HEMISPHERIC PROJECT

ASSESSMENT IN
COMPETENCY - BASED EDUCATION

Gestión y Certificación Escolar para la Formación y Acreditación de Competencias Laborales y Claves en el II Nivel de la Educación Secundaria
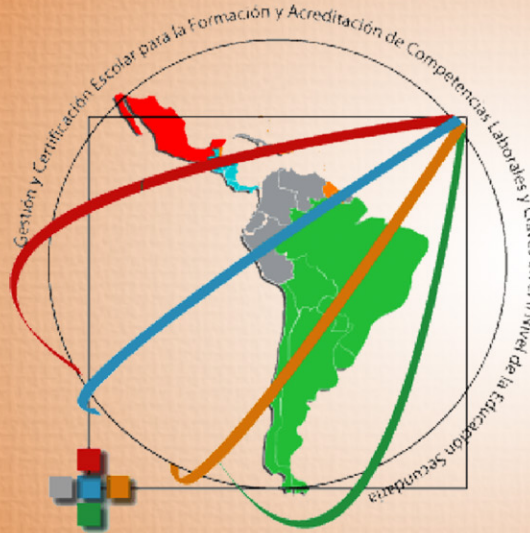
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ASSESSMENT

IN

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Prepared for the OAS Hemispheric Project on
School Management and Educational Certification for Training
and Accreditation of Labour and Key Competencies in Secondary Education

NCTVET, Jamaica
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CONTENT

INTRODUCTION

This document has been specifically developed for teachers, instructors, facilitators and individuals directly associated with preparing learners and students for assessment using the competency-based approach to education and training in schools. It will assist in providing general information regarding assessment and certification for Level 1qualificaions.

Administrators, teachers and Internal Verifiers with responsibility for assessment and quality assurance should be familiar with all aspects of the assessment process. It is hoped that facilitators will encourage students to make their learning experiences as meaningful as and successful by taking full responsibility for their own progress and achievements. To achieve this, learners/students should be participative in both the training and assessment process.

ASSESSMENT IN COMPETENCY BASED EDUCATION

Introduction

Most people involved in the training and educational process are interested in knowing how effective the training has been, whether or not learning has taken place, how the courses can be improved, or how well the trainees are progressing. Assessing the students can generate information which will suggest what should be changed, what is working and therefore should be continued, what needs a little fine-tuning, and what an individual has learned.

Modular assessment strategies are usually adopted wherever individualized, competency-based training and education is implemented. This next section will discuss the elements of a competency-based education programme and assessment as it pertains to modules – those self-contained areas of competencies put together for the individual to achieve the minimum skill levels necessary for performing the job.

I.   COMPETENCY-BASED EDUCATION

It is important that teachers involved in the instructional delivery of the programme fully understand and are aware of the requirements of competency-Based Education **(CBE).** This section provides an overview to CBE and should be read by all teachers and assessors involved in the implementation of the programme in secondary schools.

Through the establishment of industry lead groups, the National Training Agencies guide the development of the occupational standards and curriculum materials which are presented either in a modular format or in units. Both formats facilitate the competency-based training and assessment in the TVET system as the approaches seeks to systematically identify and develop essential skills, knowledge and attitudes for the job.

Competency-Based Education **(CBE)** is built on the philosophy that "*almost all learners can learn equally well if they receive the kind of instructors the need".* To make this philosophy work CBE requires significant changes in the development and the administration of the modularized/unit-based programmes.   Although technical vocational education has always been concerned with the practical demonstration of the skill, CBE places a new and systematic emphasis on this principle. In this approach, the systematic development and delivery of the training is guided by five essential elements:

(i)   The tasks to be taught are identified by the experts in the occupation.

(ii)   The programme allows each learner to have the opportunity to develop and tube evaluated on the competencies achieved.

(iii)   Assessment of competency is not only based on knowledge and attitude but primarily on the actual **demonstration** of the competency

(iv)   Occupational standards or unit competency standards should be used as the basis for assessing achievement and students/trainees should be aware of them.

(v)   Students progress through the programme by demonstrating the attainment of specified competencies.

CBE also dictates a change in the role of the teacher which changes from the conventional information-giver to that of a resource person. Hence, the students/trainees will have more responsibility for their own learning and progress. This kind of student/trainee involvement is critical to CBE. Therefore, at the start of the training programme students/trainees should be made aware of the key elements of CBE that is :

- how the programme operates
- the role of the teacher/instructor
- the responsibility of the trainee/student
- the occupational standards to be attained
- how and when competencies will be assessed

CHARACTERISTICS OF THE CBE PROGRAMME

(i)   A variety of teaching methods and aids are used

(ii)   Adequate materials, space and equipment are available.

(iii)   An environment that simulates the work place and work experience opportunities are available to students/trainees.

(iv)   Students/trainees are informed about criteria and attitude important to the occupation.

(v)   Each student's/trainee's programme should be individualized and self-paced.

(vi)   Learning activity is repeated/reinforced until competence is achieved.

(vii) Programme completion is based on satisfactory achievement of all specified competencies.

(viii) Individual student/trainee records are maintained and should reflect student/trainee progress.

(ix)   Continuous and detailed feedback is given to students/trainees on their progress.

(x)   Students'/trainees' rating should reflect the level of competency achieved.

Other Elements of a Competency-based Education Programme

The following are other important elements of a competency-based programme:

1. Instruction is based on **clearly stated learning objectives** that are **observable** and **measurable**, as well as communicated in writing to students before instruction begins. Objectives should be based on valid duty/task lists according to national standards.

2. Instruction is **aligned** with the stated learning objectives.

3. There is a trainee/student evaluation system that is **criterion-referenced** and **aligned** to learning objectives and the curriculum.

4. There is an **observable management system of cognitive** skill practice that provides for, promotes, and documents mastery and competency learning. The practice system should provide for individual differences in learning style.

5. There is an **observable management system of psychomotor** skill practice that provides for, promotes and documents mastery learning. The practice system should provide for individual differences in learning style.

6. **Skill mastery records** are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.

B.   Purposes of Assessment

Assessment serves several purposes. It gives Information about the knowledge skills and attitude students have acquired. Assessment helps to determine the level of competence the students have acquired, and whether they can apply that knowledge, and it can help in providing high-quality instruction for the students enrolled in your training programme. You and other people can put this information to several important uses.

C.   Definitions and Terminologies

Terms used in the testing process are usually misunderstood or used inaccurately. Terms used in measurement such as evaluation, assessment, and achievement and testing are specific processes, often used in the same breath, or used interchangeably, but although closely related, they do not mean the same thing.

Assessment

As far as possible, the term "assessment" should be reserved for application to people. It covers activities included in grading, be it formal or non-formal, examining, certifying and so on. Student achievement on a particular course may be assessed. A trainer, an instructor, or a student's competence may be assessed; an applicants attitude for a particular job may also be assessed.   Assessment is therefore the ***gathering of information*** or evidence about an individual's ability to perform to clearly stated standards.

Evaluation

Evaluation refers to the ***interpretation*** of the data to determine how well the student has grown towards the goals and instructional objectives - how well he or she has performed.   Analysis of data collected from various instruments can be used to determine the level of competency of the student in a skill area. When ***decisions*** are made based on the interpretation of the data that is collected, that is the point at which as evaluation has taken place.

