

## NZQA Assessment Support Material Guidelines for Assessors and Candidates

<b>Unit standard</b>	<b>11552</b>				
<b>Title</b>	Design and evaluate assessment materials				
<b>Level</b>	5	<b>Credits</b>	10	<b>Version</b>	6

### Introduction

People credited with this unit standard are able to design and evaluate assessment materials. The following guidelines support assessors to carry out valid and consistent assessment, and provide guidance to support candidates.

Assessors and candidates need to be very familiar with the outcomes being assessed by the unit standard. The outcomes, evidence requirements and explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing candidates against the standard.

### AWARD OF CREDIT



This unit standard can be awarded with an Achieved grade only.

### CONDITIONS OF ASSESSMENT



This assessment will take place over a timeframe set by the assessor.

## Context/setting

Candidates will need to be in a position to design assessments for standards in real situations.

Naturally occurring evidence from a trainee assessment designer's work is the best form of evidence.

## Minimum evidence requirements

To meet the requirements of this standard, the trainee assessment designer must develop materials that use a range of at least three different assessment methods across two assessments.

## Definitions

Some of the terms used in the standard that the candidate needs to be familiar with include:

*Assessment activities* refers to tasks such as written questions, scenarios, simulations, skills tests, observation checklists, and attestation/verification questionnaires.

*Assessment materials* refers to documents like assessment tasks and/or activities, assessment schedules, assessor briefs, evidence guides, common assessment tasks (CATs), checklists, and marking guides.

*Assessment methods* refers to ways to assess, such as observation of natural events, simulations, skills tests, examination of products, processes for attestation, and written and/or oral assessments.

*Evidence collection methods* refers to ways to collect evidence related to methods and activities used such as naturally occurring assessments, portfolio, online assessments, observations of skills, written or oral questions, attestations and simulations.

*Good assessment practice* occurs when the assessor focuses on outcomes, gives due consideration to all evidence requirements within the performance standard(s) and judges, overall, that the candidate has provided sufficient evidence that the outcomes have been met.

*Integrated assessment* refers to combinations of outcomes of standards that are assessed simultaneously.

*Standards* are statements of performance with measurable outcomes against which assessment occurs. Standards may include but are not limited to – Directory of Assessment Standards (DAS) unit standards, organisational standards, and other learning outcomes.

## Legal and ethical behaviours

Candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. This will include compliance with relevant legislation and organisational requirements. Legislation may include the:

- Health and Safety at Work Act 2015,
- Privacy Act 1993,
- Human Rights Act 1993,
- Copyright Act 1994,
- Vulnerable Children Act 2014,
- and any subsequent amendments.

## Possible assessment tools

There are a range of possible assessment tools that could be used for assessing candidates against 11552. These may include:

- Portfolio of evidence.
- Examination of documentation.
- Attestation/verification.

## Evidence and Judgement Guidance

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Outcome Statement	Evidence for Achievement	Judgements for Achievement
<p><b>Outcome 1</b></p> <p>Explain assessment types and compare evidence collection methods and their application.</p> <p><b>Evidence requirements</b></p> <p>1.1 The purpose of a variety of assessment types is explained in terms of their application.</p> <p>Range: includes but is not limited to – diagnostic, formative, summative.</p> <p>1.2 The principles of effective assessment are described in terms of good assessment practice.</p> <p>Range: validity, currency, consistency, reliability, authenticity, sufficiency, fairness.</p> <p>1.3 The effectiveness of various evidence collection methods and their application are compared in terms of good assessment practice.</p>	<p><i>Possible source of evidence:</i></p> <p>Documented responses to questions on assessment types and principles, and evidence collection methods as specified in outcome statement.</p>	<p><i>Evidence confirms:</i></p> <ul style="list-style-type: none"> <li>• Purpose and application diagnostic, formative and summative assessments are <b>all</b> explained.</li> <li>• Principles of validity, currency, consistency, reliability, authenticity, sufficiency and fairness in good assessment practice are <b>all</b> explained.</li> <li>• Comparison of all seven evidence collection methods for assessment activities determines their effectiveness in common applications.</li> </ul>

Outcome Statement	Evidence for Achievement	Judgements for Achievement
<p>Range: evidence collection methods may include – naturally occurring assessments; portfolio; online assessments; observation, written or oral questions; attestation; simulation.</p>		
<p><b>Outcome 2</b></p> <p>Design assessment materials.</p> <p>Range: materials must include – assessment activities and a marking schedule.</p> <p><b>Evidence requirements</b></p> <p>2.1 Assessment types are selected and activities are designed to measure performances against the required standard.</p> <p>2.2 Assessment activities are designed to enable integrated assessment to occur where possible.</p> <p>2.3 Assessment activities and materials are designed to enable candidates to have a clear understanding of what is required.</p> <p>2.4 Assessment guidance materials are designed to enable assessors to collect evidence that meets the principles of good assessment practice and enables judgements that are consistent.</p>	<p><i>Possible source of evidence:</i></p> <ul style="list-style-type: none"> <li>• Assessment tasks/activities (will vary according to context)</li> <li>• Assessment schedules</li> <li>• Assessment briefs</li> <li>• Evidence guides</li> <li>• Checklists</li> <li>• Marking guides or judgement statements</li> <li>• Common Assessment Tasks (CATs).</li> </ul>	<p><i>Evidence confirms</i></p> <p>Assessment materials for two different standards, which use at least three different assessment methods and demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Enable integrated assessment of outcomes where possible.</li> <li>• Clearly show how all the standards' outcomes are assessed.</li> <li>• Allow for valid and sufficient evidence to be collected.</li> <li>• Provide assessor guidance about sufficient valid evidence for consistent judgements at the appropriate level.</li> <li>• Have clear instructions for assessors and candidates appropriate to the level.</li> </ul>
Outcome Statement	Evidence for Achievement	Judgements for Achievement
<p><b>Outcome 3</b></p> <p>Evaluate assessment materials.</p> <p><b>Evidence requirements</b></p> <p>3.1 Assessment materials are evaluated in terms of their alignment with the</p>	<p><i>Possible source of evidence:</i></p> <ul style="list-style-type: none"> <li>• Paper trail of adjustments to materials with reasons for changes.</li> <li>• Details of feedback from stakeholders</li> </ul>	<p><i>Evidence confirms:</i></p> <ul style="list-style-type: none"> <li>• Quality assurance/pre-assessment moderation has been conducted to check alignment with the standard and with organisation requirements.</li> </ul>

Outcome Statement	Evidence for Achievement	Judgements for Achievement
<p>standard and organisational quality assurance requirements.</p> <p>3.2 Stakeholder feedback on assessment materials is sought and used to identify possible refinements to the materials.</p> <p>Range:evidence of two stakeholders is required, including a potential learner.</p> <p>3.3 Possible refinements are considered and incorporated, where appropriate, into the assessment materials in accordance with good assessment practice.</p>	<ul style="list-style-type: none"> <li>• Moderation reports.</li> <li>• Final version of assessment materials</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback includes potential learner and one other stakeholder who could be an internal and/or external moderator.</li> <li>• Changes made to material are in line with the feedback received and demonstrate good assessment practice.</li> </ul>
<p><b>Legal and ethical behaviours (required)</b></p> <p>To be awarded this standard, candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. This will include compliance with relevant legislation and organisational requirements (see page 2). A senior person in the organisation must attest that a candidate's performance meets these requirements.</p>		