

Learning Assessment Guide

Unit Standard 11552 – Version 3

Design assessment

Level 5 – 6 Credits

| Assessment Summary | | | |
|---|--|----------------|--|
| Learner to complete | | | |
| Learner's name: | | | |
| Employer: | | | |
| NSN no. (ROL): | | DOB: | |
| Signed: | | Date: | |
| Assessor to complete | | | |
| <input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required | | | |
| Assessor's name: | | Assessor's No. | |
| Signed: | | Date: | |

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

This Learning Assessment Guide is made up of:

- Assessment tasks for you to complete
- A verification form for you to obtain confirmation of the authenticity of your assessment materials
- A copy of the checklist that your assessor will use to analyse your documents
- User feedback forms for you to obtain comment on how user friendly your assessment material is
- The Assessment Guide that your assessor will use to assess your competence

The assessment tasks are designed to show your assessor that you can:

- Design assessments
- Evaluate assessment materials

Assessment Task One – Element 1

Introduction

This assessment task is designed to assess your ability to design assessment activities. You will need to demonstrate the use of different methods of evidence collection, resulting in the demonstration of at least three assessment methods.

Task Instructions

- You will need to provide your assessor with two standards based assessments that you have designed. These should be assessments which have been moderated and trialed if they are to meet the requirements of element two. These would normally be unit standards, but can include other standards. Check with your assessor if you are unsure.
- Between them, the two standards based assessments must total a minimum of 6 credits.
- At least three assessment methods must be used. The three methods may be spread across the two assessments. These may include:
 - observation of naturally occurring evidence
 - simulations
 - skills tests
 - examination of products
 - processes for attestation
 - written and oral activities
- You will need to have your manager or supervisor complete the 'Verification of authenticity' form to confirm that you are the author of the material presented for assessment.

If the same person is verifying both of your assessments, only one verification form is required

- Your assessor will apply the 'Assessment Design Checklist' (a copy of which is provided for you in this Learning Assessment Guide) to each assessment to ensure that they meet the remainder of the performance criteria of element one.

The completed assessment for task one will include:

- Two assessments that, in combination total 6 credits.
- Evidence that assessment tasks have been combined where possible.
- A completed 'Assessment Design Checklist' by your assessor.
- A completed 'Verification of Authenticity' form that confirms the learner as author of the assessment material provided.

If the same person is verifying both of your assessments, only one verification form is required

Verification of Authenticity of Assessment Materials

To: Manager or Team Leader of learner

(name of learner)

_____ is currently being assessed in Unit Standard 11552: Design assessment. S/he is required to submit two assessments that s/he has written as evidence of ability to design assessment materials.

Your knowledge of the learner and his/her work is sought to confirm that the following documents were produced by the learner.

Documents referred to:

1.

2.

Name of verifier: _____

Position of verifier: _____
(in relation to learner)

Organisation: _____

Signature: _____

Date verified: _____

Thank you for your assistance.

Verification of Authenticity of Assessment Materials

To: Manager or Team Leader of learner

(name of learner)

_____ is currently being assessed in Unit Standard 11552: Design assessment. S/he is required to submit two assessments that s/he has written as evidence of ability to design assessment materials.

Your knowledge of the learner and his/her work is sought to confirm that the following documents were produced by the learner.

Documents referred to:

1.

2.

Name of verifier: _____

Position of verifier: _____
(in relation to learner)

Organisation: _____

Signature: _____

Date verified: _____

Thank you for your assistance.

Assessment Design Checklist

(this is a copy only for your information – the assessor has own copies to complete)

Learner: _____

Assessor: _____

Assessment title: _____

Please ✓ or ✗ the checklist in accordance with your judgements. Use the 'Comments' space to add additional information for moderation purposes or to clarify judgements. Then circle C (competent) or NYC (not yet competent) for each performance criteria.

Assessment methods involved (special note 2 and range statement of element 1)

The following assessment methods have been used:

- observation of naturally occurring evidence
- simulations
- skill tests
- examination of products
- processes for attestation
- oral questions
- written questions
- _____
- _____

How many different methods of assessment are used in this assessment document?
(Note: a minimum of 3 are required across the two assessments.)

PC 1.1 Activities chosen identify performances that match the required outcomes:

- at element level
- at performance criteria level

Comments:

C / NYC

PC 1.2 Individual activities enable combinations of outcomes to be assessed simultaneously where possible.

- If the statement of outcomes in the unit standard suggests or allows for simultaneous assessment, this opportunity is used to streamline the assessment.

Comments:

C / NYC

PC 1.3 Activities and associated guidance material enable assessors to collect evidence which is valid and sufficient, and to make decisions which are consistent.

- Assessment activities state clearly what the learner must do to complete the assessment.
- Associated guidance material supports the collection of appropriate evidence.
- Activities and associated guidance material promote the collection of evidence that is **valid** for the assessment of outcomes.
- Activities and associated guidance material promote the collection of evidence that is **sufficient** for the assessment of outcomes.
- Activities and associated guidance material promote the collection of evidence that will foster **consistency** in decisions made on the basis of this evidence.

Comments:

C / NYC

PC 1.4 Wording of activities enables learners to have a clear understanding of what is required.

- Wording of activities contributes to a clear statement of what is required.
- Wording of associated guidance material enhances understanding of what is required.

Comments:

C / NYC

Assessment Task Two – Element 2

Introduction

This assessment task requires that you obtain feedback from stakeholders on the quality of your assessment materials, and that you respond appropriately to that feedback.

