

Assessment support pack

FSKWTG006 Write simple workplace information

Release 1

Aspire Version 1.1



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.

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.

Talk with others

Trainers can use these discussion topics in the following ways:

- If you are in a classroom, form a discussion group with your students.
- If the students are in a workplace, they can brainstorm these points with colleagues.

Day 1

1. Can you think of a time you wrote a message to several people? What was the purpose of the message? List the different people (audience) that you were writing the message to.

Suggested response

I wrote a note to my family telling them I was going away for the weekend. I didn't want them to worry when I didn't come home and they saw my room was empty.

The audience was my mother, father and brother.

2. Have you ever had to record information for work?

Suggested responses

- When I worked in a food shop, I had to write down the temperatures of items in the fridge in a logbook.
- In my job I have to fill in a timesheet that records when I arrive at work, the time I spend having a lunch break and the time I leave to go home.

Day 2

1. Using capital letters in an email can make the reader think you are angry with them. When would using capital letters in a sentence be an appropriate way to emphasise your meaning?

Suggested responses

- Please leave this door UNLOCKED.
 - Return the KEY for the next person.
 - Ask the families to SIGN THE REGISTER when they leave at the end of the day.
2. Imagine that you want to apply for a job and need to write a letter to go with your resume. What would your plan for this letter look like?

Suggested responses

- What type of document do I need to write? A formal letter
- Who is the audience? A manager
- What is the purpose? To apply for a job
- What information do I need? The name of the manager, the name of the job and a list of my work experience

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.

Project instructions

Draft, check and revise **two (2)** of the following workplace texts:

- Workplace report, such as an incident report
- Formatted text, forms or templates, such as a purchase order or invoice
- Message or note
- Email
- Roster or action plan
- List or flyer of information
- Statement about a process or procedure

Section 1: Planning to write texts

Prepare a planning document for each text. The plans must include the following information:

1. Confirm the type and purpose of each writing task, such as an email with written instructions.
2. Identify the audience and whether the writing should be formal or informal.
3. Identify the information required to develop each text.
4. Organise information in a logical order.
5. Decide on the features, structure and layout of each text.

Evidence to submit:

- ☐ Planning document 1
- ☐ Planning document 2

Section 2: Writing drafts

6. Write each text using suitable words and writing conventions.

Evidence to submit:

- ☐ Draft 1
- ☐ Draft 2

Record of outcome

Unit code	Title
FSKWTG006	Write simple workplace information

Assessor to complete

Student name:

Please record the assessment decision for the required assessment tasks for this unit in the summary table below. Task cover sheets should accompany any other assessment evidence and be kept with this record of outcome.

Assessment task	Attempt 1 result	Attempt 2 result	Attempt 3 result	Evidence submitted
Task 1: Questions	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: Project	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third-party report	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No

S = Satisfactory U = Unsatisfactory

Note: The student is allowed a maximum of three attempts of each assessment task. A satisfactory result must be recorded at least once for each task for a competent result to be recorded below.

Assessor declaration

I confirm that the student has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.

FINAL RESULT	
<input type="checkbox"/> Competent	<input type="checkbox"/> Not competent

Assessor name:

Assessor 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.

Assessment task 2: Project

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to write 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 the learner if requested
- functioning computer and keyboard when digital information is being written in the performance evidence
- paper-based or electronic dictionary
- own familiar support resources.

Supporting documents

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

- Scenario 1
- Scenario 2
- Planning document template
- Final draft checklist

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