

**APPLYING GOOD PRACTICE
IN ASSESSMENT**

module 4

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Introduction to This Module

20 minutes

This module enables participants to design and carry out assessment using diverse evidence with a range of candidates.

At the end of the module participants should be able to:

- Identify and use diverse evidence to conduct performance assessments
- Identify and use diverse evidence to conduct knowledge assessments

Participants should have a basic understanding of PLA, through background reading and/or participation in Modules 1 and 3 or the equivalent. Since this module is about the application of PLA principles to the flexible assessment process, it is important to keep the module as practical as possible. It provides a hands-on opportunity for beginning or experienced assessors to develop their skills and think creatively about new ways of assessing learners.

! Please note that before commencing this module, participants should be asked to bring a copy of their course or program learning outcomes, objectives or related occupational standards to work with throughout the day. In addition, they should be asked to bring their Personal Development Plans that were worked on during Module 3.

Facilitation Plan

9:00 am:	Warm-up
9:20 am:	Applying Good Practice in Assessment
9:50 am:	Break
10:05 am:	Reviewing Materials for Assessment
11:00 am:	Establishing Balance in Assessment
11:25 am:	Generating & Assessing Personal Reports
12:00 pm:	Lunch
1:00 pm:	Using indirect Evidence
1:45 pm:	Producing Direct Evidence
2:15 pm:	Assessing Demonstrations
2:45 pm:	Interviewing for Assessment
3:15 pm:	Break
3:30 pm:	Ensuring Sound Assessment
4:00 pm:	Wrap-up

You can introduce the schedule for the module based on your own ideas or patterned after the suggested plan. The timing for each part of the module is included as a guide. It can, of course, be adjusted to fit your circumstances. A full day is ideal, but the module can be adapted depending on the needs and range of knowledge of workshop participants. Review the plan of the module with the participants, confirming when breaks will be, the time the day will end, and any other “housekeeping” details that are necessary.

Warm-up

It is important to begin the module by having participants meet and introduce one another (this includes you, the facilitator) and have some interaction.



Activity

Begin by asking participants to pair up, introduce themselves, and briefly discuss for five minutes their interest or motivation in attending this workshop.

Then have each participant (briefly!) introduce his or her partner and motivation for attending the workshop, to the large group.

Highlight that this module is about applying principles of good practice, not just learning about the theories of assessment. Remind participants that most of the assessment they will conduct will involve a mixture of performance and knowledge evidence but that some methods are more useful for one or the other. The module will enable them to explore good practice in both areas.



Clarify and briefly discuss the purpose of this module (T1, T2).

Check with the group that the purpose matches their expectations identified in the Warm-up activity.

In the large group, ask each participant to speak to one expectation, issue or concern he or she may have about the module. Capture these on a flip chart, and refer to them throughout the day and in the Wrap-up.

You will need to address the expectations, challenges, and issues that participants may have about the module. This will assist you in further planning and adapting the module.

- ! *If participants have been involved with other PLA sessions, they are familiar with the Parking Lot. Review the concept of the Parking Lot sheet that is used for short-term storage of out-of-context or contentious ideas. At the conclusion of the day any items remaining in the Parking Lot should be analysed to determine how they should be addressed.*
- ! *Try to establish an upbeat pace right from the start. This is a very full day and you will need to pace the day effectively to get through all sessions. It may be that you find the workshop is best suited to 1 1/2 days.*

Since it may have been some time since participants attended Module 3 (or the equivalent), you will need to conduct a brief review of the principles of sound assessment:

- Clear learning outcomes or expectations
- Technical requirements
- Systematic process



Focus on the Technical Requirements of Assessment (T3), and ask for volunteers to give you definitions, with an example from their own discipline, of each of the requirements:

- Validity
- Reliability
- Authenticity
- Sufficiency
- Currency

Remind them that there is another key factor they will need to consider:

- Cost-effectiveness

Stress that although we need to ensure that all assessments meet technical requirements, we also need to consider the expense involved. Ensuring that our assessment decisions are appropriate and that we have made them cost-effective within our own context or sector is a challenge for all of us.

