 ***Educate. Learn. Empower. Lead***

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| **Principles of Assessment Checklist** | | | | | | |
| **Course:** | | **Unit/s of Competency/s:** | | | | |
| **Date:** | | **Completed by:** | | | | |
| ***Instructions for use***  *Within Moderation meetings or course review activities ICAN Learn ’s Training and assessment staff should answer the following questions and consider a review of their assessment where ‘No’ answers are registered. Completed Checklists should be uploaded to ICAN Learn ’s Management System for further review.* | | | | | | |
| **VALIDITY** | | | | | **Yes**  **√** | **No**  **√** |
| 1. The assessment tasks are based on realistic workplace activities and contexts. | | | | |  |  |
| 2. The evidence relates directly to the units of competence, or learning outcomes, being assessed. | | | | |  |  |
| 3. The instrument will assess the candidate’s ability to meet the level of performance required by the unit(s) of competency. | | | | |  |  |
| 4. The assessment tasks have been designed to allow holistic and integrated assessment of knowledge, skills and attitudes. | | | | |  |  |
| 5. More than one task and source of evidence will be used as the basis for judgement, with evidence drawn from a variety of performances over time where practical. | | | | |  |  |
| 6. Different sources of evidence of knowledge and skills that underpin the unit of competency will be considered in the assessment. | | | | |  |  |
| 7. The purpose, boundaries and limitations of the interpretations of evidence have been clearly identified. | | | | |  |  |
| 8. The methods and instruments selected are appropriate for the assessment system specified by the industry (where applicable). | | | | |  |  |
| 9. Where practical, the methods and processes for assessment have been validated by another person with expertise in the competencies being assessed. | | | | |  |  |
| **RELIABILITY** | | | | | **Yes**  **√** | **No**  **√** |
| 1. Critical elements have been identified and sampling will be used to ensure that the most important aspects are assessed. | | | | |  |  |
| 2. Assessment exemplars and checklists have been prepared for use by assessors. | | | | |  |  |
| 3. Guides for observing and recording evidence are based on units of competency. | | | | |  |  |
| 4. Clear guidelines are available to ensure that assessors make consistent decisions over time and with different candidates. | | | | |  |  |
| 5. Where multiple assessors are involved in conducting parallel assessment events, the strategies used have been agreed. | | | | |  |  |
| 6. Consistent instructions to candidates and procedures for undertaking assessment are available to all assessors. | | | | |  |  |
| 7. Where work samples are to be used as evidence, candidates will receive specific guidelines on requirements, including information about ensuring authenticity and currency of the evidence. | | | | |  |  |
| 8. Where a unit or units of competency are to be assessed in different situations, the situations are generally comparable. | | | | |  |  |
| **FLEXABILITY** | | | | | **Yes**  **√** | **No**  **√** |
| 1. The assessment approach can be adapted to meet the needs of all candidates and workplaces. | | | | |  |  |
| 2. Where practical and appropriate, assessment will be negotiated and agreed between the assessor and the candidate. | | | | |  |  |
| 3. Candidates will be able to have their previous experience or expertise recognised. | | | | |  |  |
| 4. The assessment strategy adequately covers both the on- and off-the-job components of the training. | | | | |  |  |
| **FAIRNESS** | | | | | **Yes**  **√** | **No**  **√** |
| 1. Candidates will be given clear and timely information on assessment. | | | | |  |  |
| 1. Information for candidates will cover assessment methods, procedures, the criteria against which they will be assessed, when and how they will receive feedback and the mechanism for appeal. | | | | |  |  |
| 1. Candidates will be included in discussions on the choice of assessment methods and timing. | | | | |  |  |
| 1. Candidates will be made aware of their responsibilities with regard to assessment. | | | | |  |  |
| 1. The assessment approach chosen caters for the language, literacy and numeracy needs of all candidates. | | | | |  |  |
| 1. The special geographic, financial or social needs of candidates have been considered in the development and conduct of the assessment. | | | | |  |  |
| 1. Reasonable adjustment can be made to the assessment strategy to ensure equity for all candidates, while maintaining the integrity of the assessment outcomes. | | | | |  |  |
| 1. Opportunities for feedback and review of all aspects of assessment will be provided to candidates. | | | | |  |  |
| 1. There are clearly documented mechanisms for appeal against assessment processes and decisions and these will be provided to candidates prior to assessment. | | | | |  |  |
| **Trainer & Assessor name** | **Date of moderation** | | | **Signed** | | |
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| **Comments:** | | | | | | |
| **Signature:**  **Executive Officer** | | | **Date of Review:** | | | |
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