**Assessment Cluster 2 - Knowledge Questions**

| **#** | **QUESTION** | | **RESPONSE** | |
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| 1 | According to the assessors’ Code of Practice, what information must an assessor provide to the candidate prior to the assessment activity and what administrative responsibilities exist under this code? | |  | |
| 2 | If a candidate is unable to proceed with an assessment activity due to a safety concern created by a hazard/emergency or incident in the immediate environment, what options can the assessor provide to the candidate and what reporting might be required? | |  | |
| 3 | Explain what is meant by the following terms: | | | |
| Work-focused assessment | |  | |
| Criterion-referenced assessment | |  | |  |
| Standards-based assessment | |  | |  |
| Evidence-based assessment | |  | |  |
|  | Clustered/integrated assessment | |  | |  |
|  | Assessment instrument vs assessment tool | |  | |  |
| 4 | What is the main purpose of conducting an RPL or RCC assessment? | |  | |
| 5 | You are required to contextualise the following performance criterion for assessment in a workplace. In the space provided, interpret the performance criterion to create an observation (or set of observations) that may be used to gather evidence for competency. In this case, the workplace is OceanWorld Theme Park. Ensure you use appropriate action words for a Certificate III level candidate. | | | |
| Performance criteria | | 1. Interpretation for assessment | |
| 1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations. | |  | |
| 6 | List the four principles of assessment from the Standards for RTOs 2015 and briefly explain how each may be addressed when planning an assessment and creating assessment tools | | | |
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| 7 | List and define the three types of evidence. Give examples of different contexts where each may be used | | | |
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| 8 | Of the three you have listed for Q7, what type/s of evidence are most commonly used for RPL? Why? | |  | |  |
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| 9 | List the four Rules of Evidence (Standards for RTOs 2015). How do the four rules of evidence guide the way that evidence is collected? Ensure you identify each of the four rules in your answer | | | |
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| 10 | List three different assessment methods and provide an example where each method may be used and why it is the most appropriate | | | |
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| 11 | Why should you record the outcomes of an assessment tool trial? Explain the importance of keeping this record | | |  |
| 12 | Explain what is meant by the term ‘competency-based assessment? How does it differ from other forms of assessment & why is this form of assessment desirable in the VET system? | | |  |
| 13 | Explain why the provision of ‘two way’ feedback is an important part of the assessment process and what feedback is included from both the assessor and candidate? | | |  |
| 14 | Competency standards are used as the benchmark for assessing a candidate for a national qualification. True or false? Why? | | |  |
| 15 | What parts of a unit of competency from a Training Package should you refer to in order to cover the assessment requirements? List each part and state why it must be met in terms of the rules of evidence | | |  |
| 16 | Which of the following is not a purpose associated with assessment in the VET system? | | | 1. RPL/RCC 2. Gaining a nationally recognised qualification 3. Recognising the completion of training 4. Gaining a statement of attainment |
| 17 | Jody advised her assessor that she was recently injured in a car accident and would like to take the knowledge test for her office manager’s role orally rather than sit the 30-minute paper-based examination. Given this information, would you consider Jody’s request as a reasonable adjustment? Why? | | |  |
| 18 | Provide at least one assessment method and its associated instrument for each of the following tasks: | | | |
| Creating a word processor document | | |  |
| Correct use of the four different classes of fire extinguishers | | |  |
| 19 | Research two cultures different from your own. These may be ethnic cultures or even a cultural difference between generations or genders. Briefly provide a narrative on how you would ensure equity and fairness when assessing individuals from these two cultures. | | | |
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| 20 | An ethical and legal consideration when writing assessments is that of copyright. Research copyright laws and briefly summarise what instructions you would provide to a fellow assessor who may need to write assessments for a national competency |  | | |
| 21 | Who may have access to the personal information provided by an assessment candidate under confidentiality and privacy law? What steps must a training organisation cover to comply with privacy legislation? | | |  |
| 22 | Explain an assessor’s duty of care to the candidate during assessment in relation:   * Workplace Health & Safety * Emergency procedures * PPE * Sources of WHS info | | |  |
| 23 | Explain the different approaches you could take to validate an assessment before, during and after the assessment | | |  |
| 24 | List and describe at least four reasons why an assessment validation should be undertaken. | | |  |
| 25 | What legal and ethical responsibilities are you observing by conducting an assessment validation? | | |  |
| 26 | When validating an assessment system, list three different aspects considered? | | |  |
| 27 | Who should be represented at an assessment validation and how does this relate to the principles of assessment & rules of evidence? | | |  |
| 28 | Explain the four Dimensions of Competency. State a task and how these might be incorporated into the assessment activity | | | |
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