Remind participants that assessing prior learning is no different from assessing any learning. The same principles and standards apply. The only difference is that the focus is on the evidence the candidates generate, rather than on the exams and artifacts instructors design for the classroom. Acknowledge that the difference is subtle at one level and quite profound on another. In PLA the learner actually begins the assessment process by determining what he or she knows and can do and (whenever possible) deciding how best to generate and present the necessary evidence to prove that.

Ask participants to generate for you a list of all the different types of assessment methods they are currently using or anticipate using in the future. Write the list on a flipchart page. The list should be as inclusive as possible:

- Evaluation of products or artifacts produced by learners (direct evidence)
- Evaluation of information about learners such as, letters of validation, certificates, and performance reviews, (indirect evidence)
- Observations of the learner demonstrating his or her skills and knowledge (direct evidence)
- Written testing (direct evidence)
- Oral testing (direct evidence)



Participants may have used terms like challenge exams, portfolios or other phrases. All of their examples, however, should fit into one of the categories listed above. Use **T4** to summarise the findings. Post the flip-chart page so that participants can refer back throughout the day.

Remind participants that each form of assessment provides an opportunity for learners to generate evidence. It is our job as assessors to help them generate the essential amount of valid, reliable and relevant (current) evidence that will enable us to make sound decisions.



Also remind them that in drawing on a key PLA principle, the learner is regarded as a partner in the assessment process. Assessment is not done to the learner; he or she actively contributes to the process by producing the evidence that best reflects what he or she knows and can do. Our job is to provide sound guidelines for the range of assessment techniques that will enable the learner to do just that (**T5**).

Now focus on each type of assessment method to enable participants to determine how learners can best generate evidence to help them earn credit or receive recognition for what they know and can do.



Break

15 minutes

Begin this session by reminding participants that good assessment requires knowing what you are looking for in the candidate's performance and knowledge base. Expectations are most often expressed as learning outcomes, objectives or skill standards.



Activity

Ask participants to select a partner and share the learning outcomes, objectives or skill standards they have brought with them. Suggest that they work with a partner not in their discipline so that they can get the benefit of fresh eyes and observations of a potential learner. Using **T6**, ask them to determine whether or not their respective materials are:

1. Clear
2. Concise
3. Assessible

Ask participants to review one another's materials (10 minutes on each) and give each other feedback, responding to the points raised on the transparency. Point out that by identifying problems now, it will help the group to distinguish between issues related to the articulation of learning expectations and those of its assessment.

After the 20 minutes, ask the group:

"What did you learn about one another's outcomes or assessment expectations?"

Do not get involved in any particular observation; just get a few points and write them on the flip chart. Some of the more negative observations will suggest that the outcomes are:

- Ambiguous
- Wordy
- Filled with jargon
- Laded with knowledge and not applicable
- Too specific
- Too general
- Not clear on what is to be assessed

Positive observations will suggest that the outcomes are:

- User-friendly
- Clear
- Transparent (understandable)

End this portion of the module by suggesting that participants may find the feedback they received useful in thinking about how they can improve the information they provide to the learners. Remind them that learning outcomes or standards are like road maps for the learners: they are the key mechanisms available to help them achieve their learning goals.



Activity

Move into the second half of this session by introducing the concept of “Criticality” (what is the most critical or essential). Using your own words suggest to the group that although we may spend a lot of time teaching those things we find interesting, as we assess people we may never have met before it becomes essential to think about those things that are absolutely essential to successful performance. Ask them to spend 15 minutes, on their own or with someone from their own program, identifying those elements from their learning outcomes or skill standards that are absolutely essential—that they would expect everyone completing the course or program to minimally achieve.

- ! *This is a good time to remind people that PLA candidates will represent the full spectrum of ability levels that they have observed in their classroom—from very able to not very able. Convey that in identifying the critical elements in their curriculum, they should think about what they minimally require of all those who successfully complete their course or programs. That will help them to identify the truly critical components that need to be assessed.*

Towards the end of the 15 minutes, suggest that people complete the exercise, even if they have not fully finished their reflections and notes. Tell them that they will no doubt need more time to complete this important piece of work, but that for the sake of this workshop, they should use what they have identified thus far. Give them a few more minutes to complete their work and move into the next session.



