

# SCORED ASSESSMENT IN VCE VET PROGRAMS

## SUPPORT ADVICE FOR ASSESSORS

CONTEXTUALISING SCORING CRITERIA:  
COMMUNITY SERVICES, EQUINE INDUSTRY,  
FINANCIAL SERVICES, FURNISHING, MULTIMEDIA,  
MUSIC & MUSIC INDUSTRY (TECHNICAL PRODUCTION)



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'Primavera' 2003 (detail)

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# SCORED ASSESSMENT IN VCE VET PROGRAMS

## SUPPORT ADVICE FOR ASSESSORS

### CONTEXTUALISING SCORING CRITERIA

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## INTRODUCTION

*Scored Assessment in VET Programs* provides assessors with advice about the process of scoring coursework in VCE VET programs. It guides assessors in the application of the VCAA scoring criteria to the competency-based assessment of VCE VET programs for scored Units 3–4.

Most VCE VET programs are drawn from training packages. Where the VCE VET program is curriculum based and therefore delivers modules, the advice contained within this booklet also applies. For the purposes of this booklet, the term ‘unit of competence’ refers also to modules in curriculum documents.

This booklet deals with the coursework component of scored assessment for VCE VET programs.

Advice about the examination component of each program is provided separately each year.

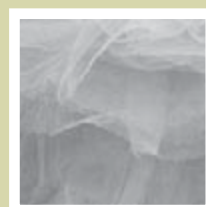
*To assist assessors of scored VCE VET programs, this booklet provides advice on:*



the  
assessment  
plan



integrating the  
scoring criteria  
into assessment  
task design



applying the  
scoring criteria  
to assessment  
tasks in the  
industry specific  
context

This book is divided into two sections. Section 1 provides an overview of the scored assessment process. Section 2 provides illustrations of how the process may be applied in the following VCE VET programs: Community Services, Equine Industry, Financial Services, Furnishing, Multimedia, Music and Music Industry (Technical Production).

**This advice must be read and used in conjunction with the:**

- training package or curriculum document relevant to the scored VCE VET program
- Office of Training and Tertiary Education (OTTE) Purchasing Guide relevant to the training package
- VCE VET Assessment Guide relevant to the scored VCE VET program.

## SECTION 1: PHASES OF THE SCORED ASSESSMENT PROCESS



Assessment of a student's level of performance on the tasks completed during the VCE VET Unit 3–4 sequence does not replace the competency based assessment, but is integrated with the usual assessment process through the coursework tasks. The task types were selected and developed after consideration of the tasks most commonly used by Registered Training Organisation (RTO) assessors in conducting competency-based assessment.

The tasks are designed to ensure that both assessment purposes can be met. One, judgment of the achievement of competence, and two, assessment of the student's level of performance in the Unit 3–4 sequence of their program.

The scoring criteria are the means by which a judgment is made on levels of performance. The critical focus of this booklet is on making the connection between the unit/s of competence being assessed and the scoring process by establishing the links between the evidence of competence and the relevant scoring criteria.

The set of scoring criteria and corresponding performance descriptors for each assessment task type are an integral part of the scored assessment process. The performance descriptors for each task type, as identified in the VCE VET Assessment Guides, are generic and may be applied across the range of scored VCE VET programs. The performance descriptors may be more effectively applied where they are translated to reflect the industry specific characteristics of the training and related assessments.

The three phases of the scored assessment process are summarised below.

### PHASE ONE: CREATE THE ASSESSMENT PLAN

#### Group units of competence

*Batch units of competence into the groups that will become the basis of the tasks. In some cases a group may consist of only one unit of competence.*

#### Identify evidence for assessment

*Confirm validity of grouping.*

#### Consider the four task types

*Assign a task type to each group of units of competence.*

#### Fill out the assessment plan

*Review the task type scoring criteria to confirm or alter task type allocation.*

