prepare for home work

Recap of today's programme

- Areas of doubt?
- Areas requiring attention/further discussion
- Confidence to take the contents and train others?

Overview of Day Two

Tomorrow's Programme



- Session One: Reflections, Challenges & Opportunities
- Session Two: Assessment Professionals' Core Competency – Work Effectively within the Requirements of the NQAF
- Session Three: The Assessment Lifecycle: Designing & Developing Assessment Strategies & Tools
- Final Session: Review, reflect & prepare for home work

Home work

- Revisit the contents of the Workbook for the day's programme.
- Think about how you can take this learning into your practice.
- Make a note of actions/resolutions

Thank you for all your hard work

See you at 9.30am tomorrow - SHARP!



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Today's Programme



- Session One: Reflections, Challenges & Opportunities
- Session Two: Assessment Professionals' Core Competency – Work Effectively within the Requirements of the NQAF
- Session Three: The Assessment Lifecycle: Designing & Developing Assessment Strategies & Tools
- Final Session: Review, reflect & prepare for home work

Reflections, Challenges & Opportunities



In 10 mins

- Think about yesterday's training &, using the Post-Its provided, place on the headed Flip chart paper:
 - **Three challenges** that the training presents to you in your role
 - **Three opportunities** that the training gives you in your role

Assessment Professionals' Core Competency – Work effectively within the requirements of the NQAF



Learning Outcomes

At the end of this session you will be able to:

- Follow systems, procedures & processes in line with organisational and/or national requirements
- Participate in standardisation, review & improvement activities
- Commit to on-going professional development

NQAF Quality Criteria: Centrality of Principles of Assessment & Assessment Lifecycle & Implications for Job Roles (1)



The Quality Criteria:

- Staff Resources
- Staff Induction & Development
- Management of Quality
- Physical Resources
- Organisational Structure & Management
- Administrative Systems
- Management of Assessment Practice
- Recording of Assessment Outcomes
- Complaints, Appeals & Malpractice
- Effective Stakeholder Liaison

(Refer to the Workbook for the draft Quality Criteria for NQAF Accredited Assessment Bodies)

NQAF Quality Criteria: Centrality of Principles of Assessment & Assessment Lifecycle & Implications for Job Roles (2)



TASK ONE

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

Assessment Professionals' Core Competency – Work effectively within the requirements of the NQAF



Recap

At the end of this session you will be able to:

- Follow systems, procedures & processes in line with organisational and/or national requirements
- Participate in standardisation, review & improvement activities
- Commit to on-going professional development

Designing & Developing Assessment Strategies & Tools (1)



Learning Outcomes

At the end of this session you will be able to:

- Design Assessment Strategies which are fit for purpose
- Develop a range of Assessment Tools in line with an agreed Assessment Strategy
- Apply best practice when writing or training others on the construction of multiple-choice items
- Ensure that all Assessment Tools have good quality rubric/mark schemes
- Improve the guidance documentation on assessment provided to Training Providers, Candidates & other assessment professionals

Designing & Developing Assessment Strategies & Tools (1)



- **Assessment Designer** Role-Specific Competences:

Design Assessment Strategies which meet stakeholder needs & are in line with the Principles of Assessment

