

Assessment support pack

FSKRDG010 Read and respond to routine workplace information

Release 1

Aspire Version 1.1



About this resource

This resource is for trainers and assessors of the unit *FSKRDG010 Read and respond to routine 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 Third-party report
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.

Other resources by Aspire

The following Aspire resources are also available to support delivery of this unit.

Resource	General overview
Learner guide	<ul style="list-style-type: none">• Presented in plain English.• Features include one topic per page, use of colour to aid learning.• Uses current industry practice and workplace examples.• Engages students and promotes learning through images, videos with transcripts.• Provides summaries of the content to consolidate learning.• Formative assessment questions are provided, allowing the student to review and improve their understanding of the content. These help to prepare students for their summative assessment.
eBook	<ul style="list-style-type: none">• Incorporates all features of the learning content in an interactive learner guide.• Includes links to video content and activities.

Formative assessment guide

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

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment guide* replicates these questions and provides solutions and suggested responses.

Are you ready for assessment?

Make sure you are ready to begin the final assessment.

Complete the following checklist.

This is to review what you have learned. It will also show if you are ready to do the assessment.

Talk to your supervisor if you are not ready to do the assessment.

Key outcomes

- ☐ I can identify reasons for reading.
- ☐ I can identify questions that I need to answer by reading.
- ☐ I can identify different text types.
- ☐ I can identify the audience and purpose of a text.
- ☐ I can identify different text features.
- ☐ I can use structure and features of information to navigate text and locate relevant information.
- ☐ I can identify and interpret workplace terminology.
- ☐ I can use reading strategies to interpret relevant information and construct meaning.
- ☐ I can use critical reading skills to analyse information.
- ☐ I can use information to identify an appropriate response.
- ☐ I can reflect on text effectiveness in meeting intended text purpose.

Assessment task 2: Project

You will be asked to complete a project on what you have learnt. Read and respond to the project instructions.

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.

Required resources

Your assessor will provide you with the following to complete the project:

- own familiar support resources
- dictionary or other references to determine the meaning of unknown words
- routine workplace information.

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.

If you do the project in a workplace, your supervisor may need to complete a third-party report. Your assessor will discuss this with you and your employer.

When and where will this assessment take place?

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

What if the assessment is not suitable?

If you cannot complete the project in writing, discuss this with your assessor. You may be asked to complete a different project.

What if responses are not satisfactory?

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

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

Cover sheet: Assessment task 2

Unit code	Title
FSKRDG010	Read and respond to routine workplace information

Student to complete

Student name:

.....

Student ID:

.....

Submission date:

.....

Student statement

None of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.

None of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.

Student signature:

.....

Date:

.....

Final assessment marking guide

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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.

Project marking guide

You will be given **two (2)** different workplace texts. Write a report about each of the texts. The texts provided by your supervisor or trainer might include two of the following:

- Email
- Report
- Instruction manual
- Brochure
- Work instructions such as a procedure
- Notice
- Webpage that includes data and policies.

The student's project shows evidence of the following:

Section 1: Identify text features

1. Identify the reason for reading text and the questions that need to be answered.

This may include:

- finding out about a product or service
- learning how to do something
- replying to an email
- finding information in a report
- tracking and understanding data in a spreadsheet
- finding out about something from a notice
- protecting staff or yourself from danger
- finding out the question that needs to be answered.

2. Identify the type of texts, the audience and their purpose.

This may include:

- identifying the type of text:
 - emails
 - brochures
 - instruction manuals
 - reports
 - spreadsheets
- identifying the purpose of a text:
 - inform
 - explain
 - advise
 - update
 - request
 - instruct
 - warn or prohibit
- identifying the audience of the text.