

# APPENDICES

1. VISUALISING THE EVIDENCE
2. SELECTION OF TASK TYPE
3. LINKING THE SCORING CRITERIA TO THE INDUSTRY SPECIFIC CONTEXT
- 4 A CHECKLIST FOR WORK PERFORMANCE
- 4 B CHECKLIST FOR WORK PROJECT
- 4 C CHECKLIST FOR PRODUCT
- 4 D CHECKLIST FOR PORTFOLIO

## 1. Visualising evidence

**WHAT?** What do the students need to be able to do?

What Unit/s are being assessed?

List the evidence

How?

Where?

## 2. Selection of task type

Unit/s	Possible task types	Key considerations	Task type chosen and rationale

**3. Linking the scoring criteria to the elements of assessment extracted from the evidence guide**

CRITERIA	ELEMENTS OF ASSESSMENT
< insert scoring criteria >	< insert elements of assessment from the evidence guide >

## 4A DESIGN RULES FOR WORK PERFORMANCE

The assessment includes:

- observation of the student's performance in clearly defined activities
- supporting oral or written questions.

DESIGN RULES	NOTES
Has the task been designed to assess a specific unit or units of competence?	
Have the unit/s of competence which the task will address been clearly identified for students?	
Will the assessment take place in a workplace setting or appropriate simulated environment?	
If the assessment is to be completed in a simulated environment, have you checked the Training Package assessment guidelines for assessment in a simulated environment?	
Will the assessor record the outcomes of structured observation on a Work Performance checklist?	
Is there a set of oral or written questions to assess essential knowledge and skills to accompany the checklist?	
If oral questions are used, will notes be recorded on the responses?	
Will the assessment be conducted in at least two different contexts which are consistent with the Range of Variables in the unit of competence?	
Will the assessment of Work Performance be conducted over a maximum total timeframe of one and a half hours?	
Is the assessment task structured in a way that allows students the opportunity to demonstrate a high level of performance?	
Has each scoring criteria for this task type been addressed in the task?	

### Scoring criteria:

- application of underpinning knowledge
- communication, language and interpersonal skills
- techniques and processes
- work organisation
- supervision and performance of work tasks

## 4B DESIGN RULES FOR A WORK PROJECT

The Work Project is to involve one of the following:

- an investigation of work procedures/operations
- a problem solving exercise
- a planning exercise
- a research exercise.

DESIGN RULES	NOTES
Is the task designed to assess a specific unit or units of competence?	
Has the unit/s of competence which the task will address been clearly identified for students?	
Is the Project topic related directly to the units being assessed and covers the assessment of the unit/s?	
Is the Project based on primary evidence gathered in a workplace or appropriate simulated environment?	
Is the Project one of: <ul style="list-style-type: none"> <li>■ an investigation of work procedures/operations?</li> <li>■ a planning exercise?</li> <li>■ a problem solving exercise?</li> <li>■ a research exercise?</li> </ul>	
Is there opportunity for the Project to be completed in class time using information gathered in the workplace?  Is five hours allowed to gather evidence in the workplace and ten hours allowed to complete the project?	
Is the assessment task structured in a way that allows students the opportunity to demonstrate a high level of performance?	
Will student/s have access to: <ul style="list-style-type: none"> <li>■ appropriate equipment at the assessment site (refer to the relevant competency standards)?</li> <li>■ instruction for the task?</li> <li>■ the relevant manual, user guides, documentation?</li> <li>■ the criteria for assessment?</li> </ul>	
Has the task been designed to document evidence that includes one of the following: <ul style="list-style-type: none"> <li>■ a written report (approximately 1200–1500 words)?</li> <li>■ an oral report/audiovisual presentation of about 10–15 minutes?</li> <li>■ a visual (photographic/video) presentation/display?</li> <li>■ a team activity and accompanying report/presentation (approximately 1200 words or presentation of about 10–15 minutes)?</li> </ul>	
Has each scoring criteria for this task type been addressed in the task?	

### Scoring criteria:

- application of underpinning knowledge
- planning, organisation and implementation
- coherence and coverage
- expressing ideas and information
- collecting and analysing ideas and information

## 4C DESIGN RULES FOR A PRODUCT

The Product comprises a 'design and produce task' and may include:

- an event
- an object
- a visual presentation

DESIGN RULES	NOTES
Has the task been designed to assess a specific unit or units of competence?	
Have the unit/s of competence which the task will address been clearly identified for students?	
Is the Product based on a work activity and completed in a workplace or appropriate simulated environment?	
If the product is to be completed in a simulated environment, have you checked the Training Package assessment guidelines for assessment in a simulated environment?	
Is the Product: <ul style="list-style-type: none"> <li>■ an object or item?</li> <li>■ an event? (this can be a group activity)</li> <li>■ a visual (photographic/video) presentation/display of an object or event?</li> </ul>	
Does the task include a plan of approximately 500–700 words outlining the design, method and materials/resources required for the Product?	
Has the task been designed to enable the Product to be produced within a maximum total timeframe of 15 hours?	
Does the task include supporting questions to ask the student about the planning and production of their Product?	
Have the supporting questions been designed to produce evidence of the application of planning and problem solving processes used?	
Has the assessment task been designed in a way that allows students the opportunity to demonstrate a high level of performance?	
Has each scoring criteria for this task type been addressed in the task?	

### Scoring criteria:

- application of underpinning knowledge
- problem solving
- techniques and processes
- planning, organisation and implementation
- evaluation of product against plan or intended outcome

## 4D DESIGN RULES FOR A PORTFOLIO

The final Portfolio may be selected from the following:

- practical exercises/activities
- documentation of a work performance
- logbooks/journal/diary
- workbooks
- written/oral short answers
- visual display
- topic tests

DESIGN RULES	NOTES
Is the task designed to assess a specific unit or units of competence?	
Is the Portfolio compiled from evidence produced by the student?	
Will the student be instructed to include an index in their Portfolio that indicates which evidence relates to the appropriate unit/s?	
Are there specific guidelines which will be given to students for the compilation of their Portfolio?	
Will the Portfolio contain a minimum of three items and a maximum of five items?	
Are there at least two different forms of evidence selected from: <ul style="list-style-type: none"> <li>■ practical exercise/activity?</li> <li>■ workbook?</li> <li>■ logbook/journal/diary?</li> <li>■ written/oral short answers?</li> <li>■ visual display?</li> <li>■ topic tests?</li> <li>■ documentation of a work performance, such as a completed checklist or short report?</li> </ul>	
Is the time allowed to complete and compile items for the Portfolio a minimum of five hours and a maximum of twelve hours?	
Is the assessment task structured in a way that allows students the opportunity to demonstrate a high level of performance?	
Has each scoring criteria for this task type been addressed in the task?	

### Scoring criteria:

- application of underpinning knowledge
- planning and organisation
- expressing ideas and information
- content
- independence