Carry out the Assessment Review & Evaluation Process

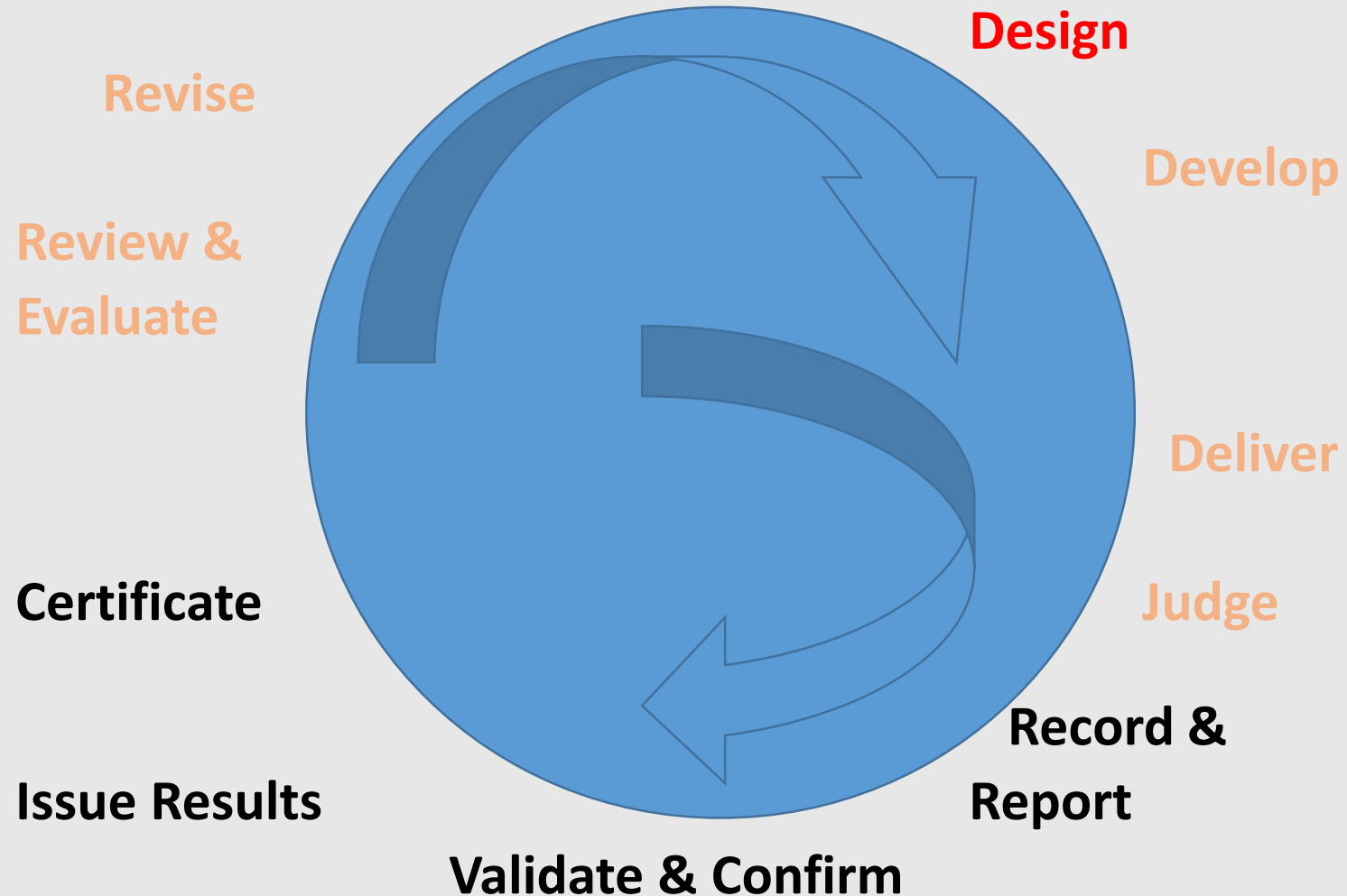
- **Assessment Developer** Role-Specific Competences:

Develop Assessment Tools which meet the requirements of the Assessment Strategy & are in line with the Principles of Assessment

Contribute to the Assessment Outcome Review & Evaluation Process

The Assessment Designer role in the NSQF

Assessment Lifecycle for an NSQF qualification



Designing & Developing Assessment Strategies & Tools (2)



- **The Assessment Designer** plays a critical role in the assessment lifecycle by determining at the outset **that the assessment strategy is fit for purpose** with regard to the Qualification File and that the **assessment tools to be developed and deployed assess what is intended to be measured and recorded** as successful learning outcomes. The job holder is also required **to provide guidance documentation for Assessment Developers** in their development of the specified assessment tools. The Assessment Designer will provide guidance on what contingencies might be required in the event of the stipulated approach to assessment being put at risk. As an assessment professional, the Assessment Designer will make a considerable **contribution to the advancement of assessment expertise by engaging in regular validity & reliability reviews.**

Designing & Developing Assessment Strategies & Tools (3)



An Assessment Strategy is....

...the overall plan for assessment within a qualification or group of qualifications. It describes the different elements needed to ensure that the assessment of a candidate against the learning outcomes or NOS of a qualification is appropriate.