Task Instructions

- You will need to produce feedback from moderation for each of your two assessments.
- Moderation may be internal or external moderation, but should be completed by a moderator who has undergone appropriate training. It is preferable that the moderator(s) have completed unit standard 11551 Moderate assessment or its predecessor unit standard 4100.
- The moderation schedule or feedback must be provided as part of the evidence requirements for this task.
- Copies of your assessment material should be provided:
 - provision of a copy of their assessment material prior to moderation
 - provision of a copy of their material after moderation, with changes highlighted in some way.
- Please label the versions 'before moderation' and 'after moderation' and highlight the changes in some way.
- You must also provide your assessor with feedback from someone who has used each assessment.
- This could be either:
 - a learner who has been assessed using your material, either by yourself or someone else; or
 - another workplace assessor who has used your assessment materials.
- Use the appropriate 'User Feedback Form' to obtain this comment on the user friendliness of your assessment material. Two versions of the 'User feedback' form are included in this Learning Assessment Guide, one for use if you are obtaining feedback from a learner, the other for use if you are obtaining feedback from an assessor.
- Any modifications to your material as a result of user feedback should be indicated in a similar manner to those arising from moderation feedback.
- Please pass the completed forms on to your assessor.
- Your assessor may wish to contact your verifiers to discuss their comments.

The completed assessment for Task Two will include provision to your assessor of:

- Moderation feedback on each of your two assessments.
- Assessment material before and after moderation, with changes highlighted.
- A completed 'User Feedback Form' for each assessment.

User Feedback Form

(for use with learners)

Title of assessment: _____

To: User of the above assessment

(name of learner)

_____ is being assessed in Unit
Standard 11552: Design Assessment.

You have been asked to contribute toward this assessment because you have recent experience with material that s/he has written, either as a learner or an assessor.

Please ✓ or ✗ the checkboxes in accordance with your view of the assessment material and use the 'Comments' section to elaborate on your checkbox responses.

- Are all instructions for activities clear and easily understood?
- Is the language and writing style suitable for you and others in your workplace?
- Do the activities and/or questions provide you with sufficient opportunity to demonstrate your knowledge and skills?
- Did the layout and presentation of the assessment material help make it easy to read and understand?
- Did the activities that were used to assess you test your ability to use those skills in unfamiliar or new situations?
- Was unnecessary repetition avoided by assessing you on several closely related knowledge or skill areas at the same time, if relevant?

Comments:

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Name: _____

Signature: _____

Position: _____

Phone Number: _____

Date: _____

The assessor may wish to contact you to discuss any of your comments with you.

Thank you for your assistance.

User Feedback Form

(for use with assessors)

Title of assessment: _____

To: User of the above assessment

(name of learner)

_____ is being assessed in Unit
Standard 11552: Design Assessment.

You have been asked to contribute toward this assessment because you have recent experience with material that s/he has written, either as a learner or an assessor.

Please ✓ or ✗ the checkboxes in accordance with your view of the assessment material and use the 'Comments' section to elaborate on your checkbox responses.

- Instructions for activities are clear, with no ambiguity or confusion over what is required of the learner.
- The language, style and terminology used match the needs of those with whom it is likely to be used.
- Wording of any questions or instructions is such that they provide the learner with an opportunity to demonstrate their knowledge and skills.
- Wording of activities is neutral in that it does not lead the learner toward the required response.
- Activities are selected which ensure that the learner has the ability to transfer this level of performance to new situations.
- Format and layout of assessment material contributes and does not hinder the assessment process.
- Assessment plans or evidence guides show use of simultaneous assessment, where appropriate, to streamline the assessment process.
- Statements relating to assessor judgements are clear, with no ambiguity or confusion over what is required of the learner.
- Instructions relating to the documentation of learner performance are clear, with adequate space provided for documentation

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Comments:

Name: _____

Signature: _____

Position: _____

Phone Number: _____

Date: _____

The assessor may wish to contact you to discuss any of your comments with you.

Thank you for your assistance.

Assessment Guide

The following guide will be used to assess your competence with unit standard 11552 version 3: Design assessment.

| Task / Element | Evidence Required | Judgement | |
|---|--|---|-----------------|
| <p><i>Task 1 / Element 1</i></p> <p>This task involves the learner providing two assessments that they have written.</p> | <p>The learner must produce two assessments that, in combination, involve a minimum of three different assessment methods.</p> | <p>Assessments must result in the completion of two 'Assessment Design Checklists' by the assessor.</p> | <p>Yes / No</p> |
| | <p>Credit value of the two standards involved must total 6 credits or greater.</p> | <p>Credit value equals or exceeds six credits.</p> | <p>Yes / No</p> |
| | <p>Attestations to verify the authenticity of each assessment must be produced.</p> | <p>Attestations must verify that the learner is author of the assessment materials.</p> | <p>Yes / No</p> |
| <p><i>Task 2 / Element 2</i></p> <p>This task involves the learner obtaining feedback on the quality of the two assessments.</p> <p>Feedback includes: (1) moderation comment; and (2) user comment.</p> <p>Learner must show how feedback has been used in review of materials for future use.</p> | <p>The learner provides moderation comment on each of the two assessments.</p> | <p>Moderation schedule/comment is received for both assessments stating assessment material matches u/s requirements.</p> | <p>Yes/No</p> |
| | <p>The learner provides user comment on each of the two assessments.</p> | <p>Completed 'User Feedback' forms are received for both assessments. Materials are fit for purpose for the assessment.</p> | <p>Yes/No</p> |
| | <p>Learner provides copies of assessments before receiving feedback, and following modifications in response to feedback.</p> | <p>Material is provided that shows learner's response to feedback.</p> | <p>Yes/No</p> |