Interpretation of data obtained can be norm-referenced, or criterion-referenced.
Evaluation of itself therefore seems more applicable to such entities such as programmes, curricula and other organizational or institutional variables. Its use implies a general weighing of the evaluate or worth of something, and it usually involves making a comparison with other programmes, curricula and organizational schemes.

Measurement refers to the collection of data by subjective and objective means as we do when we assess our students using various methods. It involves the assigning of a score or mark or number or percentage to the student's performance.   It gives a ***numeric value*** to the student's performance data. Measurement is rarely carried out for

its own sake. It may be included in an assessment or evaluation procedure, but it is more to be regarded as a basic research procedure.

Tests

Individual performance can be measured by using different *instruments* often referred to as *tests.* A test is a set of items designed to measure the performance of a student or trainee. The three (3) areas of student performance most often tested are those relating to:

(a) Achievement - The extent of the learner's knowledge in the skill area

(b) Aptitude - The ability of the learner to perform tasks in the skill area

(c) Attitude - The approach of the learner to his/her work/ tasks

D. Assessment Concepts

The concepts of assessment have undergone changes, particularly with regard to competency-based education. The following table shows the differences between the old and the new concepts of assessment.

OLD CONCEPTS OF ASSESSSMENT	MODERN CONCEPTS OF ASSESSMENT
Summative assessment in a formal setting used as the main (sometimes only) form of assessment	Formative and informal assessment
Examination at end of the term or end of the year	Continuous assessment is an integral part of the teaching/learning process
Norm-referencing, comparing a student's performance with other students as an indicator of final ranking and for placement/selection	Criterion-referenced, comparing student's performance against pre-determined criteria /standards to provide feedback and improve performance
Knowledge and recall of content is heavily stressed.	Stress is placed on the learning process.

II. MODULAR ASSESSMENT

What is Modular Assessment?

Modular assessment strategies are usually adopted wherever individualized competency-based education and training is implemented. Typically, modular assessment is integrated into the instructional package to ensure that mastery of the outcomes is based on the *demonstration of the competencies* defined rather than "test taking skills".

A.   Principles of Assessment

1.   **Validity**

An assessment is valid in so far as it actually assesses what it sets out to measure.

2.   **Reliability**

The assessment produces the same results on different occasions and with different assessors.

3.   **Authenticity**

Assessment can be shown to relate to the student's own individual work.

4.   **Accessibility**

An assessment is accessible in so far as it is available as frequently done, covering a wide range of tasks as far as conditions allow.

5.   **Efficiency**

The assessment methods used avoid unnecessary length and duplication.

6.   **Adequacy of Feedback**

The results are recorded and are available to the users speedily and in sufficient detail to be of positive use.

7.   **Cost-Effectiveness**

In meeting al the requirements above, and as far as possible, the assessment procedures adopted should be cost-effective.

B.   Points to consider in Modular Assessment

1. Assessment measures are validly related to competency- statements and discriminate on the basis of pre-established standards of competencies.

2. The learner assumes greater responsibility for attaining specified competencies.

3. Assessment is timed according to the pace of learning.

4. The learner is assessed immediately on completion of each module.

5. Recognition is given on the completion of each module.

6. Assessment is based primarily on the practical demonstration of competence; knowledge and attitude are also assessed.

7. Continuous feedback is given to learner on assessment results, that is, the learner must be aware of competencies achieved/not achieved.

8. Assessment records are organized to reflect the learner's progress, i.e. competencies achieved as well as those not achieved.

9. Performance criteria are clear to both instructor and learner; there is no confusion as to what is required to achieve competence.

C. Key Differences between Competency-based Assessment and Traditional Modes of Assessment

Modularisation is guided by many of the principles of competency-based systems. Although not all modules are competency-based, those that focus on the development of job-related competencies are best developed along those lines.

	Competency-based Assessment Systems	Traditional Assessment Systems
CONCEPT	Assessment of actual performance in a work role. Competency statements describe outcomes expected from performance of professionally –related functions and the knowledge and attitudes related to those functions	Assessment is based on learning ability to achievement. Assessment is confined theoretically stated outcomes.
FOUNDATION	Explicit standards of required performance are defined by industry or by research.	Curricular outcomes are defined by teaching staff/school board or government
ASSESSMENT REQUIREMENTS	Assessment is independent of the learning programme. Prior learning is recognized.	Assessment is an integral part of the learning programme.
EVIDENCE	Assessment evidence is criterion-referenced, individualized and determined by demonstration.	Assessment of norm-referenced and pre-determined by course syllabus.

Modes of Assessment

The mode of assessment use is strictly determined by the questions:

- How do we assess?
- What do we assess?
- What do we do with the assessment?

The choice of mode used will be determined by the purpose of assessment. The purpose may in turn be determined by the nature of the subject/course/skill being assessed, the aims and objectives of the curriculum/course the indented use of the assessment information (placement, selection) and differences in teaching style.

MODES	EXAMPLES/JUSTIFICATION
Formal or Informal	Public examinations CEE, CXC, GCE, NCTVET, School exams. Contrived situations to provide a final judgement at one sitting. Recorded observations, two way interaction between teacher and pupil, provide feedback.
Final/Summative or Continuous/Formative	At the end of the course concerned with final summing up of student's performance. Often used as means of ranking and for selection purposes. Concurrent with course content, regular. Usually informal, supports learning, provides positive feedback through constructive criticism.
Process or Product	Assesses technique – the steps involved in the process. Product assessment reflects only a small part of the process.
Convergent or Divergent	One correct response required. No opportunity given for creative expression. Tendency to reject diversion from accepted behaviour. Gives the opportunity to explore new and relevant information and provide alternative answers. Problem-solving, creativity and problem formation.

Examples of Modes of Assessment

D.   Integrated Assessment

Modular assessment is integrated in the module format. Assessment should be
an on-going (continuous process) which provides the opportunity for more than
one attempt (if necessary) at successful completion of the module. The following
compares modular instruction with modular assessment.

Modular Instruction	Modular Assessment
1. A module is self-contained. All materials needed for instruction and for step-by-step learning is contained with specific guidelines on how to proceed and what resources and materials are needed.	Assessment teaching techniques/strategies are clearly outlined to ensure that outcomes of the modules (or tasks within the modules) are satisfactorily achieved.
2. Modules may be individualized to facilitate self-pacing, feedback, and mastery of competence.	The learner's progress is dependent on satisfactory demonstration of stated competencies. Progress throughout the module can be paced by individual performance.
3. A module is a complete package with all the requirements for completion included.	Assessment strategies are integrated into the module and are independent of the entire course. This makes testing easier (more manageable) for the learner. Testing is more specific, and satisfactory performance is more achievable.
4. Modules include objectives and learning experiences to be performed in a range of conditions.	Assessment specifies performance in a range of conditions. Assessment strategies make provision for a wide variety of techniques to collect evidence of competence.

E.   **Criterion-referenced Tests**

Competency-based assessment is criterion-referenced in nature. The following explains the differences between norm-referencing and criterion-referencing.

Norm-referencing vs. Criterion-referencing

The difference between norm-referencing and criterion-referencing is based on the method of interpretation of test scores.