Designing & Developing Assessment Strategies & Tools (4)



An assessment strategy must:

- Meet the requirements of the NSQF
- Be manageable & Accessible
- Provide valid, reliable results

In other words, be **FIT FOR PURPOSE**

Designing & Developing Assessment Strategies & Tools (5)



Fit for purpose:

- Clear in its demands
- Is in line with the learning/skills development in the QF
- Will generate the required evidence
- Allows for the application of knowledge, skills & understanding in relevant contexts
- Is relevant, motivating and engaging to learners
- Is appropriate to qualification level

Designing & Developing Assessment Strategies & Tools (6)



TASK TWO – 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.
- Using the flip chart paper provided:
 - Note down your selected assessment strategy for each of the target groups (**NB.** The NOS provided have no levels & 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 particular 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

Designing & Developing Assessment Strategies & Tools (7)



Designing fit for purpose Assessment Strategies - Discussion

Are the Strategies:

- Clear in their demands?
- In line with the learning/skills development in the QF?
- Capable of generating the required evidence?
- Allowing for the application of knowledge, skills & understanding in relevant contexts?
- Relevant, motivating and engaging to learners?
- Appropriate to qualification level?

Designing fit for purpose Assessment Strategies - Discussion

- Would the Assessment Developers among us be clear about what they now had to do?
- Would the Training Providers be able to explain what's required to trainees?
- Would employers agree that the chosen assessment strategy focuses on the key requirements of the job role?

Designing & Developing Assessment Strategies & Tools (9)



Q&A

Designing & Developing Assessment Strategies & Tools (10)



- **Assessment Designer** Role-Specific Competences:

Design Assessment Strategies which meet stakeholder needs & are in line with the Principles of Assessment

Carry out the Assessment Review & Evaluation Process

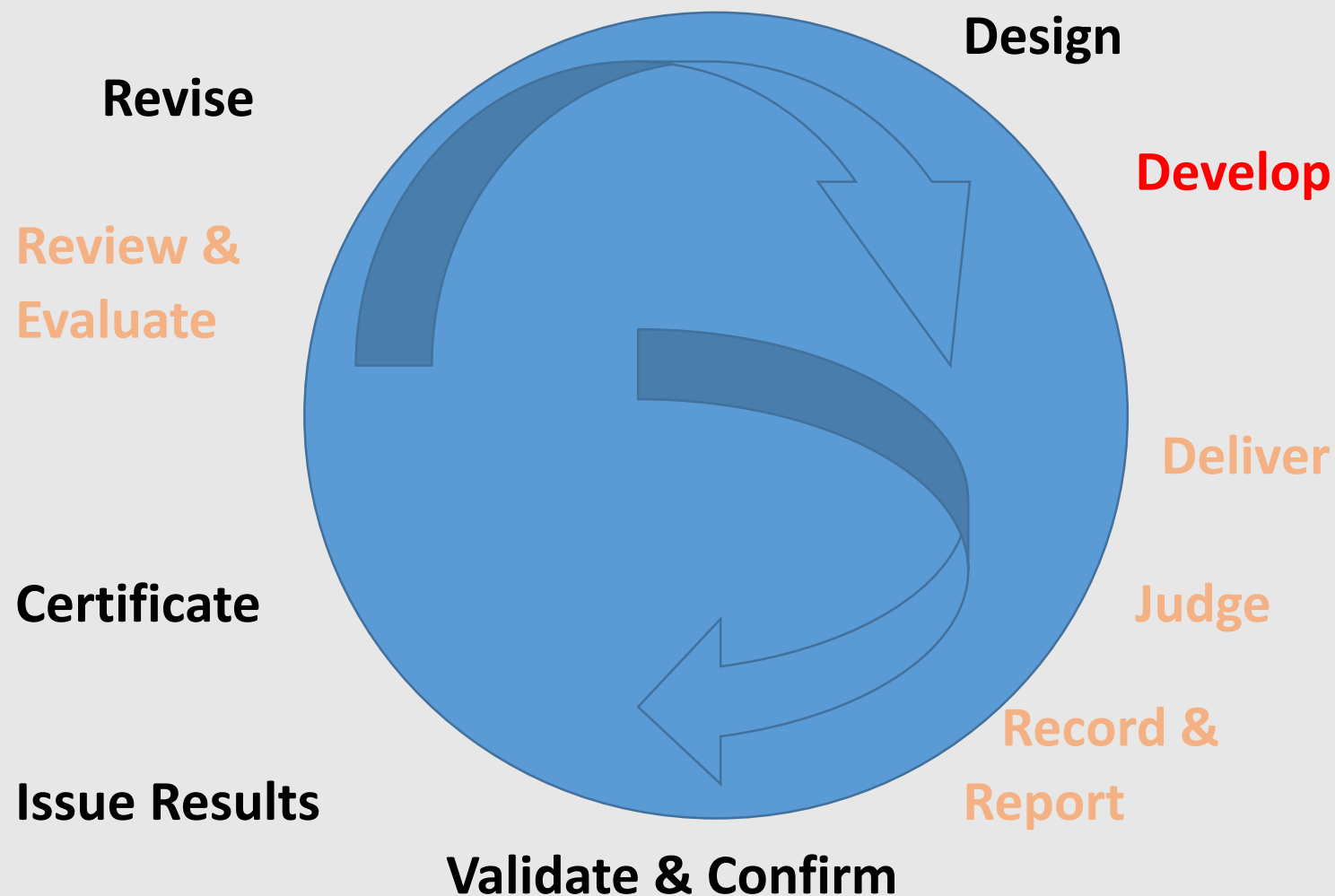
- **Assessment Developer** Role-Specific Competences:

