Assessment validation report: assessment judgment

This assessment validation report for assessment judgments is designed to be used in moderation sessions of assessment evidence and judgments made.

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| Assessment validation details | |
| Assessor representative(s) |  |
| Date |  |
| Location |  |
| Training product |  |
| Industry representatives (if relevant) |  |
| Industry/third-party representatives  (if relevant) |  |

| Review information sources | | |
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| The following resources were accessed and reviewed: | Yes | No |
| Assessment tool | ❑ | ❑ |
| Candidate evidence and assessment judgment record | ❑ | ❑ |
| Competency mapping tool | ❑ | ❑ |
| Relevant unit(s) of competency | ❑ | ❑ |
| Supporting documentation (e.g. training and assessment strategy, unit outlines) | ❑ | ❑ |
| Comments | | |

| Assessment tool review | | | |
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| The assessment appropriately covers the following areas: | Yes | No | Comments |
| The context   * The purpose of assessment (e.g. formative, summative) * Target group (including a description of any background characteristics that may impact on performance) * Unit(s) of competency * Selected methods * Intended uses of the outcomes | ❑ | ❑ | Describe the target group and purpose of the tool. This should include a description of the background characteristics of the target group that may impact on the candidate performance (e.g. literacy and numeracy requirements, workplace experience, age, gender). |
| Competency mapping  Mapping of key components of task to unit(s) of competency:   * Details any prerequisites required * Details any co-requisites required * All of the Elements and Performance Criteria are included and covered * All of the context of and specific resources for assessment have been considered, are included (where required) and covered * All of the Foundation Skills are included (where relevant) and covered * All of the Performance Evidence is included and covered * All of the Knowledge Evidence is included and covered * All of the Assessment Conditions are included and covered * All of the Dimensions of Competency are included and covered | ❑ | ❑ | Describe the components of the unit(s) of competency that the tool should cover. This could be as simple as a mapping exercise between the components of the task (e.g. each structured interview question) and components within a unit or cluster of units of competency. The mapping will help to determine the sufficiency of the evidence to be collected. |
| Information provided to the candidate  The nature of the task to be performed (how). This component outlines the information to be provided to the candidate, which may include:   * standard instructions on what the assessor has to say or do to get the candidate to perform the task in a consistent manner (e.g. a listing of questions to be asked by the assessor) * required materials and equipment * any reasonable adjustments allowed to the standard procedures * level of assistance permitted (if any) * ordering of the task(s). | ❑ | ❑ | Outline the task(s) to be provided to the candidate that will provide the opportunity for the candidate to demonstrate competency. It should prompt them to say, do, write or create something. |
| Evidence from the candidate  Describe the response format; that is, how the candidate will respond to the task (e.g. oral response, written response, creating a product and/or performance demonstration) | ❑ | ❑ | Provide information on the evidence to be produced by the candidate in response to the task. |
| Decision-making rules   * Instructions for making Satisfactory/Unsatisfactory or Competent/Not Competent decisions (the evidence criteria) * Scoring rules if grades and/or marks are to be reported (if applicable) * Decision-making rules for handling multiple sources of evidence across different methods and/or tasks * Decision-making rules for determining authenticity, currency and sufficiency of evidence | ❑ | ❑ | List the rules to be used to:   * check evidence quality (i.e. the rules of evidence) * judge how well the candidate performed according to the standard expected (i.e. the evidence criteria) * synthesise evidence from multiple sources to make an overall judgment. |
| Range and conditions   * Location (where) * Time restrictions (when) * Any specific assessor qualifications and/or training required to administer the tool | ❑ | ❑ | Outline any restriction or specific conditions for the assessment such as the location, time restrictions, assessor qualifications, currency of evidence (e.g. for portfolio-based assessments), amount of supervision required to perform the task (which may assist with determining the authenticity of evidence), etc. |
| Materials/resources required   * Resources required by candidate * Resources required by the assessor to administer the tool | ❑ | ❑ | Describe access to materials, equipment, etc. that may be required to perform the task. |
| Assessor intervention  Type and amount of intervention and/or support permitted | ❑ | ❑ | Define the amount (if any) of support provided. |
| Reasonable adjustments  Justification that the alternative procedures for collecting candidate evidence does not impact on the standard expected by the workplace, as expressed by the relevant unit(s) of competency | ❑ | ❑ | Describe the guidelines for making reasonable adjustments to the way evidence of performance is gathered (e.g. in terms of the information to be provided to the candidate and the type of evidence to be collected from the candidate) without altering the expected performance standards (as outlined in the decision-making rules). |
| Evidence of validity   * The assessment tasks are based on or reflect work-based contexts and situations (face validity) * The tool, as a whole, represents the full range of skills and knowledge specified within the unit(s) of competency (content validity) * The tool has been designed to assess a variety of evidence over time and contexts (predictive validity) * The boundaries and limitations of the tool are in accordance with the purpose and context for the assessment (consequential validity) * The tool has been designed to minimise the influence of extraneous factors (factors that are not related to the unit of competency) on candidate performance (construct validity) * The tool has been designed to adhere to the literacy and numeracy requirements of the unit(s) of competency (construct validity) | ❑ | ❑ | Provide evidence of validity (such as face, construct, predictive, concurrent, consequential and content) to support the use of the assessment evidence for the defined purpose and target group of the tool. |
| Evidence of reliability   * There is clear documentation of the required training, experience and/or qualifications of assessors to administer the tool * The tool provides model responses and/or examples of performance at varying levels (e.g. competent/not competent) to guide assessors in their decision making * There are clear instructions on how to synthesis multiple sources of evidence to make overall judgment of performance * There are clear procedures for scoring performance (e.g. marking guidelines, scoring rules and/or grading criteria) | ❑ | ❑ | If using a performance-based task that requires professional judgment by the assessor, evidence of reliability could include providing evidence of:   * the level of agreement between two different assessors who have assessed the same evidence of performance for a particular candidate * the level of agreement of the same assessor who has assessed the same evidence of performance of the candidate, but at a different time. |
| Recording requirements   * The type of information to be recorded * How it is to be recorded and stored, including duration | ❑ | ❑ | List the type of information that needs to be recorded and how it is to be recorded and stored, including duration. |
| Reporting requirements   * What will be reported and to whom? * What are the stakes and consequences of the assessment outcomes? | ❑ | ❑ | For each key stakeholder, specify the reporting requirements and link them to the purpose of the assessment. |