Norm referenced interpretation matches the individual score against the scores of the group or other individuals.

1.   How does it compare with the average score of some group of people?

        -     Is it above or below the group's average?

        -     Is it slightly above or way above the group average?

2.   How does the individual rank or stand in the class?

        -     Is the score in the top 10 best performers?

        -     Is the score in the top 80th percentile?

Criterion-referencing interprets the score against a set of pre-stated or pre-determined standards or objectives.

Student performance is assessed on the basis of a comparison with the pre-determined or negotiated standard. It assesses the learners level of competence in a particular concept/skill/area of knowledge.

- Is the learner competent?
- Has his/her performance met all the required standards/criteria?
- Has he/she mastered the concept/skill?
- What level of proficiency has he/she attained?

0   50   100%
100%
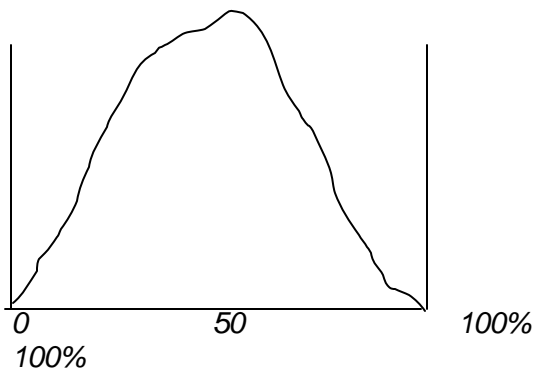
Typical distribution of marks in a
norm-referenced test
test

0   50
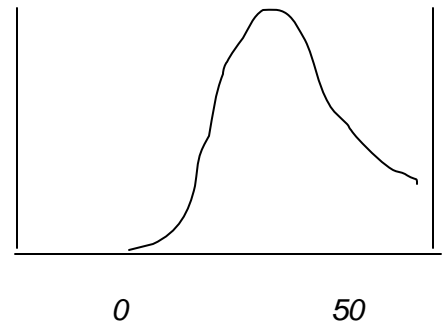
Distribution of marks
criterion-referenced
where teaching/
learning has fulfilled
objectives

Illustration showing distribution of marks:
norm-referenced vs.criterion-referenced test results

III. AUTHENTIC VS TRADITIONAL ASSESSMENT

In competency-based education, assessment is also authentic.

What is authentic assessment?

Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contract, relies on indirect items' that are efficient, substitutes from which we think valid inferences can be made about the student's performance.

Authentic vs. Traditional Assessment

AUTHENTIC ASSESSMENT	TRADITIONAL ASSESSMENT
Authentic assessments require students to be effective performers with acquired knowledge	Traditional tests tend to reveal only whether the student can recognize, recall or "plug in" what was learned out of context.
Authentic assessments present the student with the full array of tasks that mirror the priorities and challenges found in the best instructional activities	Conventional tests are usually limited to paper-and-pencil, one-answer questions.
Authentic assessments attend to whether the student can craft polished, thorough and justifiable answers, performances or products.	Conventional tests typically only ask the student to select or write correct responses--irrespective of reasons
Authentic assessment achieves validity and reliability by emphasizing and standardizing the appropriate criteria for scoring such (varied) products	Traditional testing standardizes objective "items" and, hence, the (one) right answer for each.
Authentic tasks involve "ill-structured" challenges and roles that help students rehearse for the complex ambiguities of the "game" of adult and professional life.	Traditional tests are more like drills, assessing static and too-often arbitrarily discrete or simplistic elements of those activities.

Authentic assessments are enabling and forward-looking, not just reflective of prior teaching. In many training and teaching settings the essential challenges are known in advance.

Traditional tests, by requiring complete secrecy for their validity, make it difficult for instructors and learners to rehearse and gain the confidence that comes from knowing their performance obligations.

Authentic assessment has the advantage of providing everyone, students, learners instructors and the public with **directly observable** products and understandable evidence concerning the learners' performance. It clarifies to the layperson the quality of the learners' work and is more discernible than explanations about norming.

Authentic assessment complements Traditional Assessment.

Traditional Assessment	**vs.**	**Authentic Assessment**
Gather indirect evidence ————		Gather direct evidence
Select a response ————		Perform a task
Contrive a situation ————		Respond to Real Life
Recall or recognize information ———— information		Construct or apply
Teacher centered ————		Learner centered

AUTHENTIC ASSESSMENT

Authentic Assessment?	Authentic Content?	Types of Authentic Assessment?	Environment necessary for Authentic Assessment?	Kinds of feedback used for Authentic Assessment?
Put in a real life context	Based on important concepts	Personal contact (observations, interviews)	Collaboration: Students help each other; they are not judged against one another	Student reflection on own work
A learning experience in itself	Consistent with curriculum guidelines	Performances	Access: Students have access to needed tools and resources	Peer review; peer reflection
Ongoing throughout the process of learning	Based on real life experience	Exhibitions	Responsibility: Students develop responsibility for their own learning	Ongoing conversation between teacher and student about student progress
Based on authentic content	Built on prior knowledge; appropriate for developmental level	Portfolios	Flexibility: Time is flexible enough that students have time to complete the project	Teacher assessment of product based on high real-world standards
Involves reflection by student and teacher	Requires high level of thinking from students	Authentic tests	**Real World**: Students understand connection between what they are learning and the real world	Evaluation rubric completed by external panel

IV. METHODS OF ASSESSMENT USED BY ASSESSORS IN CBE

There are many methods of gathering evidence that can be used to enable an assessor to make a judgement about the learner's competence. The methods chosen should be the most direct and relevant to the competencies or learning outcomes being assessed. (Over-reliance on one particular method should be avoided). Work place tasks may be simulated. The assessor makes a judgement as to which combination of methods provides simplicity and flexibility and is best suited to the competency that is being assessed.   The assessment methods may include:

Questioning **Methods:** oral, written questioning including project/assignments; Problems; case studies; written tests

Type: Interview, group assessments, supply short answer, guided response, extended essay, multiple choice; alternate answers (see section on Questioning)

Simulations **Methods:** simulation; observation of product and/or processes
Type: case studies; simulated clients; simulated workplaces; simulated exercises

Skills Demonstration **Methods:** work sample; skill sample; practical project; structured problems and tasks
Type: checklists; rating scales; research task; assignments

Direct Observation: **Methods:** product and/or processes on the job
Type: checklists; rating scales; research tasks; log books; skills books; work experience; interaction analysis, peer assessments; group assessment

Indirect Observation: **Methods:** product and/or processes on the job
Type: evidence from supervisors, colleagues and clients, portfolios

Evidence of Prior Learning **Methods:** Examination of evidence
Type: Portfolios; logbooks; qualifications; referees; supervisor reports

It is important to ensure that the assessment instruments collect evidence that is representative, authentic, and sufficient to allow competence to be inferred.

Assembling Performance –Based Tests

The assessment of candidates' competency usually demands the application of knowledge, attitudes, and motor abilities (skills) in combinations that result on the desired performance of the task.

The psychomotor domain involves skill-centered activities which include the handling/manipulation of tools, materials and equipment.