Develop Assessment Tools which meet the requirements of the Assessment Strategy & are in line with the Principles of Assessment

Contribute to the Assessment Outcome Review & Evaluation Process

The Assessment Developer role in the NSQF

Assessment Lifecycle for an NSQF qualification



Designing & Developing Assessment Strategies & Tools (11)



The Assessment Developer plays a key role in assessment by **developing tools in line with the specified assessment strategy**. The job holder is required to provide **comprehensive guidance documentation for use by Assessors, TPs and candidates** to ensure the delivery and reporting of assessments are in accordance with expectations. As an assessment professional, the Assessment Developer will make a considerable contribution to the advancement of assessment expertise by engaging in regular **validity & reliability** reviews.

Designing & Developing Assessment Strategies & Tools (12)



Developing assessment tools requires consideration by the assessment developer of...

...the tasks/questions that a candidate needs to carry out/answer to meet the requirements of **the assessment strategy** which, in turn, confirms that the candidate has met the required learning outcome/NOS

Designing & Developing Assessment Strategies & Tools (13)



Assessment Developer Checklist:

- What needs to be assessed?
- What is the form of the assessment?
- What is the NSQF Level of the qualification?
- How to the tasks/questions relate to the NOS?
- Has the level of difficulty of the tasks/questions been assessed?
- How to the tasks/questions relate to those set previously?
- Is the content of the assessment accessible to all candidates?
- What guidance should be provided for Providers, Candidates & Assessors?

TASK THREE – 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 more 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

Component parts of an Assessment Tool

- A test specification – how the questions/tasks align with the NOS
- A mark scheme/rubric – how assessment decisions are made & recorded
- Guidance on conditions in which the assessment is to be taken: timing, equipment required, numbers of invigilators/proctors, instructions to candidates

Designing & Developing Assessment Strategies & Tools (16)

Range of Assessment Tools available.....

- Observation
- **Practical assessment**
- Witness/third-party evidence
- **Oral and/or written questioning**
- Simulation
- Course Work
- Assignments/Reports/ projects
- Professional discussion
- Evidence of own work from the workplace

Designing & Developing Assessment Strategies & Tools (17)



Assessment tools require candidates to make a **selected-response** or a **constructed-response**.

Selected-response type tools require learners to choose an answer from a set of two or more options (e.g. multiple choice questions and matching questions).

Constructed-response tools require learners to supply their own responses (eg short answer, essay, practical assessments and others)

Designing & Developing Assessment Strategies & Tools (18)



TASK FOUR

In 30 mins

Work in groups to:

- Annotate the given list of assessment tools 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.