| Principles of assessment review | | | |
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| The assessment appropriately covers the following areas: | Yes | No | Comments |
| Fairness   * The individual participant’s needs are considered in the assessment process. * Where appropriate, reasonable adjustments are applied by assessors to take into account the individual participant’s needs. * Assessor informs the participant about the assessment process, and provides the participant with the opportunity to challenge the result of the assessment and be reassessed if necessary. | ❑ | ❑ |  |
| Flexibility  Assessment is flexible to the individual participant by:   * reflecting the participant’s needs * assessing competencies held by the participant no matter how or where they have been acquired * drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual. | ❑ | ❑ |  |
| Validity  Any assessment decision of assessors is justified, based on the evidence of performance of the individual participant. Validity requires the following:   * Assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge essential to competent performance. * Assessment of knowledge and skills is integrated with their practical application. * Assessment is based on evidence that demonstrates that a participant could demonstrate these skills and knowledge in other similar situations. * Judgment of competence is based on evidence of participant performance that is aligned to the unit(s) of competency and associated assessment requirements. | ❑ | ❑ |  |
| Reliability  Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment. | ❑ | ❑ |  |

| Rules of evidence review | | | |
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| The assessment appropriately covers the following areas: | Yes | No | Comments |
| Validity  The assessor is assured that the participant has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. | ❑ | ❑ |  |
| Sufficiency  The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a participant’s competency. | ❑ | ❑ |  |
| Authenticity  The assessor is assured that the evidence presented for assessment is the participant’s own work. | ❑ | ❑ |  |
| Currency  The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past. | ❑ | ❑ |  |

| Quality assurance review | | | |
| --- | --- | --- | --- |
| The assessment appropriately covers the following areas: | Yes | No | Comments |
| Is consistent with the training and assessment strategy | ❑ | ❑ |  |
| Uses clear and accurate language and instructions, relevant to the target group and AQF level | ❑ | ❑ |  |
| Avoids bias towards any particular candidate group | ❑ | ❑ |  |
| Meets legislative/regulatory requirements | ❑ | ❑ |  |
| Meets the needs of industry:   * Technical accuracy * Appropriateness of language/terminology * Literacy and numeracy requirements * Evidence criteria used to judge candidate performance for each task * Assessment conditions for the assessment (e.g. materials/equipment, facilities, time restrictions, level of support permitted) * Sufficiency of evidence across time and contexts (transferability) * Effective benchmark examples/exemplars/marking guides * Cost-effective to implement | ❑ | ❑ |  |
| Satisfies the reporting needs of the key stakeholder groups | ❑ | ❑ |  |

| Judgment review recommendations | | |
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| Overall, the assessor judgments tend to be (tick as many as apply): | | |
| Appropriate (no change required) | Too harsh | Too lenient |
| Inconsistent | Unjustified | Other, please explain: |
| Comments: | | |

| Review recommendations | |
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| Recommendations for improvement | Justification |
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* Improvement notice(s) raised

Assessment validation confirmation

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| Name |  | Signature |  |
| Position |  | Date |  |

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| Name |  | Signature |  |
| Position: |  | Date |  |

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| Name |  | Signature |  |
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| Name |  | Signature |  |
| Position |  | Date |  |

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| Name |  | Signature |  |
| Position |  | Date |  |

* Continuing Professional Development records updated for all participating personnel