### PHASE TWO: DESIGN THE ASSESSMENT TASKS

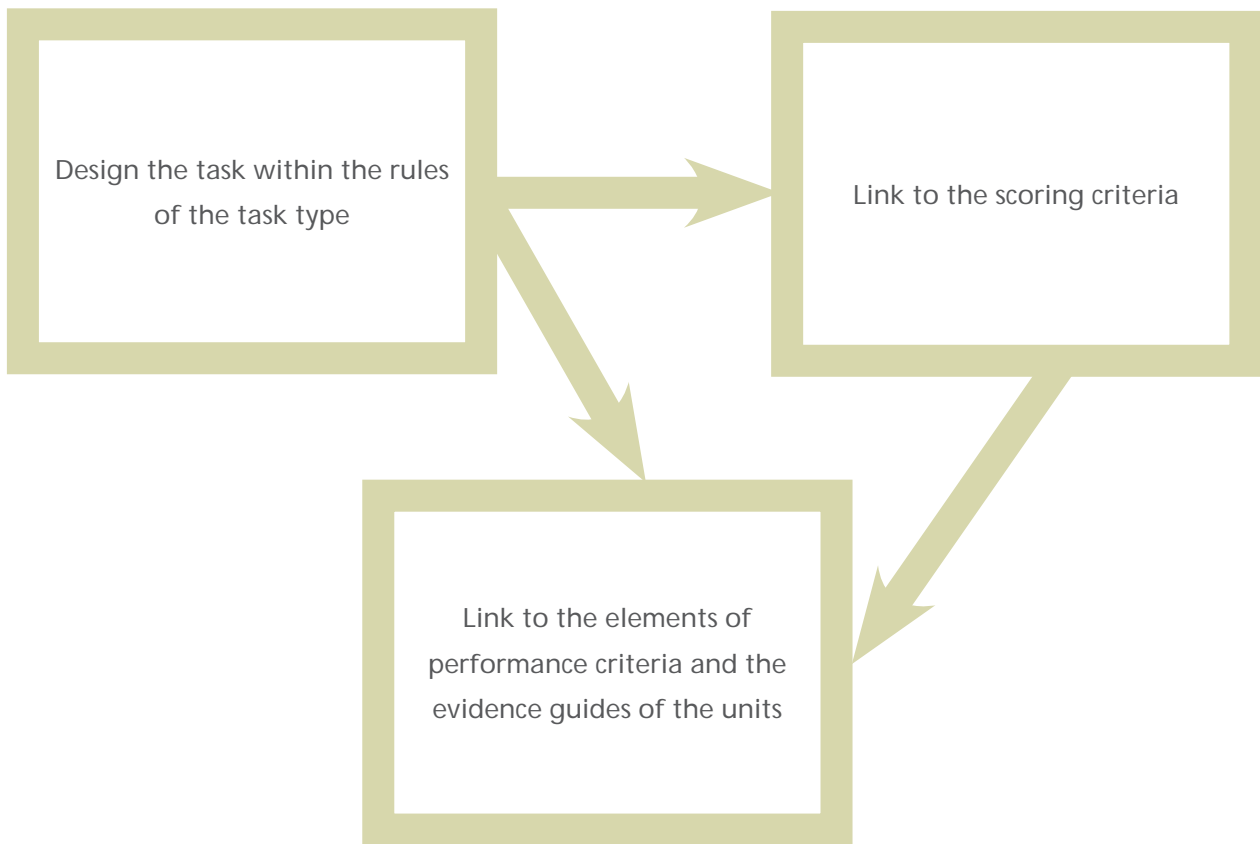
#### Design and develop the task

#### Validate the task design

#### Apply scoring criteria in the industry specific context – contextualise the scoring criteria

### Figure 1: Design the assessment tasks

This figure illustrates the linkages between the steps in this process.



#### PHASE THREE: CONDUCT THE ASSESSMENT

##### Comply with the task design rules

*Comply with the rules of the task type selected.*

##### Use task to determine competence

*Comply with the requirements outlined in the performance criteria and evidence guides of the unit/s of competence.*

##### Judge level of performance

*Judge the student's level of performance using the VCAA scoring criteria in the context of the specific industry.*

##### Record assessment

*Use the VCAA record sheets to record student assessments.*

*Reflect on the assessment process.*

*Consider the assessment, what worked well and what needs to be improved.*

## PHASE ONE: THE ASSESSMENT PLAN

### GROUP UNITS OF COMPETENCE

When deciding which units of competence to group you will need to consider:

- *training package advice or curriculum document*
- *VCE VET Assessment Guide.*

#### TRAINING PACKAGE ADVICE

Information in the training package assessment guidelines and in the unit/s of competence will assist you with grouping units. The first step in deciding which units of competence to group together is to closely read through each unit of competence to be delivered as part of the VCE VET program. In considering potential groupings, ask the following questions:

- Do the skills and knowledge required in any of the units overlap or complement each other in relation to job roles and functions?