Matching Assessment Tools to Learning Objectives/NOS

	Selected Response	Constructed Response		
	Multiple Choice Matching	Essay Short Answer	Practical Assessment	Products
Demonstrate knowledge and understanding				
Solve problems and Reason				
Demonstrate performance skills				
Create products				

Matching Assessment Tools to Learning Objectives/NOS

	Selected Response	Constructed Response		
	Multiple Choice Matching	Essay, Short Answer	Practical Assessment	Other Assessment Tools
Demonstrate knowledge and understanding	Generally used for assessing knowledge	Can be used to assess knowledge and understanding	Not generally used	Can use tools such as interview to assess knowledge, but time consuming
Solve problems and reason	Can be used to assess problem solving and reasoning – difficult to write	Written descriptions of complex problem solving can be used	Can be used to monitor learners as they solve problems; and, and then infer the ability to reason and solve problems	Can ask learners to describe out loud what they are doing
Demonstrate performance skills	Generally not used to assess the actual skill, but can be used to assess the knowledge component related to the skill		Can watch learners as they perform the skills and make decisions as to how well they are being performed	Can use interview schedule to assess the communication parts of the performance and knowledge part of the performance
Create products	Can assess knowledge part of the ability to create products, but cannot use these to assess the products themselves		Can assess how well the learners create the product and then assess quality of the product itself	Can ask learners about the procedure they are using to create the product, but not ask the product itself

Designing & Developing Assessment Strategies & Tools (19)



Multiple-Choice Questions....

Parts of a Multiple Choice Item (1)

A glass company has to choose one design from those given below to manufacture. The manufacturer wishes to make a large profit, so he wants to choose an unstable design.



A



B

Which one should he choose and why?

- Options**
- (1) A – because it's centre of gravity lies low
 - (2) A – because it's centre of gravity lies high
 - (3) B – because it's centre of gravity lies low
 - (4) B – because it's centre of gravity lies high

**Options
1,2,3 are
Distractor
s**

**Option 4
is the Key**

*Option 1,2,3
could distract
unless student
is clear that
low CG =
stability*

Lead sentence,
Directions line

Stimulus

Stem or
question

Rationales

Parts of a Multiple Choice Item (2)

- **Directions Line, Lead Sentence** - an introduction which directs a student to use the stimulus to answer the item or provides contextual information about the stimulus.
- **Stimulus** – information required in order to answer the item. Only use stimulus if a student needs the stimulus to answer the question.
- **Stem** – a question or statement which poses a clearly defined problem that is aligned to the content standard or curriculum benchmark being measured.

Parts of a Multiple Choice Item (3)

- **Options** –the answer choices for students to select when answering the question.
- **Key** –the correct answer.
- **Distractors** – the incorrect answers.
- **Rationales** –justifications that explain why a certain distractor is plausible, yet incorrect, or demonstrates a common misconception.

TASK FIVE – Multiple Choice Quiz

In 10 mins

Working on your own answer Yes or No against 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.

Requirements of writing good multiple choice items

Item writers must have

- a thorough knowledge of the content of the Qualification & the NOS - including knowledge of popular fallacies and misconceptions;
- an understanding of how the content is delivered and the anticipated performance of learners;
- good verbal communication skills;
- **technical item writing skills;**
- imagination and ingenuity.

Advantages of multiple choice items

Advantages include

- versatility (adaptable for various levels of learning outcomes including, simple recall of knowledge, analysis of phenomena, application of principles, interpreting cause and effect relationships)
- increased validity (more questions therefore greater coverage of the specification)
- increased reliability because of objectivity of marking
- increased efficiency (easily marked)

Disadvantages of multiple choice items

Disadvantages include

- versatility (not adaptable to measuring certain learning outcomes including articulating an explanation, displaying thought processes)
- decreased reliability because of susceptibility to guessing
- the difficulty of construction

A couple of myths associated with multiple choice items

- Multiple choice items can only be used to measure lower-level outcomes such as those based on knowledge, facts and principles.
- Learners tend to blindly guess the answers to multiple choice items

Hints for writing multiple-choice questions:

- Align the item with the learning outcome/performance criteria
- Each item should focus on an important concept
- Use simple, clear and unambiguous language
- The stem and answer options must be grammatically aligned
- The stem and distractors must not give clues to the key
- The stem and answer options are phrased in positive terms
- There should be no repetitions in the answer options
- There should be only one and clearly best answer
- There should be no repetitions not opposites in the answer options
- Answer options are plausible and similar in context, ideas, focus and length
- Use 'all of the above' or 'non of the above' sparingly
- Ensure answer options do not overlap with one another

TASK SIX– Multiple Choice Quiz

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.