Examples of such skill-centered activities will resemble the following:

- ✗ Locating a faulty component
- ✗ Attaching a plug to cable
- ✗ Grilling steak to medium rare
- ✗ Cleaning and lubricating pliers
- ✗ Turning metal on lathe

Process and Product Assessment

However popular or admirable the written test, it is still inappropriate for measuring behaviour for some objectives and areas of learning. For instance, one cannot determine how well a candidate can take shorthand with a multiple choice test. Performance-based tests may be designed to measure process, product, or both.

Process Vs Product

Process Measures consists of the evaluation of steps the learner goes through in order to perform the task.

Characteristics

There are two key areas of interest in process measurement

    1.   The *quality* of the performance

    2.   The efficiency, in terms of rate, speed, and approach

    Note: Process measurement is fairly *subjective*
               Observation and expert judgement are required

Product Measurement consists of the evaluation of the final outcome (or product) of performing the task.

Characteristics

    1.   Product measurement is more objective than process measurement

    2.   Products are measured against pre-determined standards

    3.   Appearance, functions, design and accuracy are of critical importance in product assessment.

    4.   Visual inspection is the primary mode of assessment

Process Measurement

This is the assessment of the steps the learner goes through in order to perform the task. The facilitator/examiner/instructor observes each step to determine how the task is performed. A prepared checklist is useful in maintaining objectivity.

Process measurement answers questions such as:

        (a)   Was the task done correctly?

        (b)   Were steps completed safely?

        (c)   Were steps performed in correct sequence?

Product Measurement

This is the assessment of the final outcome on completion of the task. It answers questions such as:

        (a)   Does the finished product meet the design specifications?

        (b)   Is the finished product neat in appearance?

        (c)   Does the finished product meet safety standards?

When do we Measure Process or Product?

Process measurement is used when the steps to complete a task are critical. Safety is a major concern and efficiency of the operation must be observed in order to determine competency.

In some cases, the judgement of the final outcome is all that may be required to determine competency. Visual inspection or testing of the product may be objectively done and the competency determined without having seen the process.

For example, inspection of a weld, and submitting it to a stress test (*product measure*) may be of greater value to measuring competency than watching the step taken in the welding process (*process measure*).

Some tasks require both the process and product to be tested

In a situation where the student is setting up the oxygen and acetylene tanks for the first time without assistance, the instructor may want to observe each step *(process)* in addition to ensuring that the unit is welded properly when gases are turned on *(product)*.

Product Measurement	Process Measurement
Easy to develop and administer this type of assessment	More time required to develop and administer this type of assessment
Does not detect errors in performance that may have affected outcome (finished product)	Can pinpoint exactly where procedural errors occurred
Tends to be more reliable since standardized tests can be applied to outcome	Can determine more specifically areas of competency

Considerations for the Design and Development of
Performance Assessment Items

- The task is essential to course objectives and success in the workplace

- The item deals with essential aspects of the content area and not with trivial aspects

- The item directly measures the intended competency

- The process or product to be measured is described

- The task can be completed in a reasonable amount of time

- The length of the item is directly related to the level of abilities and skills being assessed

- The item does not try to "trick" the candidate
- Safety precautions are considered
- Reading difficulty and vocabulary are suitable for the level being   tested
- Common terminology is used and the alternative name for devices or material to be used is also presented

Good performance tests can be prepared by following these steps:

Step 1. **Define the performance**

Operationalise the task, define the concept, determine the context of the assessment – "simulated" or "naturally occurring".

Determine the Performance Objectives

Describe exactly what you wish to test:

What skills do you expect the candidate to have and how do you expect him/her to use/apply it in a given situation?

- What does the industry/certifying body expect of the candidate?
- Do you wish to measure accuracy, speed, ability to plan, use tools, - manipulate/handle materials?
- Will product or process or both be tested?

Step 2. **Select the most appropriate assessment instrument   Prepare the test situation**

- List the operations which are necessary to perform the work or test to be tested
- List the items which must be considered in deciding whether the work meets the standards expected
- Choose or devise a task for the student to complete which involves all elements which the test is expected to measure
- List tools, material, equipment and drawings that are necessary to perform the task
- Estimate the time of completion of test

Write instructions and establish performance levels

- Prepare written directions to be given to the candidate before the task is attempted

-	Prepare scoring system which will be used to measure students performance. A checklist reduces error.
-	Establish the minimum acceptable level of performance for mastery

Step 3   **Create the assessment criteria and performance scale**

Develop a framework for clear and reliable scoring

Determine the most appropriate feedback – Narrative, holistic, primary

<u>**Example**</u>

5. *Demonstrates mastery, autonomy and responsibility in problem situation*

4. *Demonstrates good working knowledge of the skill, initiative, and adaptability to problem situation*

3. *Demonstrates sufficient knowledge of the skill, and an ability to operate satisfactorily displaying some initiative and adaptability to problem situations*

2. *Performs limited parts of the task but not to required standard*

1. *Insufficient evidence of knowledge, skill and attitude on which judgment can be made*

Try out and Review Test

Assemble the test and try it out to ensure that:
- time allotted is appropriate
- material, equipment and tools are adequate and available
- directions are clear
- safety precautions are in place

Step 4 **Prepare for sampling and verification**

    Have colleagues read and perform test

    Test the instrument on a sample target group under set conditions

    Evaluate responses

Step 5 **Address issues of reliability and correct for bias**
    Rewrite or eliminate items where necessary

Advantages and Disadvantages of Performance Tests

Advantages

1.   Can be used to measure a <u>variety</u> of behaviours in job-related situations
2.   Process assessment replicates procedures/steps in real world job-task situation
3.   Product assessment focuses on final outcome (or product) the learner typically would be expected to perform on the job

Disadvantages

1.   Much time required to develop and administer
2.   Costly equipment and supplies may be required
3.   Large group testing is hardly feasible
4.   Evaluator's subjectively must be controlled (with training and objective test items)
5.   Not every learning task in a learning sequence might require performance test
6.   Controlled testing environment tend to penalize some learners

ORAL QUESTIONING TECHNIQUES

Why is questioning important?

Questioning is a valuable part of the process of learning because it helps the learner and facilitator establish the extent of what is known and to develop new ideas. Questions can be used to help learners to reflect on their understanding of a topic and make improvements in learning and thinking.

For assessment purposes oral questions require some amount of thought and planning to elicit underpinning knowledge from the learner. Spontaneous questions that emerge during a practical assessment are expected but in general, the questioning strategy and techniques are planned.

The questioning process helps to:

- Clarify understanding
- Gain feedback on learning
- Create links between ideas
- Promote complex thinking skills

Type of Oral Questions

Questions may be classified according to the expected responses:

- Open ended Questions
- Closed Questions
- Reflection
- Probing Questions
- Hypothetical Questions

Planning the Question

In order to achieve the objective of eliciting evidence of understanding, oral questions must be well crafted. Planning the questioning strategy:

- Prevents ambiguity

- Avoids cluttering of ideas caused by multiple questions or unclear questions
- Allows for wider coverage of the area and prevent too great a focus on the immediate circumstances of the assessment.
- Avoid phrasing questions that are closed
- Ask probing and evaluative questions that call for higher cognitive thinking such as analysis, synthesis and evaluation
- Encourage the exploration of various possibilities
- Design questions to help students see things from a broader perspective

Communicating the Question

Present the question clearly to ensure that the learner hears it and understands what is required of him/her.

