



Development of Assessments

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Aims

- ◆ To familiarise delegates with factors to be considered when staff are developing their own assessments.

Recap on The Principles of assessment

- ◆ All of SQA's assessment principles must be applied whenever instruments/methods of assessment are selected and used. These principles are:
 - ◆ Valid
 - ◆ Reliable
 - ◆ Equitable
 - ◆ Fair
 - ◆ Practicable

Principles of assessment

Valid

- ◆ Appropriate assessment methods/ instruments have been applied.
- ◆ Fit for purpose
- ◆ Two key aspects of validity used by SQA — content and construct.

Principles of assessment

Content validity

- ◆ Detail and level of Knowledge and Skills
- ◆ The range of subject content to be covered is stated clearly under each Outcome in the Unit Specification
- ◆ The Instrument of Assessment will be produced to test these K & S Values under the context of the Outcome
- ◆ Refined by the Unit Evidence Requirements

Principles of assessment

Construct validity

- ◆ Does an assessment actually measure what the Unit Specification states it is intended to measure
- ◆ Relates to either Knowledge or Skills
- ◆ The method of assessment chosen must be suitable and match e.g.
 - A practical exercise for skills
 - A set of restricted response questions for knowledge
- ◆ Refined by the Unit Evidence Requirements
- ◆ Guidance in Assessment approaches

Principles of assessment

Reliable

Clearly-defined standards of performance were used during assessment.

- ◆ comparability of the evidence that arises from particular assessments.
- ◆ an assessment must produce results that are consistent over a range of conditions and circumstances
- ◆ Suggested solutions developed
- ◆ Marking Guidelines / Assessment Schemes

Principles of assessment

Equitable

- ◆ Assessment is accessible to all candidates who have the potential to be successful in it.

Principles of assessment

Fair

- ◆ Assessments have been objectively devised/selected and are free from barriers to achievement.
- ◆ Assessment practice must ensure all candidates have equal opportunities to succeed.

Principles of assessment

Practicable

- ◆ Assessments have been carried out efficiently and effectively.
- ◆ Assessments are manageable in the context of the available resources, time and within the existing constraints
 - E.g. Equipment and software for an IT Unit

Activity 1

- ◆ Analyse the “Extract from IT in Business Spreadsheets Unit”
- ◆ Consider whether the proposed assessment task is valid.

- ◆ (Note: ER = Evidence Requirements)

Activity 1

The Assessment would be considered NOT valid

- ◆ The Unit Specification states “create”, Assessment Instrument says write down
- ◆ The Evidence Requirements states “Link 3 workbooks”, AI task does not cover this
- ◆ While ER 2 may be met, task does not ensure this
- ◆ No further assessor or marking guidance

Activity 2

- ◆ Analyse the “Extract from Office Management Unit”
- ◆ Consider whether the proposed assessment task is valid.

Activity 2

The assessment would be considered VALID

- ◆ Evidence Requirement states “given scenario” Assessment Instrument says “Case Study provided”
- ◆ Task instructions state number of examples for levels and characteristics
- ◆ Candidate instructions on what to included

Activity 3

- ◆ The Using IT in Business Spreadsheets assessment has been amended and is now valid, please refer to this version.
- ◆ Analyse the two unit assessments and whether you consider they are Reliable.

Activity 3

- ◆ The Using IT in Business Spreadsheets assessment would be considered NOT Reliable
- ◆ Although task covers the Evidence Requirements
 - Different assessment conditions applied (timed and not timed)
 - No Marking Scheme / Guidelines – led to different interpretations
 - No checklist to ensure coverage of Unit Specification Evidence Requirements

Activity 3

The Office Management assessment would be considered Reliable

- ◆ Clear Marking Guidelines with suggested solutions
- ◆ Checklist referring to Evidence Requirements

Activity 4

- ◆ Analyse the two unit assessments and whether you consider they are Practicable

Activity 4

- ◆ The Office Management assessment would be considered practicable
 - it is a case study (check on reference resources)
- ◆ The IT in Business Spreadsheets Unit could be practicable
 - Check on sufficient access to equipment & software
- ◆ Both would need sufficient assessor / candidate time

Activity 5

- ◆ Analyse the two unit assessments and whether you consider they are equitable and fair

Activity 5

- ◆ IT Unit Possibly not
 - use of wages accounts and language may not be familiar to all candidate groups
- ◆ OM Unit Probably is
 - Case study should be in a context suitable for all groups and individuals
 - Instructions clearly written – scenario should also be
- ◆ For both, assessor can give reasonable assistance (interpretations)

Developing assessments

- ◆ Where possible Combine / integrate Units / Outcomes
- ◆ Use existing Exemplar ASP / Exemplars as guide
- ◆ Get another member of staff to try it out
- ◆ After first delivery of an assessment, review areas where candidates show difficulty / poor responses

Developing assessments

- ◆ When writing assessment task instructions keep language simple in line with candidates ability
- ◆ Avoid jargon – but use business / subject language where appropriate
- ◆ Can put scenarios in context of country
- ◆ Assignments can be related to candidates major subject of study e.g. in IT Units can do reports on marketing

Developing assessments

- ◆ Prepare combined checklists
 - against assessment task
 - against Outcomes / Knowledge and Skills Values
 - against Evidence Requirements
- ◆ If major changes to an existing ASP submit for Prior Verification. Small changes to parameters or context, no need.

Questions