You will need to consider or visualise the evidence in each unit.

- Is the scope and context in which the units can be assessed similar?

For example, do the units require the student to perform and respond to a similar range of situations and handle a similar range of contingencies? Refer to the performance criteria and evidence guide of the individual unit of competence.

- Can you use similar assessment strategies to assess the units?

The linkages between the units of competence are also a primary consideration in grouping units. For example, in the *Business Services Training Package*, co-assessment advice is contained in the unit descriptor at the beginning of each unit of competence. Based on the advice given in the training Package, you can co-assess the following two units:

<b>BSBCMN305A</b> <i>Organise workplace information</i>	<b>30 hours</b>
<b>BSBCMN306A</b> <i>Produce business documents</i>	<b>80 hours</b>

These two units can be grouped and co-assessed where a job role involves the collection, organisation and review of information to design and produce a range of business documents.

*Check the units of competence in the relevant training package for advice on grouping and co-assessment of units.*





## VCE VET ASSESSMENT GUIDE

The VCE VET Assessment Guide for each program prescribes weighting rules that may determine potential groupings within programs. It is important to be aware of the total nominal hours for which a single task may account in a student's VCE VET Unit 3–4 program. The requirements for Equine, Financial Services, Furnishing, Music and Music (Technical Production) specify that a task cannot account for more than 120 hours of a student's total Unit 3–4 program. Community Services has a 100 hour maximum and Multimedia has a 90 hour maximum.

*Check the appropriate VCE VET Assessment Guide for further details on nominal hours and weighting rules.*

## IDENTIFY EVIDENCE FOR ASSESSMENT

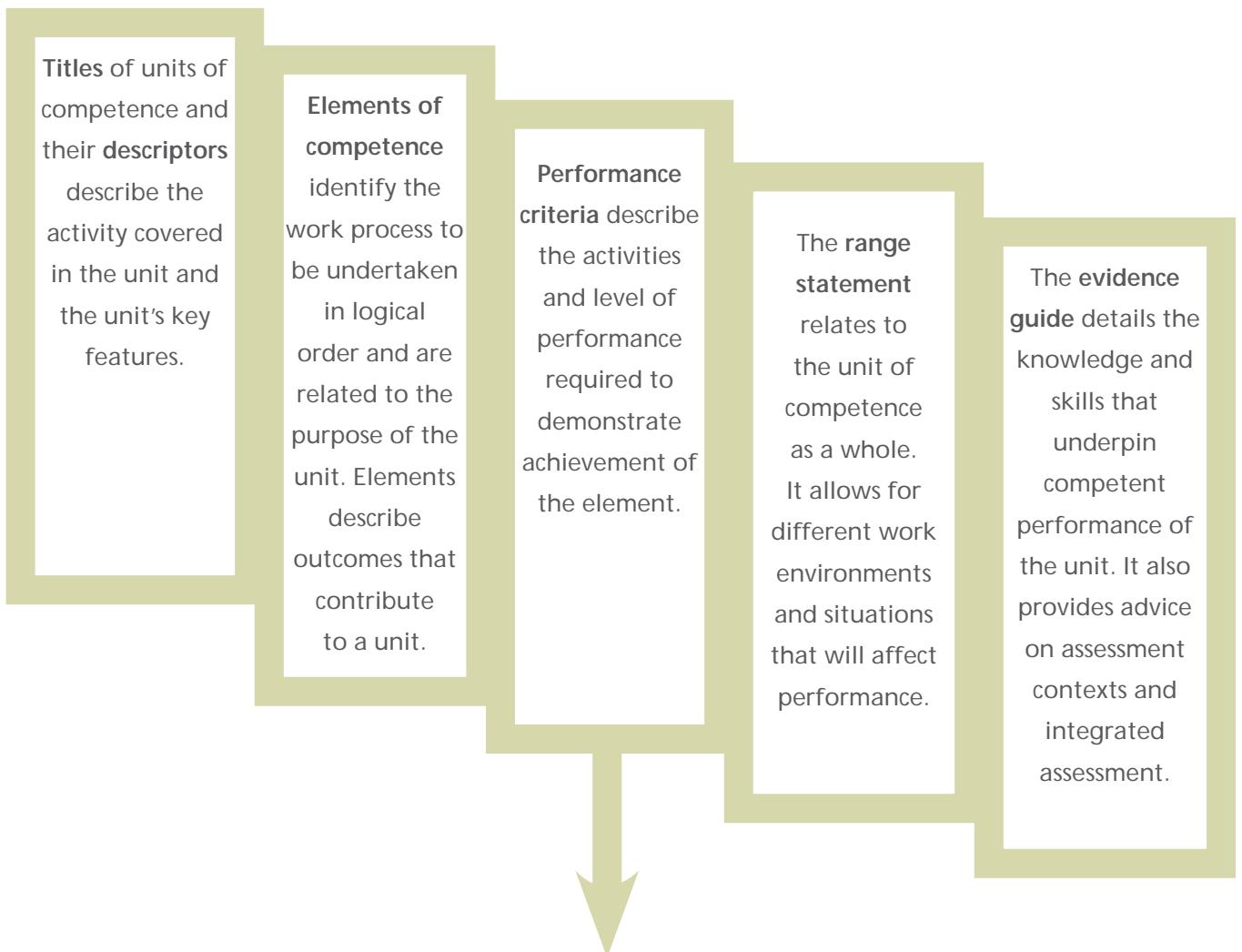
Once you have made a decision about which units of competence you will group for assessment, you need to analyse each of these units to identify the evidence for assessment. This will enable you to plan and conduct assessment that:

- reflects and develops the skills and knowledge in the relevant unit/s of competence
- identifies the skills and knowledge needed to perform a specific job role
- identifies the evidence required to demonstrate competence
- consists of assessment tasks that generate the evidence.

It is useful to be reminded of the components of a unit of competence. These are represented in Figure 2 (page 6), which helps you to *visualise evidence*.



*Figure 2: Components of a unit of competence*



## VISUALISING THE EVIDENCE

An important part of analysing each unit of competence is to visualise the evidence you will require to make a judgment about the student's competence. Think about:

### WHAT, HOW AND WHERE?

- What do the students need to be able to do?
- How will they do it?
- Where do they need to do it?

The answers to these questions will help you identify the critical aspects of evidence.

Looking at each component of a unit of competence in isolation or failing to consider one or more of the components may mean that the assessment may not fully reflect the desired outcomes of the training and may affect a student's achievement of competence. For example, only looking at the elements and performance criteria means that you will not be assessing underpinning knowledge and skills which are listed in the evidence guide and are critical to the job role.

## CONSIDER THE FOUR TASK TYPES



Designing your assessment plan requires you to:

- Select a task type for each group of units ensuring that you have complied with task selection rules listed in the VCE VET Assessment Guide.
- Comply with the design rules for each task type and the weighting rule that applies in the relevant scored VCE VET program.
- Consider the VCAA scoring criteria for the selected task type to confirm (or otherwise) the appropriateness of the selection.
- Confirm that the critical aspects of evidence of the unit/s are covered within the dimensions of the selected task type.

### SELECTING THE TASK TYPE

The task type selected must adequately assess the unit/s of competence you have grouped for assessment. A specific task type should naturally emerge from the **critical aspects of evidence** required, which will inform your task design. It is important that the task type you select allows for the collection of sufficient evidence to demonstrate competence, as detailed in the unit/s of competence.

An appropriate task type may also suggest itself from the title of the unit/s of competence or key words in the elements, evidence guide or range statement. For example, some units of competence involve the preparation of a product. These units are characterised by words such as **prepare, produce, develop or design** in the unit title or in the elements. The unit of competence itself will also suggest the most appropriate assessment methods.

*A full description of the four task types – Work Performance, Work Project, Product, Portfolio – and the design rules for each are provided in the VCE VET Assessment Guide for each of the scored VCE VET programs.*

**Note:** It is likely that you will identify more than one suitable task type but you must select only one for each assessment task. As you progress through the planning process, you may also find that you need to review or reconsider your choice of task type.

### FILL OUT THE ASSESSMENT PLAN

The assessment plan pro forma and examples are provided in each VCE VET Assessment Guide. The assessment plan pro forma mirrors the structure on VASS (Victorian Assessment Software System) for enrolling students in the scored VCE VET Unit 3–4 sequence. Each unit of competence in the Unit 3–4 sequence must be assigned to a task, either singly or in a group. For more detailed information on the assessment plan refer to the relevant VCE VET Assessment Guide.