Ask questions that are within the language and literacy range of the learner and the requirements of the competence.

Wait Time

Wait-time has certain positive outcomes:

- The length and correctness of responses increase.
- The number of "I don't know" and no answer responses decreases.
- The number of volunteered, appropriate answers by larger numbers of students greatly increases.
- The scores of students on academic achievement tests tend to increase.

The Oral Testing Environment

Due to the nature of this kind of test, the problem of extraneous variables presents itself. The anxiety level of candidates will possibly be higher than in a written test. Outside interference, such as noise, can pose a distraction to candidates. The examiner's non-verbal cues also impact on candidates' performance, whether in a negative or positive way.

The oral testing environment must reflect the following:

- The examination room must be free from outside interference.
- Only one candidate at a time must be in the examination room.
- Each candidate must be seated directly in front of the examiner(s).
- All candidates must be given approximately equal time.
- The examiner(s) must present a friendly and encouraging countenance to the candidates.
- Non-verbal cues in response to the answers must not be given. Therefore expressions of approval or disapproval at statements made by the candidates are not to be done.
- The examining questions must not be leading, that is, questions that tell the candidates how to answer.

PROJECTS

What is a Project?

A project is any exercise or investigation in which the time constraints have been relaxed. Candidates are actively involved in making item to be showcased or presented as evidence of competence.

Projects:

- are practical
- are more comprehensive than other assignments
- may be tackled by an individual or a group
- usually involve a significant part of the work being carried out without close supervision, although the assessor may provide guidance and support

- useful in bringing together a wide range of skills and knowledge to be assessed.

Projects may involve the following:

- Build a model
- Collect, analyse and evaluate data
- Organise ideas, create visuals and make an integrated oral presentation

Guidelines for writing Projects

1. Select a task that requires the use of complex, cognitive skills and important learning outcomes

2. Specify the range of content and resources that student can use at performing a task

3. Eliminate irrelevant data from the assessment

4. Ensure that students have prior knowledge essential for the task and are familiar with the materials they need to use

5. Task direction should be clear and free from ambiguities

6.	Clearly communicate performance expectations in terms of the criteria by which the performance can be judged

7.	Write and evaluate the performance criteria

CHECKLISTS AND RATING SCALES

What are Checklists and Rating Scales

Rating scales and checklists are flexible tools that may serve a variety of assessment purposes which include:

> rating familiarity or competence for a skill
>
> rating small group observable actions
>
> evaluating learning.

In addition, observational rating scales or checklists are used to document a variety of observable actions. These can be direct ratings of observable actions (or performances) or indicators of underlying thought processes. The technical skills required to construct rating scales and checklists is similar, regardless of the purpose to be served by them.

Checklists and rating scales are completed by the observer while (or after) observing the learner.

Rating Scales

Rating scales provide lists of specific observable actions or skills and then provide a space to give a rating for the observable action or skill. These scales may be used to rate such things as the learner' ability to use equipment. It can also be used to document observations of actions from which you make inferences about the learner's written work. Rating scales allow for recording the qualities or frequencies of the action that is observed.

Observational Checklists

Checklists provide the observer with a list of observable actions or skills that can be marked as present or absent (yes or no; observed or not observed). Observational checklists can be used for the same assessment purposes as rating scales except that the observable action or skill should be absolute. Either the observable action/characteristic is there or it is not there. (For example: a trainee does or does not prepare a material and tool listing before beginning work).

Checklists used over a period of time can be combined into frequency ratings. For example, you might use checklists periodically to document the observable actions characteristic of desirable workplace traits such as punctuality, cooperation, safety, correct use of lab/workshop equipment. (For example: a trainee <u>does</u> or <u>does not</u> wear protective gear when operating machinery).

Rules for Creating Checklists and Rating Scales

Before developing a checklist or rating scale, you must decide what it is you want to focus on:- skill in completing a process, attitudes or dispositions.

Skills:
List of observable actions that show a skill you are teaching or a skill that is a prerequisite to what you are planning to teach (e.g. measuring an angle, applying fertilizer, following directions, sharpening a cutting tool).

Thinking:
Observable actions that show understanding of how to use the thinking or reasoning strategies characteristics of the discipline (e.g. drawing conclusions, generating hypotheses, making predictions, supporting claims with evidence, asking open-ended questions).

Conceptual:
Observable actions (or comments) that show understanding of the major concepts of the discipline (e.g. character development, plot, theme, setting in literature; ratio, proportion, percent, fractions in mathematics; using vocabulary in oral communication)

Criteria for Checklists and Rating Scales

?   The type of evaluation (observable action, skill, process, or thinking skill) is clearly identified at the top of the checklist or rating scale.

?   The directions at the top of the checklist or rating scale tell how to complete it.

?   A space is given for recording student name

?   The items are stated in terms of clearly observable actions

?   The observable actions given are suited to the stated purpose

?   Specific observable actions are given from which inferences can be made (e.g. offers ideas, listens to others' ideas) rather than the inferences (e.g. "cooperates" or "participates") themselves

?   The number of observable actions listed is comprehensive enough to cover a breadth of relevant observable actions

?   The indicators to be used for recording student observable actions are appropriate for the types of observable actions (frequency, intensity, presence/absence)

?   A column of words or initials for the indicators is provided

?   A Key is given to indicate which items relate to which essential academic learning requirements/components

ATTITUDINAL SCALES

What is an Attitudinal Scale?

In assessing competency, knowledge, skill and attitude are measured. In measuring attitude an attitudinal scale may be used.

An additional scale attempts to determine what an individual believes, perceives, or feels. Attitude toward self, colleagues, supervisors, work, a variety of other activities, institutions, and situations can be measured. There are various types of scales. The five-point scale is most commonly used. On this five-point scale a rating of 5 reflects the most favourable attitude where a rating of 1 reflects the least.

Rating Scale

NARRATIVE	SCORE (%)	RATING
Can perform the task demonstrating mastery, autonomy, responsibility and control in a wide range of working conditions	80 - 100	5.
Can perform the task in a wide range of working conditions, demonstrating good working knowledge of the skill, initiative, and adaptability to problem situations	65 - 79	4.
Can perform the task demonstrating sufficient knowledge of the skill, and an ability to operate satisfactorily displaying some initiative and adaptability to problem situations	50 - 64	3.
Can perform the task/limited parts of the task satisfactorily but not to the required standard	35 – 49	2
Has demonstrated insufficient knowledge, skill and attitude on which judgment can be made	Below 35	1

V. QUALITY ASSURANCE AND RECORD –KEEPING

In preparing for modularization, using the competency-based approach to training it becomes necessary to spend some time to focus on maintaining quality in the system through credible assessment procedures and proper record-keeping. In preparation, it is imperative that *Skill mastery records* are maintained for each learner, and that learners have access to and make use
of these records to monitor their skill acquisition.

Proper record-keeping practices for administrative and assessment purposes ensures a sound recording and reporting mechanism upon which the assessment of modular training and assessment are built.   Maintaining an accurate and reliable record system provides credibility, transparency and instils confidence in both the learner and in the overall programme.