This session introduces the concept of “triangulation” in assessment. Begin by using the image of a three-legged stool, emphasising that it is extremely stable. Using **T7**, explain that the same is true in flexible assessment. Each leg of the triangle represents different forms of evidence. No one form is probably sufficient in and of itself. Almost all assessment will be made through a combination of evidence. Our goal should be to seek corroborating evidence in each assessment separately.

Inform the group that for the rest of the module you will be referring to this notion of triangulation and that you will be working with each of the three points separately.

Using your own words explain that one of the most important elements in providing a flexible assessment service is helping learners value, integrate and articulate their own learning. It is also essential from the assessor’s point of view to learn as much as possible about the context in which the individuals learned, their experiences and most importantly the achievements of the learners (**T8**). The learners’ own self-assessment and description of what they know and can do serve as the starting point for the entire assessment process.

In flexible assessment we can either obtain this information in written form or orally. Many prior-learning/flexible-assessment programs around the world ask candidates to describe their context, experiences and achievements as an integral part of the overall assessment process. The strongest and most effective programs ask learners to do this in light of the expected learning outcomes or occupational standards.



Learners must also state clearly what they know and what they are requesting. These statements, prepared by all candidates, are alternatively called personal reports, narrative statements, reflective learning statements, storyboards or a variety of other names **T9**. It is important to add that these are not long, autobiographical statements. They are most often clear, concise statements that can help the learners focus on how their learning achievements relate to the program or course outcomes and describe to the assessor any evidence they she may have.



Using **T10**, describe the key characteristics of a learner's personal report. Be sure to mention that these statements can be presented orally—in person or on audio or videotape—depending on the most suitable method for the learner and the institution.

Point out that a cross-reference is only appropriate if the learner is developing a portfolio. However, all the other information can help the assessor determine what type of other assessment methods will help the candidate generate appropriate types of evidence; for example, workplace assessments, written or oral examinations or simulations.

Generating & Assessing Personal Reports 35 minutes

You may want to give some examples of how personal reports or narrative statements can be used. Here is an example that relates to a candidate who does not have any evidence:

A recent immigrant arrived in Canada and easily obtained refugee status because of the dire political situation in his home country. In his previous country the man had been an architect and had contributed to the design of many of his nation's more modern buildings. However, because of the unusual manner in which he had to leave his country, he had no evidence of any sort: no drawings, photographs, letters from satisfied customers, or educational credentials. He had no hope of getting any.

The man's personal report provided valuable insight into the level of proficiency he had achieved, the nature of his work and education, a description of how he worked (in a team) and some of his biggest successes.

From his report, the assessor(s) decided to help him generate evidence of his competence in a number of different ways. He was asked to:

- 1. Solve a number of problems using case studies*
- 2. Complete a series of written exams*
- 3. Undergo a series of oral assessments with the assessor*
- 4. Complete a work-based assessment project with a qualified locally based architect who served as an external assessor for the educational organisation*

! As the facilitator, you may want to vary the story a bit or offer a modified example. You may add that the man had managed to save a number of photographs of some of the buildings he had designed. His personal profile would then need to include a description of his evidence. If you go this route, be sure to think about how the assessor would modify his or her suggestions for assessment too. A few hints have been provided below.

If you alter the story to indicate that the man had managed to bring a few photographs, suggest that the assessor might have used the personal report to guide the assessment a bit differently. The assessor might have asked the candidate to:

- Describe how he had solved a number of different problems related to the construction problems presented in the photographs
- Undergo a series of oral assessments based on these descriptions and the photographs
- Complete one or more written exams
- Complete a work-based project with a qualified locally based architect



Activity

After you have given an example and facilitated a brief description about how the personal report could be used by both the candidate and the assessor, divide the group into small groups of four or five people and ask them to draft guidelines for the creation of the personal report in their own departments, program areas or institutions. Tell them that the guidelines should tell learners:

- What the purpose of the personal report is
- How it will be used
- What it needs to contain

Ask the participants to develop the key points of their guidelines, put them on flip-chart paper and post them on the wall at the end of the session. Remind them to be specific: the clearer they can be about what they expect, the more meaningful and useful the personal reports will be. Give them 20 to 30 minutes to complete this activity.