### REVIEW THE TASK TYPE SCORING CRITERIA

*Find and highlight the links between the evidence for each unit of competence in the VCE VET program and the scoring criteria.*

Consideration of the scoring criteria for the task type will enable you to develop an assessment task that will encompass the assessment of the unit/s of competence and enable you to make a judgment on the level of performance against the scoring criteria.



## PHASE TWO: DESIGN THE ASSESSMENT TASK

### DESIGN AND DEVELOP THE TASK

The assessment task is the method through which evidence of competence is collected. The VCE VET scoring criteria is the vehicle by which you will make a judgment on level of performance on the task.

The focus of effective assessment task design should be the evidence requirements of the unit/s of competence and the best ways to generate this evidence. The assessor must also comply with the VCAA design rules for each assessment task type.

*The task design rules are detailed in the VCE VET Assessment Guide for the relevant VCE VET program.*

The assessment task must reflect the depth, breadth and complexity of the units of competence. In this way the industry context remains the focus of the assessment task.

The task should reflect the industry standard for a specific job role which recognises that different workplaces provide different experiences depending on specific workplace cultures, procedures and organisational requirements. It should be clear and concise (one–three pages) so that students understand what is expected of them in a particular job function and gives them the necessary information to undertake the assessment task.

The task should be supported by further discussion and clarification with the students. Students should also be provided with a copy of the VCAA scoring criteria and given the opportunity to discuss the criteria and scoring process.

*The VCAA provides guidance on timeframes for assessment in each task type. See the relevant VCAA Assessment Guide for your program area.*

Examples of assessment tasks for VCE VET programs in Community Services, Equine Industry, Financial Services, Furnishing, Multimedia, Music and Music Industry (Technical Production) are provided in Section 2.

### VALIDATE THE TASK DESIGN

Validating assessment is integral to the quality assurance process. Assessment tasks must be validated by the RTO. Validating assessment tasks ensures that the assessment of the unit/s of competence will satisfy industry standards and Australian Quality Training Framework requirements.

When you have designed the task, review it by using the task type checklist in Appendix 4, to identify and address any gaps in your assessment task design.

*Scored assessment tasks should not be separate from assessments for competence.*

### APPLY SCORING CRITERIA IN THE INDUSTRY SPECIFIC CONTEXT

Once you have selected your task type, you need to examine how the evidence of the unit/s of competence links to the VCAA scoring criteria and performance descriptors for that task type.

To ensure that the assessment will enable you to apply the scoring criteria, you will need to look closely at the:

- task type.
- scoring criteria and performance level descriptors for the task type.
- Evidence required from the unit/s of competence.

*Applying the VCAA scoring criteria in the industry specific context will enable you to derive a score of 1 to 5 for each scoring criterion. The minimum score for a task is 5 and the maximum score for a task is 25. Refer to the VCE VET Assessment Guide.*

The contextualised descriptors **do not replace** the VCAA generic performance descriptors but enable assessors to judge levels of performance within a specific vocational program and specific industry contexts.

Contextualising the performance level descriptors should be built into your planning process to assist you to translate and apply the VCAA descriptors more effectively.

*Examples of this process of contextualisation are provided in Section 2 (page 10).*

## PHASE THREE: CONDUCT THE ASSESSMENT

### COMPLY WITH THE RULES

You need to conduct the assessment within the VCAA timeframes as prescribed in the VCE VET Assessment Guide. Conducting assessment requires the assessor to inform the student about the assessment process and to ensure the student is prepared for the assessment.

*The tasks are designed to ensure that both assessment purposes can be met: one, judgment of the achievement of competence and two, assessment of the student's level of performance in the Unit 3–4 sequence of their program.*

### USE TASK TO DETERMINE COMPETENCE

The student's evidence is assessed to comply with the VET requirements. The student is judged to be competent or not yet competent.

### JUDGE LEVEL OF PERFORMANCE

Apply the scoring criteria; you need to think about what you are looking for at each level of performance for the task.

### RECORD ASSESSMENTS

On completion of the assessment transfer the scores to the official VCAA documentation that is provided in each VCE VET Assessment Guide.

### REFLECT ON THE ASSESSMENT PROCESS

At the conclusion of the assessment it is useful to review and evaluate the process.

This may involve:

- validation of the assessment process during assessment
- validation of evidence contributing to judgments made to confirm competence
- moderation of the scoring of assessment tasks.

Think about the following:

- Was the right task type selected?
- What worked well?
- What part of the process needs to be improved? How can this be done?