Verification of results adds another dimension to assessment data. Verification of assessment procedures by "external experts" will ensure that quality of output is consistent and in keeping with the established criteria for competence.

Some points to bear in mind are:

- Recording of data should be simple and efficient.
- Records of assessment should specify what evidence is collected, when it is collected and the method of assessment used.
- Assessment records should reflect all areas of performance i.e. knowledge, skills and attitude.
- Records should specify clearly the competencies assessed and the degree of competence achieved.   This is critical in determining if assessment for the module is complete.

- Assessment records may be used:
  o for certification
  o to determine training needs
  o for performance appraisals

- o for promotion
- o to determine equivalencies

It is therefore essential that data is accurately recorded and verified.

- ☞ Records are confidential and should be treated accordingly

INSTITUITING EMPLOYABILITY SKILLS

PURPOSE

One of the outcomes expected of CBE is the provision of world class workers who have the competitive edge in terms or their knowledge, skills and positive attitudes in finding their place in the job market for the utilization and provision of labour. Employers expect the holders of vocational qualifications to exhibit attitudinal qualities that best fit into the professional work environment. Above all, persons with the appropriate work attitudes have been facilitated in the developmental process especially where there are limitations in areas of skill and knowledge. A process must be defined whereby a student's work potential and characteristics/attitudes are rated, and such records are maintained as part of the training records of the institution.

POLICY

Each trainee shall be informed that he or she will be monitored during training for scholastic and positive attitudinal competencies. A system shall be in place whereby trainees are monitored in a transparent, fair and systematic manner throughout their period of training.

Positive attitudes shall be encouraged and promoted. Where negative attitudes are detected, the trainee shall be the beneficiary of counselling and continuous feedback with a view to producing a modified behaviour at the end of training. The evidence should be easily retrievable and manageable such that it can be represented in a summarized format on a record-keeping or data capturing form .

PROCEDURE

- The **attitude monitoring form** shall be discussed with all students both collectively and individually. The attitudinal factors on the form shall be explained to each trainee and allow for clarifications.

- Each teacher/senior teacher with responsibility for a class, shall assign a score on a scale of 1 to 5 to each attitudinal factor for each student. The score shall be based

on a fair assessment of what appears to be the consistent characteristics of the student.

• Each teacher/coordinator is expected to complete the form at least once per quarter and submit it to the counselling department. This should be discussed with the student on an individual basis.

• This form should be completed **one month before each training term is completed.**

• The total score should be inserted in the column provided and represents a fraction of 50 points since there are ten (10) attitudinal factors.

• The average score arrived at from the three (3) term's assessments should be used as the final score.

• It is suggested that the details of the last attitudinal factors be represented on the trainee's file.

• It is expected that there will be sufficient feedback during the first six (6) months of the trainee's tenure. Hence during the last three (3) months of training, it is expected that there be behavioural changes to sharpen the trainee job readiness skills.

• It may become necessary to represent the summarized score (1 – 5) with a key on the reverse side of each certificate indicating the trainee attitudinal competence.

Special Note To The Instructional Staff

➢ Team teaching may be employed in order that job readiness infusion can be planned for by both the skill and the support subjects instructors.

➢ A new dimension should be added to lesson planning process and should be a team effort at the institution. (i.e. all communication instructors; all calculations

and computation instructors; instructors of same skill coming together to plan lessons with an emphasis on job readiness objectives).

- ➢ Job readiness attitudinal factors should be represented on the lessons plans and hence the realization of the job readiness objectives can inform the assessment process with the attached form where each trainee is assigned a score, based on the competencies displayed.

- ➢ It may be necessary for the Institution Management to focus on a particular job readiness competency each week, so that the entire staff is aware of the competency everyone should be focusing on: (e.g. February 2- 6, of any year, everyone focuses on **Language and communication at the work place.** All instructional staff are expected to exhibit and use **Language and communication** for that week. The assembly sessions can be used to articulate what is *Language and communication* and what is expected throughout the week, everyone should be free to correct each other, this could be incorporated in lesson planning, etc.

- ➢ Trainees should be given assignments on specific job readiness competencies, as and when necessary, to support the infusion process and to improve the consciousness on the part of the trainees.

- ➢ The completion of the trainee portfolio should be used by the institutions to assist with the job readiness infusion process.

VI. THE PROCESS USED BY NCTVET FOR MODULAR ASSESSMENT AND CERTIFICATION

ASSESSMENT AND EVALUATION

Learners are assessed under three conditions:

(i)   Internal or Institution-Based Assessment

(ii)   Practical Assessment

(iii)   External Written Assessment

Internal/Institution-Based Assessment

The Institutional-Based Assessment (IBA) is a very important part of the certification programme. Facilitators are required to evaluate the knowledge, skills and attitude of the learners during the training programme. Both theory and practical assessment of performance must be administered for each candidate.

Using a variety of methods, each task listed in a module must be assessed by the instructor on an on-going basis. An average of the learner's rating at the end of each module, should be recorded on the IBA Summary Sheet.

Accurate records must be kept by the facilitator/institution as these ratings will be used as part of the certification and recorded on the Record of Achievement given to each candidate.

The rating scale, with scores ranging from 1 to 5, where 5 is the highest and 1 is the lowest, is used for **both** theory and practical assessment. All scores must be presented as a rating when reporting to NCTVET's Registrar. A learner's performance, which is calculated in a percentage, must be converted using the established rating scale.

RATING CONVERSION SCALE – LEVEL 1

SCORE	RATING
75 – 100	5
60 – 74	4
45-59	3
30 -44	2
BELOW 30	1

A learner **must** achieve a rating of at **least 3** in theory and practical in each completed module to be eligible for certification. Therefore, if a learner is not achieving an average rating of 3, he or she should NOT be submitted for final external assessment in that module, but should be given further instruction/training in order to acquire mastery of the tasks in the module. Once mastery has been achieved the learners can be submitted for final assessment in that module.

The Internal Verifier will be responsible for the monitoring of the internal assessment process.

Each completed IBA summary sheet must bear the signature of the institution's Manager, the Internal Verifier and the External Verifier/Assessor. If these signatures are missing, the scores will not be accepted by NCTVET.

All completed IBA summary sheets must be submitted to the Registrar's Office no later that four (4) working days after the administration of the examination. Institutions will be sent a letter acknowledging receipt of the IBA summary sheets and should make contact with the Registrar's Office to ensure that these records have been received.

Practical Assessment

Each area of assessment (skill and support, theory and practical) will be monitored by and External Verifier/Assessor. The External Verifier/Assessor will visit the institution to examine the assessment procedures used for the administration of the practical and he theory components and report of the validity and fairness of the internal assessment. The External Verifier will also examine learner assessment records to ensure that they are correctly produced and maintained.

The External Verifier will validate practical and theory tests used for internal assessment to determine the competency and knowledge level of the learners. Feedback will be given to the institution by the External Verifier/Assessor.

The practical assessment will be administered internally under the guidance of the Internal Verifier on a continuous basis. Standardised Practical Assessment test papers, provided by NCTVET will be used by facilitators to assess candidates for the External practical Assessment (EPA) scores.

