

**Assessor Guide**  
**TAEASS502 Design and develop  
assessment tools**

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2nd Edition 2017

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# Advice for Assessors

Welcome to the Assessor Guide.

The suite of training and assessment materials for the unit of competency *TAEASS502 Design and develop assessment tools* comprises three main components:

- Assessor Resources, including:
  - this Assessor Guide, which contains instructions on how to contextualise assessment tasks and conduct assessments
  - assessment tasks ready to be contextualised for the delivery environment, candidate cohort and any other relevant factors
  - a customisable 'Assessment Materials' document to enable RTO staff to create a complete set of assessment tasks for candidates.
- Facilitator Resources, including:
  - a Facilitator Guide, which contains delivery advice, customisable Delivery Plan and session plans
  - customisable PowerPoint presentations.
- a Participant Workbook that includes:
  - learning materials to assist learners to understand key concepts and terms
  - learning activities to assist learners to practise their understanding.

## In this Assessor Guide

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This Assessor Guide contains, for each assessment task:

- an overview of the task
- assessor instructions for conducting the assessment
- a marking guide, which contains guidance on satisfactory completion of the task and answers/sample responses where applicable
- a feedback sheet, which will be provided to the candidate after the assessment judgement has been made; contains the specifications from the marking guide minus the answers/sample responses
- appendices, which contain additional information or documents that the assessor needs, or needs to provide the candidate, during assessment.

It also contains a detailed table that maps each assessment task to the unit of competency and its assessment requirements.

# Assessment Task 1: Design and develop assessment tools portfolio

## Overview

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In this assessment task, the candidate will design and develop three assessment tools for the assessment of vocational competence. This will allow them to demonstrate the skills and knowledge required to understand a unit of competency and its requirements, gather evidence relevant to the assessment environment and apply them. They will also trial the assessment tools with fellow candidates or colleagues.

## Assessor instructions

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It is recommended:

- that the assessment task is conducted after delivery of Session 3
- that you meet with the candidate prior to them beginning their assessment to agree on which organisational assessment policy will be the basis of their assessment: their own organisation's or the sample policy provided in Appendix 1 of the task (and copied in this guide)
- that you use an evaluation checklist (from the candidate's organisation, or the sample provided in Appendix 2 of the task) evaluate the first submission of the candidate's assessment tools and provide adequate feedback to allow the candidate to amend their assessment tools for final submission
- that you participate in the trialling of assessment tools with the candidate, and completes the evaluation checklist provided in Appendix 2 of the task (and copied in this guide)
- that other participants be used as learners to trial the assessment tools to provide a wider sample

**Note:** The learners do not need to be enrolled in the unit/s and the trial can be a simulation. It is recommended that the candidate have at least three learners to make the trial of their tools more typical of those experienced in a training and assessment environment.

- that an observation checklist is completed by the assessor during the candidate's interaction with trial participants to record observations of candidate performance; an Observation Checklist is provided in Appendix 3 of this guide.

The context and conditions of assessment, which must be met when conducting this assessment task, are outlined in the following table.

**Note to assessors:** Complete the relevant sections of the following table. After you have contextualised this assessment task, return and update the whole table as required.

Context and conditions for assessment		
Requirement	Detail	Done (✓)
This assessment task has been contextualised to suit candidates who:	<RTO to complete – description of candidate cohort.> <RTO to complete – details of assessment environment, e.g. in a learning environment, in a simulated environment, or in a workplace.>	
This assessment task will be conducted:	<RTO to complete – details of when the task will be completed, e.g. at the end of the training program (summative assessment), at a specific point in the training (formative assessment), after specific activities have been completed, etc.>	
Timeframe for completion of assessment:	<RTO to complete – details of time allowed for candidate to complete the assessment.>	
Conditions of assessment:	<p>Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to relevant organisational policies and procedures in relation to the assessment system.</p> <p>Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p> <p>Assessors of this unit must hold the <i>TAE50116 Diploma of Vocational Education and Training</i> or the <i>TAE50111 Diploma of Vocational Education and Training</i> or be able to demonstrate equivalence of competencies.</p> <p>&lt;RTO to complete – details of environment conditions or any other RTO conditions for assessment for this task.&gt;</p>	
Equipment and material requirements include:	<p>To complete this assessment task, candidates will need access to:</p> <ul style="list-style-type: none"> <li>• the internet</li> <li>• training package support materials</li> <li>• candidates or colleagues who will trial your assessment tools</li> <li>• assessment policy and procedures (from your organisation, or use the sample provided in Appendix 1)</li> <li>• evaluation checklist (from your organisation, or use the sample provided in Appendix 2).</li> </ul>	
Physical conditions include:	<RTO to complete – details or requirements of the physical environment, including any requirements outlined in the assessment conditions section of the assessment requirements document not mentioned elsewhere in this table.>	

## Marking guide

Assessors must use the following marking guide when assessing candidate performance for Assessment Task 1. This will ensure consistency in the judgements made about each candidate's performance, and between assessors.

**Note to the assessor:** Remember to update the marking guide after you have contextualised the assessment task.

### Deliverables

The candidate:	
Submitted:	
1	<ul style="list-style-type: none"> <li>three assessment tools, including instruments, for three units of competency (version 1)</li> </ul>
2	<ul style="list-style-type: none"> <li>a copy of the assessment policy used (the organisation's or the sample provided in Appendix 1)</li> </ul>
3	<ul style="list-style-type: none"> <li>a copy of the Evaluation Checklist template used to evaluate the assessment tools (organisation's or the sample provided in Appendix 2)</li> </ul>
4	<ul style="list-style-type: none"> <li>completed copies of the Evaluation Checklist used to evaluate the assessment tools (one per learner)</li> </ul>
5	<ul style="list-style-type: none"> <li>modified versions of three assessment tools, including instruments, for three units of competency, following the trial (version 2)</li> </ul>
6	Trialled three sets of assessment tools with learners (observed by the assessor).
7	Submitted all documentation and completed the assessment in the format and within the timeframe agreed with the assessor.

## Performance indicators

The candidate:	
1	determined the purpose of assessments and the assessment context for three units of competency
2	<p>considered the following when creating their assessment tools:</p> <ul style="list-style-type: none"> <li>• any health and safety requirements for conducting the assessments</li> <li>• industry and licensing requirements</li> <li>• learner needs</li> <li>• reasonable adjustment guidelines</li> <li>• contextualisation guidelines relevant to the evidence being collected</li> </ul>
3	<p>selected the best method of assessment of each unit of competency and ensured that the methods:</p> <ul style="list-style-type: none"> <li>• met the principles of assessment</li> <li>• addressed the context of assessment</li> <li>• allowed for recognition of current competency</li> </ul>
4	<p>included a suitable assessment instrument for each unit of competency and ensured that the instruments:</p> <ul style="list-style-type: none"> <li>• gave clear instructions to the learner</li> <li>• gave clear instructions to the assessor</li> <li>• explained how the instruments will be administered</li> <li>• addressed the rules of evidence</li> <li>• incorporated recording and reporting requirements for the outcome of assessments</li> </ul>
5	<p>ensured their assessment tools:</p> <ul style="list-style-type: none"> <li>• were contextualised for three different learning environments</li> <li>• incorporated at least one assessment method per unit of competency</li> <li>• included a marking guide for the assessor</li> <li>• addressed the context and conditions of assessment</li> <li>• met the benchmark requirements of each unit</li> <li>• met the ethical requirements of assessment</li> <li>• used language appropriate to the target audience</li> </ul>
6	checked their draft assessment tools against evaluation criteria (as required by their organisation, or the sample evaluation checklist provided)