TASK SEVEN- Critiquing Multiple-Choice Questions

In 30 mins

Working with a partner:

- Read each of the multiple-choice questions presented and consider how it might be improved – if appropriate
- 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

Designing & Developing Assessment Strategies & Tools (24)



The Assessment Developer plays a key role in assessment by **developing tools in line with the specified assessment strategy**. The job holder is required to provide **comprehensive guidance documentation for use by Assessors, TPs and candidates** to ensure the delivery and reporting of assessments are in accordance with expectations. As an assessment professional, the Assessment Developer will make a considerable contribution to the advancement of assessment expertise by engaging in regular **validity & reliability** reviews.

Designing & Developing Assessment Strategies & Tools (25)



TASK EIGHT

(60 mins)

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

You will produce:

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

Designing & Developing Assessment Strategies & Tools (26)



TASK NINE

(80 mins)

Working in the small groups as for Tasks Two and Three today/yesterday, decide which of the two target groups – Domestic Worker, 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
- 4 Discuss and note down what would be required to ensure that the assessments are in line with the Principles of Assessment
- 5 Stick your work on to the window/wall

Designing & Developing Assessment Strategies & Tools (27)



Recap

At the end of this session you will be able to:

- Design Assessment Strategies which are fit for purpose
- Develop a range of Assessment Tools in line with an agreed Assessment Strategy
- Apply best practice when writing or training others on the construction of multiple-choice items
- Ensure that all Assessment Tools have good quality rubric/mark schemes
- Improve the guidance documentation on assessment provided to Training Providers, Candidates & other assessment professionals

Recap of Today's Programme



- Session One: Reflections, Challenges & Opportunities
- Session Two: Assessment Professionals' Core Competency – Work Effectively within the Requirements of the NQAF
- Session Three: The Assessment Lifecycle: Designing & Developing Assessment Strategies & Tools
- Final Session: Review, reflect & prepare for home work

Recap of today's programme

- Areas of doubt?
- Areas requiring attention/further discussion
- Confidence to take the contents and train others?

Overview of Day Three

Tomorrow's Programme



- Session One: Reflections, Challenges & Opportunities
- Session Two: The Assessment Lifecycle: Designing & Developing Assessment Strategies & Tools – Cont
- Session Three: Carry out the assessment outcomes review & evaluation process
- Session Four: The Assessment Professional
- Session Five: Tying it all Together
- Final Session: Award of Certificates & Photographs
- Close of Training

Home work

- Revisit the contents of the Workbook for the day's programme.
- Think about how you can take this learning into your practice.
- Make a note of actions/resolutions

Thank you for all your hard work

See you at 9.30am tomorrow - SHARP!



The India-EU Skills Development Project



Training for Assessment Professionals: Assessment Designers & Assessment Developers

Isabel Sutcliffe

SSTE Assessment, Learning & Certification

Assessment Designers & Assessment Developers
Training NSDA. November 2016

Today's Programme



- Session One: Reflections, Challenges & Opportunities
- Session Two: The Assessment Lifecycle: Designing & Developing Assessment Strategies & Tools – Cont
- Session Three: Carry out the assessment outcomes review & evaluation process
- Session Four: The Assessment Professional
- Session Five: Tying it all Together
- Final Session: Award of Certificates & Photographs
- Close of Training

Reflections, Challenges & Opportunities



In 10 mins

- Think about the two days' training &, using the Post-Its provided, place on the headed Flip chart paper:
 - **Three challenges** that the training presents to you in your role
 - **Three opportunities** that the training gives you in your role

Designing & Developing Assessment Strategies & Tools



In this session we recap and continue to build on the following Learning Outcomes

You will be able to:

- Design Assessment Strategies which are fit for purpose
- Develop a range of Assessment Tools in line with an agreed Assessment Strategy
- Apply best practice when writing or training others on the construction of multiple-choice items
- Ensure that all Assessment Tools have good quality rubric/mark schemes
- Improve the guidance documentation on assessment provided to Training Providers, Candidates & other assessment professionals

Carry Out the Assessment Outcomes Review & Evaluation Process (1)



Learning Outcomes

At the end of this session you will:

- Understand the importance of standardisation in ensuring assessment outcomes are reliable and comparable
- Review outcomes of assessment prior to issue
- Undertake systematic reviews & evaluation of assessment performance by qualification
- Provide data as required in the case of complaints or appeals

Carry Out the Assessment Outcomes Review & Evaluation Process (2)



Standardisation

A process by which the body responsible for the development, delivery and recording of assessment outcomes can be assured that those making assessment decisions/professional judgments are applying the same criteria.