External Practical Assessment (EPA) forms are provided for the recording and reporting of practical ratings. EPA reporting forms must be completed by the facilitators and submitted to the Registrar four (4) working days after the grades have been validated by the External Verifier/Assessor.

External Written Assessment

Final written examinations will be conducted at the end of a set of modules as scheduled by NCTVET. Test instruments developed by NCTVET will reflect a sampling of objectives and standards across modules of the skill areas and the support subjects.

The examinations are divided into two sets of multiple choice papers:

Paper I

Paper 1 will test the major skill area and General Technical Studies. (10 -20 items per module)

Paper II

Paper II will test the support subjects.

Section A: Calculations and Computations (10 – 15 Multiple choice items)

Section B: Language and Communication (10- 20 multiple choice items)

CERTIFICATION

NVQ-J Certificate of Competence

On the successful completion of all components of the examination and the fulfilment of the IBA and EPA requirements (i.e. achieving a rating of at least three (3) in all areas of assessment), the NCTVET will award the National Vocational Qualification of Jamaica (NVQ-J) Certificate of Competence.

Level One (1) certification implies that the holder of such certificate is:

Equipped with basic trade skills, knowledge and attitude

Expected to be given routine task assignments and be closely supervised

The Council reserves the right to withhold/cancel its certificate if it is proven at any time that there was any irregularity during the administration of the examinations.

The Certificate shall bear the signatures of the Registrar and Chairman of the Council

APPENDICES

1. A pull test will determine hair's

    A.   elasticity
    B.   flexibility
    C.   length
    D.   absorbency

2. Which of the following tools would **BEST** measure the
    bore of a cylinder?

    A.   Outside micrometer
    B.   Inside micrometer
    C.   Steel rule
    D.   Dial indicator

3. What reaction takes place when gas-cutting mild steel?

    A.   Carburisation
    B.   Oxidation
    C.   Combustion
    D.   Polarisation

4. The **MAIN** function of the radial arm saw is to

    A.   square stock
    B.   rip stock
    C.   cross-cut stock
    D.   joint stock

5. Which of the following size binding wires is **MOST** suitable for steelfixing job?

    A.   #12
    B.   #14
    C.   #16
    D.   #18

6. What is the purpose for a 'hookend' on a reinforcing bar?

    A.   To provide greater anchorage between the steel and concrete
    B.   To hold the end stirrup when tying beam cage
    C.   To hide excess length of the steel bar
    D.   For aiding the formwork in keeping the pressure of the wet concrete

Sample Practical Instrument

PRACTICAL ASSESSMENT FORM
METALWORK ENGINEERING

CANDIDATE'S NO.: _____

TASK: **To Produce a Grill Latch**

Criteria	1	2	3	4	5
Module 6 – Perform Arc Welding Operations					
1. Tools, equipment and appropriate protective clothing correctly selected					
2. Leads correctly attached					
3. Correct voltage selected					
4. Parts are "tack" weld then rechecked for alignment					
5. Assembly done in correct sequence					
6. Good beed profile produced					
7. Safety features adhered to and work area cleaned up and tools and equipment replaced					
8. Task completed within allotted time					
TOTAL					

Rating Scale

5. Can perform the task with initiative and adaptability to problem situations.
4. Can perform the task satisfactorily without assistance and/or supervision.
3. Can perform the task but requires periodic assistance and/or supervision.
2. Can perform limited parts of the tasks satisfactorily, requires considerable assistance.
1. Has not demonstrated sufficient evidence on which judgment can be made.

Practical Assessment

METALWORK ENGINEERING

Materials Listing

Tools, materials and equipment required per trainee

- 1   angle plate and steel rule
- 1   surface gauge
- 1   arc welding plant and accessories
- 1   torque wrench, gloves
- 1   protective shield
- 4   welding rod
- 1   welding jig
- 1 piece 6mm x 120 x 65 flat
- 1 piece Ø10 x 150 round
- 1 piece 3mm x 30 x 60 flat
- 2 pieces 15mm x 15mm square

Sample Rating Scale

Using the scale below rate the candidate's performance by writing the number that best describes the candidate's competence in the space provided to the right of each question.	
5	Candidate displays extremely good ability to listen, interpret, evaluate, and communicate ideas and knowledge as it relates to the topic/skill area; sustains conversation very well.
4	Candidate displays good ability to listen, interpret, evaluate, and communicate ideas and knowledge as it relates to the topic/skill area; sustains conversation well.
3	Candidate displays fair ability to listen, interpret, evaluate, and communicate ideas and knowledge as it relates to the topic/skill area; can adequately sustain a conversation.
2	Candidate displays some ability to listen, interpret, evaluate, and communicate ideas and knowledge as it relates to the topic/skill area; demonstrates some ability to sustain a conversation.
1	Candidate displays little ability to listen, interpret, evaluate, and communicate ideas and knowledge as it relates to the topic/skill area; demonstrates little ability to sustain a conversation.

PRACTICAL ASSESSMENT FORM

TASK:

Criteria	1	2	3	4	5
Module Name					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
TOTAL					

Rating Scale

5. Can perform the task with initiative and adaptability to problem situations.
4. Can perform the task satisfactorily without assistance and/or supervision.
3. Can perform the task but requires periodic assistance and/or supervision.
2. Can perform limited parts of the tasks satisfactorily, requires considerable assistance.
1. Has not demonstrated sufficient evidence on which judgment can be made.

Example of a Certification Plan from NCTVET Modular Examination

GARMENT CONSTRUCTION SKILL – LEVEL 1

TOTAL COURSE HOURS (SKILL) – 550

Module Code	Module	Description
	M1	ORIENTATION TO THE OCCUPATION
	M2	USE AND MAINTENANCE OF SEWING MACHINE AND ACCESSORIES
	M3	WORKING HAND STITCHES
	M4	CONSTRUCTING SEAMS AND FINISHING EDGES
	M5	MAKING OPENINGS AND ATTACHING FASTENERS
	M6	CONTROLLING FULLNESS
	M7	MAKING COLLARS AND POCKETS
	M8	CONSTRUCTING SLEEVES
	M9	**TAKING MEASUREMENTS AND ASSEMBLING SKIRTS** (unit 1 only)
	M10	ASSEMBLING BLOUSE, SHIRT AND DRESS
	M11	**TAKING MEASUREMENT FOR PANTS AND LABELLING AND PACKAGING GARMENTS (module 9 unit 2 and module 11)**

Environmental Studies
Hours   **20**

General Knowledge
Hours   **10**

Science of Colour and Design
Hours   **25**

Fibres and Fabrics
Hours   **25**

Calculations and Computation I
Module 1 – Numbers and Arithmetic Operations
Module 2 – Calculations with Fractions and Decimals
Module 3 – Estimation and Measurement

Calculations and Computation II
Module 4 – Percentages (Some Applications)
Module 5 – Mathematical Statements and Formulae

Language and Communication I
Module 1 – Grammar and Usage
Module 2 – Mechanics, Vocabulary and Spelling
Module 3 – Developing Writing Skills

Language and Communication II
Module 4 – Communication Skills
Module 5 – Using Information Systems