At the end of the session, invite everyone to stand up and review all the key points that could be included in the guidelines to help candidates develop their personal reports. Note similarities and differences. Remind them that all of these statements will be typed up and distributed after the workshop.



Lunch

60 minutes



Begin this session by informing the group that you are now turning to the second leg of the assessment stool, indirect evidence. Using **T11**, remind them that indirect evidence is information about the candidate.

Examples of Indirect Evidence (**T11**):

- Certificates or awards
- Newspaper or magazine articles
- Letters of commendation or recognition
- Performance appraisals
- Letters of validation

The group may recall from Module 3 that all forms of indirect evidence can be useful in helping to give a complete picture of the candidate and support other forms of evidence. But in and of itself, indirect evidence it is seldom sufficient.

In this session, you are going to give the participants an opportunity to focus on the last example of indirect evidence presented on the transparency, letters of validation. Of all forms of indirect evidence, these are often the most helpful in the assessment process, but learners need to know how to request these letters. First, the assessor needs to specify what's needed.



Activity

To help the participants think about what they would like to see in letters of validation (not letters of reference!), ask them to participate in a visualisation exercise. They don't need to close their eyes but ask them to imagine the following scenario:

It is two or three years since one of your students completed your program. He or she was an able student, but not outstanding. However, you were delighted when he or she got a job with a local employer. It is now a typical day in the life of that student. Try to imagine what he or she is doing:

- How is he or she going about work?
- How does he or she interact with others?
- What decisions is he or she making?
- What impact is he or she having in contributing to the organisation, its customers, or its clients?
- How is he or she keeping up to date?
- Who is he or she responsible for at work?
- What is he or she responsible for?
- How does the boss or supervisor think of him or her?

Read these questions slowly, allowing the participants to really try to visualise one of their students. Then ask:

"In terms of learning outcomes, objectives or skill standards that guided the student's learning and his or her current achievements, what do you think the boss or supervisor would say about this individual?"

After you have read the last question, ask the participants to use their thoughts and observations to sketch out a letter of validation for that student. Give them about 15 minutes for this task.



When they have finished, ask the participants to tell you the characteristics they would like to see in a letter of validation and list them on the flip chart. Use **T12** and **T13** to summarise key points:

Letters of validation contain information about:

- What the candidate did or does
- The circumstances under which the candidate has performed
- How long and when the candidate performed
- How well he or she performed
- Particular examples of achievement

Letters of validation are best written:

- With reference to the learning outcomes or skill standards
- By non-family members who are familiar with the candidate's achievements (including peers, customers and community project leaders)
- To include the name, address and phone numbers of the writer



Many institutions provide guidelines and examples to candidates to help them obtain strong letters of validation. Distribute **H1**, a useful example from which the participants may wish to generate their own guidelines.

End this session by suggesting to the group that they work with the advisors at their institution to develop clear guidelines for candidates regarding the nature and quality of indirect evidence.

Let the group know that this session will look at the third leg of the stool—evidence directly attributable to the learner. Specifically it will look at good practice in:

- Product review
- Observation techniques
- Oral assessment practices

(Because of time, it will not look at written assessments, assignments or case study techniques.)



Activity

Ask the participants to refer to their course outlines for their own learning outcomes or standards during this session. Ask them to select one particular area to focus on. Using the course outlines, ask them to identify with a partner as many different products, artifacts or other evidence of performance as they can in five minutes (for each partner).

If they say they can't think of any, chances are the outcomes are about knowledge or theory. Ask them, then, to think about the application of the knowledge or theory. When or under what circumstances would someone apply this knowledge or theory? If they say that it would never be applied, ask them why they expect people to learn it. Obviously this will need to be managed carefully. You may also find you need to ask people to select another area to work with during this session. Use discretion!

Once they have generated this information, ask them to identify the characteristics of these products or artifacts. What would represent a strong evidence of performance? Why? After they have had another 10 minutes to identify these, ask them to tell you what they have written down. You should get responses something like the ones listed on the next page.

- Current
- Thorough
- Deep
- Broad
- Shows good problem-solving
- Addresses the customer's needs
- Reflection of organisational policy
- Specific
- Relevant
- Covering more than one situation

Write participants' responses on the flip chart and suggest that these are the guideposts they will need to give to candidates (and advisors) when they are providing information about their evidence expectations. Since not all characteristics may be relevant to all fields, they may want to think about what is critically important, without which the evidence would not be acceptable. They may also want to provide examples for learners to see and read about as a way of stimulating the candidate's thinking.



Explain that products and artifacts from the candidate's learning achievements at work, in the community or at home can serve as strong evidence of both performance and knowledge. It all depends on the criteria we give to candidates to guide their evidence collection or generation (T14).

Products and artifacts, as part of the total assessment, must meet all the technical requirements too. As assessors, they should ask themselves:

- Is it valid?
- Does it represent the candidate's own work (authentic)?
- Is it recent enough?
- Is it sufficient or is more required?

The answers to these questions may serve to identify what else the candidate needs to do. For example, she or he may need to present additional products or artifacts or produce a different type of evidence generated from other assessment techniques.



Activity

Now ask participants to assume that for the learning outcome they have selected, the candidate has no product evidence but is willing to perform one or more demonstrations, either in a work-based or simulated situation. Tell them to assume that they will have three separate opportunities to observe the candidate in the performance situation. Ask them to generate in 10 minutes, individually, a list of the key factors they would look for in evaluating the candidate's performance.

When they have done this, ask them to compare notes with their partners. What are the common features in their lists? What are the differences? When they have had time to share perspectives, ask them to contribute to a "Points of Good Practice" list in observation techniques. You should get a list that reflects something like:

- Know what you are looking for
- Be led by the learning outcomes or skill standards
- Develop a checklist beforehand
- Be specific
- Look for detail
- Acknowledge that the candidate may be nervous
- Don't intrude

Again remind the group that these points of good practice will be typed up and distributed to help them:

- Carry out observations consistently and cost-effectively
 - Train others to conduct assessments
 - Convey to candidates and advisors what they will be looking for
-

Move on to the final method of producing direct evidence that will be dealt with in the session—oral questioning.



Using **T15**, remind the group that oral questioning can be used in many different ways as part of the overall assessment process. It can confirm authenticity of products and artifacts, it can provide details of process skills associated with good performance and, of course, it can assess knowledge requirements that may not always be assessable through performance evidence.

Interviews can also tell us how current the candidate's skills and knowledge are and whether they have covered the range of circumstances in their work that are required by the learning outcomes or standards. In short, oral questioning can help the learner generate direct evidence that can help fill in any "gaps." It can help the assessor to determine whether a candidate really does possess all the skills and knowledge he or she claims.

Explain to the group that they are going to get an opportunity to do a brief role-play that allows them to do some oral questioning:



Activity



Ask the group to divide into small groups of five or six people each. Distribute **H2: Points of Good Practice on Oral Questioning**. Ask them to review the list and add or delete, as seems appropriate. (Give them only about 5 or 6 minutes for this). Then ask them to review handout **H3: Stages of Oral Interviews**. Make sure they are all clear about the purpose of each stage. Respond to any questions that are asked.

To get started, ask the groups to form two subgroups:

- A candidate with one or two support people
- An assessor with one or two support people



Provide handout **H4a** to all subgroups. This provides the details of the course under assessment: *Introduction to Leadership 101*.

Give **H4b** to the assessor teams. Give **H4c** to the candidate teams.

Give assessors and candidates 5 to 10 minutes to prepare. Assessors need to develop questions and candidates need to think about their responses.

Now have participants conduct the interview. For all groups, give the following instructions:

The candidate and the assessor should sit in a convenient place so that they can be observed by supporters. The assessor should go through the interview using the questions developed together. The interview should be brief—10 minutes at most—focused on Learning Objective 4.



The support teams of both groups should observe the interview and jot down responses to the questions on **H4d**. (You will need to distribute this after the teams have prepared for the interview but before it actually begins.)

When all the groups have finished, reassemble the full group to conduct the debriefing. Begin by asking the candidates:

- How did this interview feel?
- What did you learn?

Then ask the assessors:

- How did this interview feel?
- What did you learn?

Then ask the support teams to respond to the questions on handout **H4d**. Make sure you provide an opportunity for everyone to speak but do not feel compelled to analyse each particular situation. Just draw out key points.

At the end of the debriefing session, ask everyone to refer to the Stages of the Oral Interview and Points of Good Practice in Oral Interviewing, making whatever personal or group notes they find most useful to take away with them



Break

15 minutes



By now the group will be tired. Let them know that this next-to-last session is an attempt to help them put things in perspective, drawing on all the work they have done today. In small groups, ask them to think about how they will go about making their assessment decisions. Encourage them to really think about the process that they will use, focusing on doing sound assessments in the most learner-centred and cost-effective way possible. After about 10 minutes, ask them for their ideas. Be sure that the following are included (H5 and T15):

- Know what you are looking for: state learning outcomes or skill standards
- Identify a range of diverse evidence in your course or program area before you begin
- Think about the needs of the candidate
- Avoid over-assessing
- Collaborate with others in your discipline (clarify learning outcomes, skill standards, pitfalls, range of acceptable evidence)
- Work closely with advisors to make sure candidates receive sound advice and support
- Respect the learner

Once this list has been generated, ask the group to take out their Personal Development Plan used in Module 3. Ask them to review what they previously prepared, reflect on their achievements during this workshop and record any new activities or thoughts that seem appropriate.

Wrap up today's session by reviewing the major achievements and thanking participants for their attention and contributions. Remember to also:

- Review the purpose of the module and address outstanding issues in the Parking Lot
- Remind participants to complete the evaluation form

Sample Request for Letter of Validation

February 16, 1996
Mrs. Gloria Abbott
ACE Manufacturing Company
Richmond, BC V5H 2M6

Dear Mrs. Abbott:

As we discussed on the telephone, I am writing to ask you for a letter on my behalf for a special program at the local community college. As part of the Prior Learning Assessment (PLA) program, I am hoping to earn credits towards my diploma in business studies for learning I acquired outside the college classroom. Your letter will help me provide evidence that what I know and can do is equal to the requirements of the program. I have included a copy of the skill standards for your reference.

Following the recommendations of the College, I would like your letter to include the following:

1. A description of my position as administrative assistant between 1989 and 1993. This should include a brief mention of the responsibilities I assumed and some of my main accomplishments.
2. A statement of your relationship to me; for example, that you were my immediate supervisor, and the situations under which you observed or evaluated my work.
3. An indication of the skills, knowledge and abilities you believe I possess. (You may find it helpful to refer to the enclosed skill standards.)
4. And lastly, a statement indicating how well you think I met the overall job role.

I would appreciate your sending this statement on company stationery to my advisor at the college. His name is Richard Leu and his address is as follows [insert address]. I would like this letter to reach him by March 23, if at all possible.

Thank you very much for agreeing to write this letter on my behalf. As I am sure you are aware, earning this diploma at this point in my life is very important to me.

Should you have questions, please let me know (555-1234).

Thank you once again.

Sincerely,

Jill Simians

Points of Good Practice in Oral Questioning

- ✓ Be prepared: know what you are looking for
- ✓ Clarify the purpose, process and time-frame
- ✓ Help the candidate to feel at ease
- ✓ Resist asking leading questions
- ✓ Listen carefully; note body language for signs of undue stress in the candidate
- ✓ Use facial expressions and body language appropriately (Be aware that the candidate will be looking for signs of approval or disapproval)
- ✓ Use language that is appropriate to the learner
- ✓ Pace the interview to minimise stress on the candidate and yourself
- ✓ Allow adequate time; don't prolong things unnecessarily
- ✓ Position yourself and the furniture to establish and maintain a respectful and comfortable environment
- ✓ Give feedback sensitively and with respect
- ✓ Close the interview appropriately by thanking the candidate for his or her time and effort

H2



Stages of Oral Interviews

1. Establish rapport
2. Clarify purpose, process and timeframe
3. Ask questions, listen and record notes
4. Give feedback
5. Thank candidate and conclude interview



Interviewing for Assessment

Background Information

Introduction to Leadership 101

This is an introductory level, three-credit college course. It applies to such fields as nursing, education, therapeutic recreation, human services and business administration. The stated learning objectives are:

1. Identify the role and functions of a leader in a range of contexts
2. Demonstrate knowledge of factors that motivate others
3. Link personal leadership qualities to the requirements of particular tasks or situations
4. Identify your own strengths, limitations, values and interpersonal style in order to improve your leadership abilities

What is the direct evidence already submitted by the candidate?

- A personal report on a completed assignment (the implementation of PLA in his or her program area)
- A video clip of him or her in action with the PLA team
- Excerpts of a report prepared for the Ministry outlining his or her institution's accomplishments and key issues
- Copies of memos he or she prepared to members of the team at various intervals throughout the year

What is the indirect evidence the candidate has submitted?

- A letter from the dean commending him or her for work done
- A letter from a community group thanking him or her for personal contributions
- Evaluation forms from faculty peers from a team-teaching course
- A certificate from a continuing education workshop from the Justice Institute

H3



Interviewing for Assessment

Instructions to the Assessor and Team

You have read over all of the evidence submitted by the candidate and think it is quite strong. However, you have some concerns about Learning Objective 4 and have notified the candidate of this concern. In the next 10 minutes and using the imaginary evidence presented, structure an interview that will help the candidate elucidate whether or not he or she meets the learning objective in question.

H4b



Interviewing for Assessment

Instructions to the Candidate and Team

You have been advised that the assessor has some concerns about Learning Objective 4. He or she does not feel your evidence shows that you have been identifying your strengths and limitations in order to develop your leadership abilities. Using the imaginary evidence given, think about how this evidence and your experience can address the assessor's concerns.

H4c



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Interviewing for Assessment

Questions for the Observer

1. How well did the assessor establish rapport with the candidate?
2. Did the assessor review the purpose of the interview?
3. Did the assessor stick to the plan?
4. Did the interview have a good flow to it?
5. Did the candidate have adequate time to reflect and respond to the questions posed?
6. Was the outcome of the interview clear? Did the candidate receive feedback?
7. Should the learner have known the questions beforehand?
8. What worked well during this interview? What could have been better?

H4d



Ensuring Sound Assessment Decisions

- ✓ Develop learning outcomes or skill standards—know what you are looking for.
- ✓ Identify a range of diverse evidence in your course or program area before you begin
- ✓ Think about the needs of the candidate
- ✓ Avoid over-assessing
- ✓ Collaborate with others in your discipline (clarify learning outcomes, objectives, skills standards, pitfalls, range of acceptable evidence)
- ✓ Work closely with advisors to make sure candidates receive sound advice and support
- ✓ Respect the candidate

H5



Purpose

This module enables participants to:

- ✓ Examine diverse evidence with a range of candidates
- ✓ Choose appropriate assessment methods
- ✓ Make assessment decisions and provide feedback

T1



Applying Good Practice in Assessment

At the end of this session,
participants will be able to:

- ✓ Identify and use diverse evidence to conduct performance assessments
- ✓ Identify and use diverse evidence to conduct knowledge assessments

T2



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Technical Requirements

- ✓ **Validity**
- ✓ **Reliability**
- ✓ **Authenticity**
- ✓ **Sufficiency**
- ✓ **Currency**
- ✓ **Cost-effectiveness**

T3



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Methods of Assessment

- ✓ **Evaluation of products or artifacts**
- ✓ **Evaluation of case studies or other assignments**
- ✓ **Evaluation of information about the candidate**
- ✓ **Observation of the learner in demonstrations**
- ✓ **Written assessment**
- ✓ **Oral assessment**



Learner-centred Assessment



The learner is:

- ✓ Assessment partner
- ✓ Actively involved in the decision-making process
- ✓ Guided by information provided by the assessor

T5



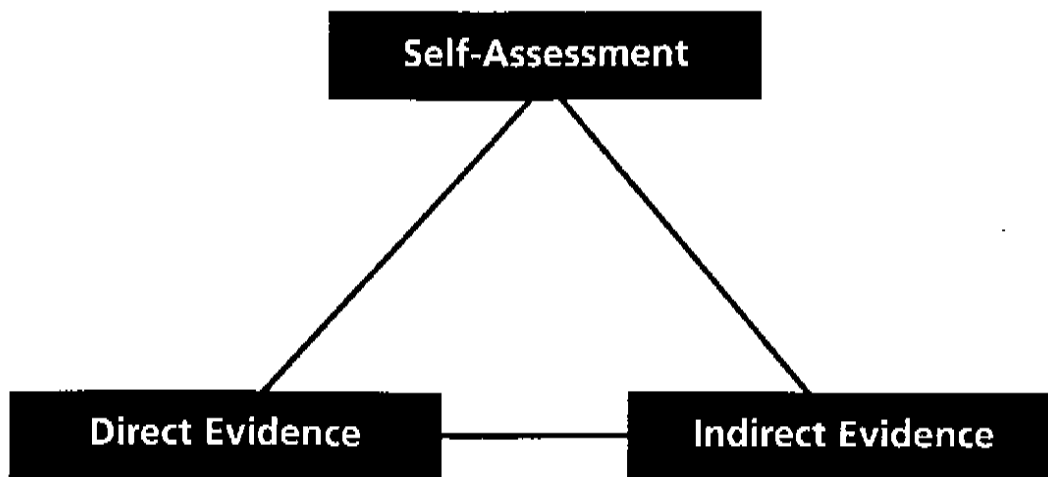
Expectations

- ✓ **Clear**
- ✓ **Concise**
- ✓ **Readily assessible**

T6



Triangulation of Evidence



T7



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Assessor Needs

What we need to know:

- ✓ Context in which candidates have performed/learned
- ✓ Nature of their experiences
- ✓ Outcomes/achievements that reflect what they know and can do



Personal Reports

- ✓ **Learner statements**
- ✓ **Narrative statements**
- ✓ **Reflective learning statements**
- ✓ **Storyboards**

T9



Personal Report Contents

- ✓ **Recognition or credit request**
- ✓ **Description of what candidate knows and can do in context**
- ✓ **Description of outcomes/ achievements with examples of skills and knowledge**
- ✓ **A summary or cross-referencing to any evidence being brought forward**

T10



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Examples of Indirect Evidence

- ✓ **Certificates or awards**
- ✓ **Newspaper or magazine articles**
- ✓ **Letters of commendation or recognition**
- ✓ **Performance appraisals**
- ✓ **Letters of validation**



Validation Information

- ✓ **What the candidate did or does**
- ✓ **The circumstances under which the candidate has performed**
- ✓ **How long and when the candidate performed**
- ✓ **How well he or she performed**
- ✓ **Particular examples of achievement**

T12



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Letters of Validation Are Written

- ✓ **With reference to the learning outcomes or skill standards**
- ✓ **By non-family members who are familiar with the candidate's achievements, including peers, customers, community project leader**
- ✓ **To include the name, address and phone numbers of the writer**

T13



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Evidence Requirements

- ✓ **Evidence of knowledge and performance can come from work, community activities or the home**
- ✓ **All evidence must meet technical requirements**

T14



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Ensuring Sound Assessment

- ✓ State learning outcomes or skill standards
- ✓ Consider diverse evidence before proceeding
- ✓ Consider candidate needs
- ✓ Avoid over-assessing
- ✓ Collaborate with others
- ✓ Work with advisors
- ✓ Respect candidate