The process of standardisation takes place both **before** and **after** live assessments have been carried out.

Carry Out the Assessment Outcomes Review & Evaluation Process (3)



TASK ONE

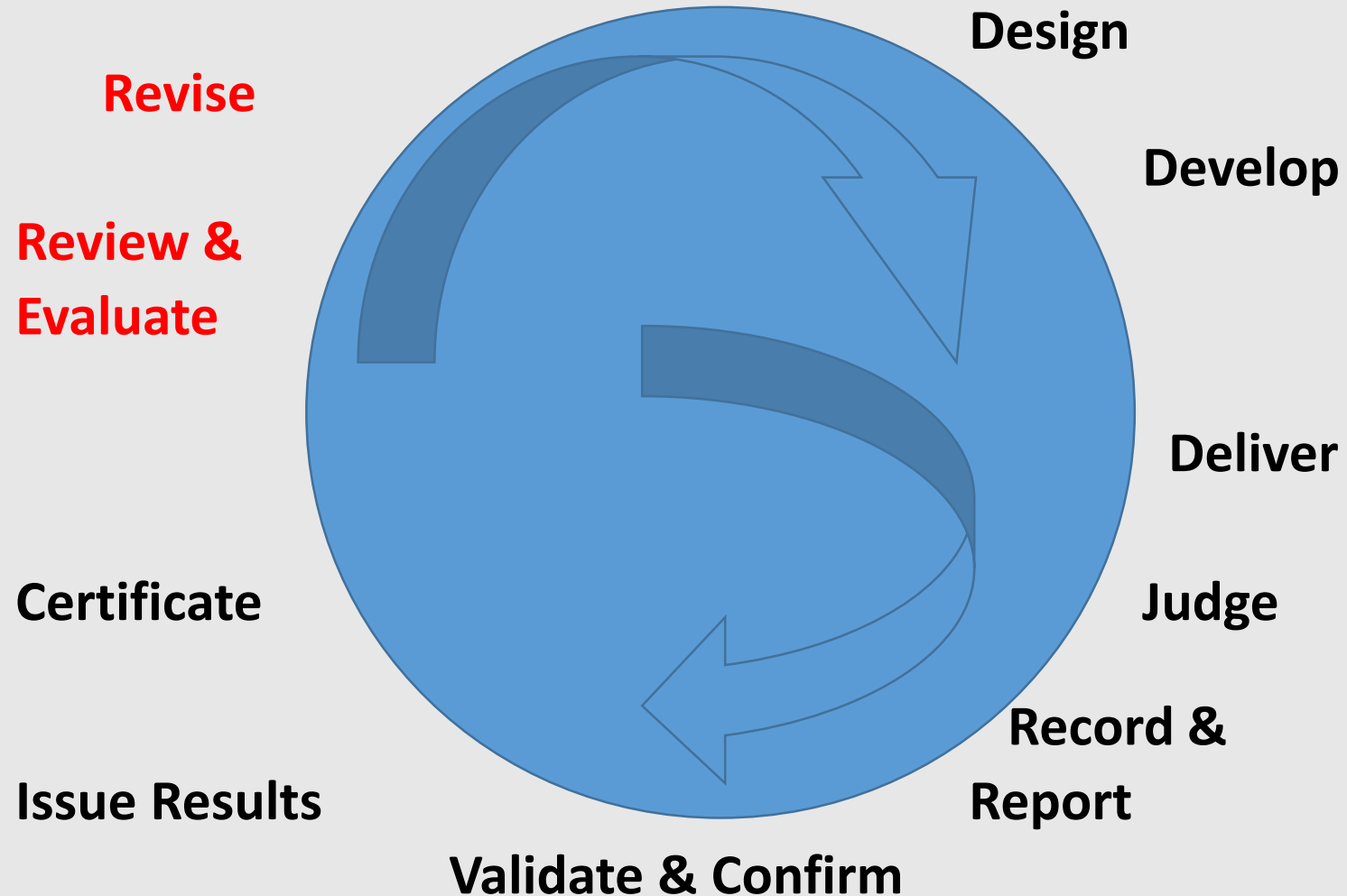
In 45 mins

In groups:

- 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

Carry Out the Assessment Outcomes Review & Evaluation Process (4)

Assessment Lifecycle for an NSQF qualification



Carry Out the Assessment Outcomes Review & Evaluation Process (5)



TASK TWO

In 45 mins

Working with a partner:

- Identify the data that Assessment Bodies have which can be reviewed & evaluated in order 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

Carry Out the Assessment Outcomes Review & Evaluation Process (6)



The role of the Assessment Designer/Developer with regard to Candidate Complaints and/or Appeals

Carry Out the Assessment Outcomes Review & Evaluation Process (7)

Recap

Learning Outcomes

At the end of this session you will:

- Understand the importance of standardisation in ensuring assessment outcomes are reliable and comparable
- Review outcomes of assessment prior to issue
- Undertake systematic reviews & evaluation of assessment performance by qualification
- Provide data as required in the case of complaints or appeals

The Assessment Professional: Attitudes & Behaviours (1)



Learning Outcomes

At the end of this session, you will have considered:

- the attitudes and behaviours expected of Assessment Professionals
- How to support the **on-going professional development** of Assessment Practitioners
- opportunities for **own continuing development**
- the importance of having a **community of Assessment Professionals**
- the **means by which** such a community might be established

The Assessment Professional: Attitudes & Behaviours (2)



TASK THREE

10 mins

Working in pairs and using the flip chart paper provided:

- Give **three words** to define the attitudes/behaviours of all Assessment Professionals
- Give **three words** to describe how Assessment Designers & Assessment Developers should carry out their work
- Give **three statements** which could form the core of an Assessment Code of Practice
- Stick the flip chart paper to the window/wall

The Assessment Professional: Attitudes & Behaviours (3)



TASK FOUR

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

The Assessment Professional: Attitudes & Behaviours (4)



RECAP

At the end of this session, you will have considered:

- the attitudes and behaviours expected of Assessment Designers & Assessment Developers
- How to support the **on-going professional development** of Assessment Practitioners
- opportunities for **own continuing development**
- the importance of having a **community of Assessment Professionals**
- the **means by which** such a community might be established

Tying it ALL together

In this final session, we will:

- Revisit the learning
- Review one's perception of own role
- Consider what to do with the learning
- Consider what changes can be made
- Reflect & give feedback on the training programme

Tying it ALL together

TASK FIVE

10 mins

Working on your own or in pairs and using the template provided:

- 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)

Tying it ALL together

TASK SIX

10 mins

Work 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

Tying it ALL together

TASK SEVEN

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?
- Take a look at the Action Plans....

Tying it ALL together

Whole group discussion of feedback:

- Do you enjoy your work? Will you enjoy it more?
- Have you got answers to those parts of the job you dislike? If not, what can be done?
- Do the challenges & opportunities remain as they were? What's changed?

Over-arching objectives of the training



The purpose of the training session was to:

- Make you familiar with the NSQF Principles of Assessment and how these impact on your own role
- Make you familiar with the NQAF and its implications for your work and for that of both Assessment Bodies & Training Providers
- Make you aware of the Outcomes-Based training programme for Assessment Professionals
- Give you the opportunity to work towards the Core Modules for all Assessment Professionals as well as the Role-specific Module
- Put you in a position to gather evidence in readiness for the availability of NSQF qualifications based on NOS for Assessment Professionals
- Allow you to engage in a process to promote the importance of assessment in general, of Assessment Bodies & of Assessment Professionals in particular

Tying it ALL together

Final discussion of this training:

Each delegate to:

- Offer **one** new learning
- State what they enjoyed the most about the training
- State what they least enjoyed about the training

All delegates to:

- Suggest changes to the training programme

Almost the end!



AWARD OF CERTIFICATES & PHOTOGRAPHS

Thank you for being a joy to work with!

Keep in touch.....**Isabelmsutcliffe@gmail.com**... and
with each other.

Good luck!