SAMPLE PAGE FROM PERFORMANCE LOGBOOK

TEXTILES AND APPAREL GARMENT CONSTRUCTION	Date Completed	Final Rating Attained	Remarks (External Verifier/Test Administrator)
MODULE 1 ORIENTATION TO THE OCCUPATION			
Task 1A Demonstrate knowledge of the roles and functions of the apparel industry in Jamaica's economy		1 2 3 4 5	
Task 1B Identify types of careers in the apparel Industry		1 2 3 4 5	
Task 1H Demonstrate knowledge of trade and Professional ethics		1 2 3 4 5	
Task 1L Demonstrate knowledge of techniques/strategies for handling accidents		1 2 3 4 5	
MODULE 3 WORKING HAND STICHES			
Task 3A Demonstrate knowledge of the different types and categories of stitches		1 2 3 4 5	
Task 3C Demonstrate knowledge of procedures for working different stitches		1 2 3 4 5	
MODULE 4 CONSTRUCTING SEAMS AND FINISHING EDGES			
Task 4A Demonstrate knowledge of functions types and choice of seams		1 2 3 4 5	

SAMPLE PRACTICAL TEST

Time Allocated: 3 Hours

Objective: Retrieving, Formatting and Editing Data/Text

Using the saved information on your diskettes from the previous class:

1.   Demonstrate the procedures to:

   a. Open an existing document from a diskette or hard drive
   b. Display more than one document
   c. Navigate between windows/documents

   5 Marks

2.   Edit text/data:

   a. Select character, words, sentence
   b. Use copy, cut and paste functions to move text, delete text
   c. Copy and move text between files
   d. Use search and replace commands
   e. Use over type option

   15 Marks

3.   Format text/document

   a. Change font size and type (manually and automatically
   b. Use Italics, underline and bold
   c. Align and justify text
   d. Set margins and tabs
   e. Apply character effects where appropriate (subheadings)
   f. Change line spacing to 1.5
   g. Add bullets to list
   h. Change paper size and layout/orientation
   i. Add border to title page

   20 Marks

4.   Insert and modify document using clip-art

   10 Marks

5.   Save document and log-off.

Total 50 Marks

SAMPLE RECORD KEEPING FORM

INTERNAL VERIFIER'S QUALITY ASSURANCE CHECKLIST

Candidate's Name: _____ **Reg.#:** _____

Institution: _____ **Skill Area:** _____

Internal Verifier: _____ **Job Function:** _____

Modular No.	Assessment Method	Administration Observed Yes / No (*Please tick*)		Date Admin.	Instructor	Date Received From Instructor
M#…….	Interview					
	Written Test					
	Oral Test					
	Project					
	Case Study					
	Attitudinal Scale					
	Portfolio					
M#…….	Interview					
	Written Test					
	Oral Test					
	Project					
	Case Study					
	Attitudinal Scale					
	Portfolio					
M#…….	Interview					
	Written Test					
	Oral Test					
	Project					
	Case Study					
	Attitudinal Scale					
	Portfolio					
M#…….	Interview					
	Written Test					
	Oral Test					
	Project					
	Case Study					
	Attitudinal Scale					
	Portfolio					

Verifier's Comment: _____

Recommendation: _____

_____

Verifier's Signature: _____

Date Submitted to NCTVET: _____

PROGRESS FORM

Candidate's Name: _____   **NCTVET ID #:** _____

Institution: _____   **Skill Area:** _____

Module No. and Description	Type of Measurement	Score	Date Achieved
M=……….	Written Test		
	Oral Test/Interview		
	Case Study		
	Project		
	Attitudinal Scale		
Average Score			
M=………..	Written Test		
	Oral Test/Interview		
	Case Study		
	Project		
	Attitudinal Scale		
Average Score			
M=…………..	Written Test		
	Oral Test/Interviews		
	Case Study		
	Project		
	Attitudinal Scale		
Average Score			
M# …………	Written Test		
	Oral Test/Interview		
	Case Study		
	Project		
	Attitudinal Scale		
Average Score			

Assessor's Comments: _____

_____

Assessor: _____   **Signature:** _____

Date Submitted to the Internal Verifier: _____

Note: *This form is to be submitted to the Internal Verifier no later than two (2) working days after <u>all</u> instructions have been administered*

STUDENT EMPLOYABILITY SKILLS INVENTORY FORM

EMPLOYABILITY SKILLS	COMPETENCIES	Demon-strated	Not Demon-strated
Work Ethic	Works well without supervision		
	Exhibits reliability and dependability		
	Accepts responsibility		
	Works beyond normal hours when needed		
	Shows pride in work		
	Accepts responsibility for own behaviour		
	Shows initiative		
	Conducts self in a calm and controlled manner		
	Demonstrates maturity in thoughts, actions and deeds		
	Exhibits patience		
	Manages time efficiently and effectively		
	Displays appropriate assertiveness		
	Evaluates own work		
Commitment	Observes all organizational policies		
	Displays a desire to improve		
	Gives best effort consistently and strive to please		
	Shows concern for future career with the organization		
	Understands the world of work and basic economic concepts		
Communication	Questions appropriately		
	Notifies supervisors of absences and reasons for absences		
	Demonstrates clear effective written and oral communication skills		
	Demonstrates good listening and responding techniques		
	Develops telephone skills		
	Accepts authority and supervision; works effectively with supervisor		

Interpersonal Relationships			
	Accepts constructive constrictive criticism		
	Works as a team member		
	Displays a friendly and cooperative spirit		
	Accepts assignments pleasantly		
	Demonstrates tactfulness in difficult situations		
	Becomes aware of and accepting of cultural differences		
	Respects the rights and property of others		
	Displays leadership qualities		
	Identifies varying management styles		
	Understands self and accept value system of others		
Responsibility	Organizes work and manage time efficiently		
	Exhibits accuracy, precision, and neatness in work and work habits		
	Demonstrates ability to complete assignments in timely manner		
	Follows oral, visual, written and multi-step directions		
	Displays care for tools and materials		
	Strives to improve job performance		
	Seeks new assignments when time permits		
	Understands employer expectation		
Reasoning and Problem-solving	Displays flexibility		
	Integrates creative and innovative ideas		
	Synthesizes and processes job components		
	Adapts to changing demands of the job		
	Organizes work and manages time efficiently		
	Reasons and makes objective judgments		
	Understands rules and procedures		
	Applies basic skills		

Health and Safety Habits	Maintains a good work pace and production rate		
	Practises good personal hygiene		
	Dresses in a well-groomed, appropriate manner		
	Recognizes stress-related situations and deals with them effectively		
	Develops physical stamina and tolerance for the kind done		
	Maintains good personal health		
Personal Attributes	Develops a good self-esteem and positive self-image		
	Defines personal and professional goals		
	Demonstrates emotional stability		
	Exhibits positive attitudes		
	Demonstrates self-motivation and self-management		
	Develops an understanding of motivation for work		
	Exhibits self-confidence and self-awareness		
	Displays honesty in personal and work situations		
Job-Seeking and Getting-Skills	Becomes aware of creative potential		
	Utilizes creative ability in on-the-job situations		
	Prepares job applications and resumes		
	Conducts career/job search		
	Develops job application letters		
	Demonstrates effective interviewing skills		
	Displays understanding of benefits and payroll procedures		