**Assessment Trial Review**

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| **Preparation and Resource Requirements** | Participants must each have a copy of:   * The relevant Assessment Plan * All the assessment tools and instruments to be reviewed * Sample assessments trialed by learners | | | | | | |
| **Unit Code** | **Unit Title** | | | | | | |
| BSBCMM411 | Make presentations | | | | | | |
| **Parent Qualification** | TAE40116 Certificate IV in Training and Assessment | | | | | | |
| **Assessment Date(s)** |  | | | **Review Date** | |  | |
| **Reviewer Name** | | | **Organisation** | | | | |
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| **Assessment Methods** | | | | | | | |
| Observation in the workplace  Observation in a simulated environment  Fault finding/Problem solving  Game | | Verbal Interview/Questioning  Presentation  Debate/Discussion  Formal Exam/Test  Role Play/Case Study | | | Open Book Test  Essay  Project  Documents  Products  Portfolio | | Third party report  Self-Assessment  Training Records  RPL  Other \_\_\_\_\_\_\_\_\_\_\_\_ |
| **Assessment Instruments(s)** | Observation Checklist  Questions – Verbal/written  Project/Assignment  Workbook  Portfolio | | | | 3rd Party Report  Roleplay  RPL Evidence  Other ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

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| **PRINCIPLES OF ASSESSMENT** | **Yes** | **No** | **COMMENT/EVIDENCE** |

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| **VALIDITY** | The assessment tasks, methods, and instruments are based on realistic workplace activities and contexts |  |  |  |
| A mapping matrix shows that the assessment instruments relate directly to the unit/s of competency |  |  |  |
| The assessment instruments assess knowledge, skills, and attitude |  |  |  |
| More than one task and source of evidence is used as the basis for judgment (evidence drawn from a variety of performances, in a range of context, over time) |  |  |  |
| Any applicable organisational and legal requirements were confirmed or addressed prior to the assessment |  |  |  |
| The Assessment Conditions of the unit have been adhered to |  |  |  |
| **RELIABILITY** | Clear instructions were available for assessors |  |  |  |
| Marking guides, exemplars or checklists are available and utilized |  |  |  |
| Assessor guides and instructions for collecting, marking, and recording evidence are available to ensure that assessors make consistent decisions |  |  |  |
| Assessment methods and instruments were implemented correctly and consistently (particularly where multiple assessors are involved) |  |  |  |
| Evidence was collected over time and in a range of situations or contexts |  |  |  |
| **FAIRNESS** | The assessment plan was followed |  |  |  |
| Learners were fully informed about the assessment process, conditions, and requirements for competency |  |  |  |
| The written language used on documentation intended for learners is clear and concise |  |  |  |
| The assessments are suited to the requirements of the unit of competency |  |  |  |
| The learner was supported and guided throughout the process |  |  |  |
| Assessment timeframes are realistic |  |  |  |
| Provision is made for the assessor to give feedback to the Learner and vice versa |  |  |  |
| Learners were given information about, and the opportunity to appeal assessment results and be reassessed if necessary |  |  |  |
| **FLEXIBILITY** | Assessment methods and tools can be modified to suit special needs of learners |  |  |  |
| Assessment methods and tools can be contextualised for specific workplaces |  |  |  |
| The assessments allow for learners to be assessed in various contexts. e.g., on or off the job, or in a simulated environment |  |  |  |

**ACTION PLAN**

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| **What needs to be improved?** | **Who is responsible?** | **Date to be completed by?** |
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