

Assessment support pack

FSKRDG007 Read and respond to simple workplace information

Release 1

Aspire Version 1.1



About this resource

This resource is for trainers and assessors of the unit *FSKRDG007 Read and respond to simple workplace information*. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment
Supporting documents*	Sample documents and templates
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

*The supporting documents folder is inside the summative assessment folder.

Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

Formative assessment

- Includes Learning checkpoint questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

Learning checkpoints

Aspire learner guides include learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment.

The *Formative assessment guide* provides questions, along with solutions.

The answers provided by the student may vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of industry, organisation or work practices encountered by the student.

Talk with others

Discussion questions allow the student to reflect more widely on what they have learnt and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment guide*.

The 'Talk with others' discussion is suitable for use with students:

- in a large class group, or for smaller groups discussions
- in a workplace where co-workers can be asked what they think.

Final assessment overview

Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised to meet various vocational contexts. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Any reasonable adjustments made to assessment must be recorded. The *Aspire Student assessment* document provides a space to record this in the cover sheet for each assessment task.

Final assessment

This final assessment is for the unit *FSKRDG007 Read and respond to simple workplace information*.

An assessor will review your work to make sure it is satisfactory.

Assessment plan

Add the due dates for each task to the table below.

Assessment task	Due date
1. Questions	
2. Project	
3. Observation	

Submitting assessments

Complete each assessment task and submit your answers to the assessor.

You must also complete a cover sheet for each assessment task.

Your assessor will provide feedback and a copy of your work.

If you believe your assessment result is not right, you should discuss this with your assessor.

Assessment task 1: Questions

You will be asked to complete questions on what you have learnt. Answer all questions in the spaces provided.

This is an open-book task. You can use a learner guide and the internet. You can also ask your assessor to assist you if required.

Evidence

Your assessor will tell you how to submit your answers. Give your answers and a completed cover sheet to the assessor. Keep a copy of your work.

When and where will this assessment take place?

Your assessor will tell you when and where to do the assessment.

There is no time limit to complete the assessment.

What if the assessment is not suitable?

If you cannot respond to the questions in writing, discuss this with your assessor. You may be asked to answer the questions another way, such as saying your answers out loud.

What if answers are not satisfactory?

If any of your answers are unsatisfactory, your assessor will give you feedback. You may need to redo some of your answers. Your assessor will explain how to do this.

If you are not happy with your assessment result, discuss this with your assessor.

Final assessment marking guide

FSKRDG007 Read and respond to simple workplace information

Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested responses.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

Assessment task 2: Project

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to read and respond to simple workplace information.

Students need access to the *Student assessment* or learning management system to complete this task. As this is an open-book task, students may also access a learner guide, the internet and/or other resources.

Ensure that the topic chosen by the student is suitable to address the project requirements. If you are using a simulated work environment with case studies, make sure the case studies are realistic and reflect workplace practice. Role-plays and an observation checklist may need to be developed. The students being assessed and any other participants will need to be briefed beforehand. This will ensure reliability and validity of the assessment.

Students must satisfactorily respond to each section of the project, including all parts within each section. Evidence for completing all project requirements must be submitted. You may ask students to explain their responses if you need clarification.

Required resources

Assessment must provide students access to:

- an expert or mentor to provide support to learner if requested
- dictionary or online resource to check word meanings
- own familiar support resources
- simple workplace information.

Supporting documents

Aspire has provided the following supporting documents that students can use to complete the assessment task:

- Sample procedure: Visitor Policy

You may wish to supply your own or customise these documents to suit your needs.

Evidence

Students need to submit a completed assessment task cover sheet as well as the following items.

Required evidence*

- ☐ Two completed reports (one for each text)
- ☐ Third-party report (if applicable)

*You may need to add or remove items as necessary.

Project marking guide

Students will be given **two (2)** different workplace texts. They must write a report on their understanding of both texts. The supervisor or trainer should supply any two the following types of texts:

- Messages such as an email or SMS
- Notices
- Procedures or instructions
- Forms
- Rosters
- Diagrams
- Tables and charts

The student's project shows evidence of the following:

Section 1: Identifying the purpose and audience

1. Identify the type of texts and their purpose in the workplace such as instructions to complete a form.

This may include:

- identifying the purpose of the text and what it is used for, such as:
- finding information (e.g. from a timetable)
- learning how to do something (e.g. instructions)
- finding where something is (e.g. map)
- knowing what to write on a form (e.g. an incident report)
- finding out about something (e.g. a notice)
- knowing if something is dangerous (e.g. a warning sign).

2. Identify the audience and purpose of the texts.

This may include:

- identifying the purpose of the texts, such as:
 - informing
 - explaining
 - requesting
 - instructing
 - warning (or prohibiting)
 - persuading
 - describing
- identifying the audience of the text, such as other staff, management, external clients, families, etc.

3. Identifying the structure of texts and the distinguishing features used.

This may include:

- organising information to make it easy to read or understand, such as a table in a timetable
- identifying text features that give extra meaning or emphasis, such as: