

Assessment Tool Planning Worksheet

This worksheet is designed to help you organise your thoughts and ideas before developing an assessment tool.

The unit

What unit of competency am I developing an assessment tool for? Generally speaking, what do the **performance evidence** and **assessment conditions** parts of the unit tell me I need to do when developing this assessment tool?

BSBCMM211 Apply communication skills

The **performance evidence** says the candidate must:

- use verbal and non-verbal skills to seek and convey information in face-to-face situations on at least three occasions.
- draft written documents and confirm that the documents meet organisational requirements on at least three occasions.

The **assessment conditions** say the skills must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry including access to workplace policies and procedures relating to communication.

The candidates

Who are the people to be assessed using the assessment tool that I create? What are their:

- characteristics
- skill levels; and
- any previous learning and work experience?

Mostly younger candidates, with some who are migrants from non-English speaking backgrounds. Some candidates will have no previous learning or work experience in using communication skills in real work environments, some may have recently finished school at year 10 level.

Context of assessment

What's the context(s) of my planned assessment? (May be across multiple contexts)

X	Workplace
X	Simulated Workplace

X	Classroom or Training Center
	Online
	Recognition of Prior Learning (RPL)
	Other (specify):
Purpose of the assessment tool What's the purpose of the assessment tool? Broadly, this will typically either be to: ● Assess the competency of learners in a course (training and assessment pathway); or ● assess the competency of candidates who already have the knowledge and skills (assessment-only pathway) or Recognition of Prior Learning (RPL)	
Assess the competency of learners in SIT30622 Certificate III in Hospitality (training and assessment pathway).	
Methods What methods can I use to assess the candidates? Are these methods appropriate for the purpose, target group and context that I have identified? Will the methods collect the evidence I need to gather?	
● observation (to observe performance in roleplays) ● written tasks ● questioning (may be verbal or written)	
Instruments Given the assessment methods I plan to use, what instruments will I need to support each method of assessment?	
● For observation we need: ○ Observation checklists ○ Roleplay scenarios ○ Instructions to candidates ○ Instructions to assessor ● For written tasks we need: ○ Assignment/task instructions for candidate ○ Marking criteria for assessor ○ Instructions for assessor ● For questioning we need: ○ Questions ○ Marking guide / model answers	

○ Instructions to candidates (types of questions, how long to answer, example)
Existing assessment instruments Are there any existing assessment instruments available? Are they suitable for use in this assessment tool? If so, what modifications might I need to make?
Templates and boilerplate text that address the overall assessment process that the assessors must follow when they use the tool. Some scenario/roleplay texts that the hospitality trainer had already written.
My skills and knowledge Do I have skills and knowledge required to develop this assessment tool, particularly in terms of the subject matter of the unit of competency it will address? What gaps exist in my subject matter expertise, industry relevance and currency? How will I address any gaps?
I am currently learning to be an assessment tool developer though I have subject matter expertise in this unit from many years experience in the workplace.
Development timeline Specifically, what are the steps I will take to develop the assessment tool from start to finish? How long will each step take and what's the total time involved?
As per the RTO procedures: 1. Consider the context and purpose of the assessment tool (2 hours) 2. Analyse the Unit of Competency (1 hour) 3. Assessment Tool Planning (1 hour) 4. Initial Task Mapping (1 hour) 5. Draft the assessment instruments (10 hours) 6. Trial and review (2 hours) 7. Final Mapping (1 hour) Total 18 hours.
Principles of Assessment Is my planned assessment tool likely to reflect the principles of assessment? The methods and processes will be:
Valid because: I will map it to the unit during development, and at the end. Reliable because: I will make detailed assessor checklists and instructions so the

assessor can administer it consistently.

Flexible because: The tool will be adaptable for different circumstances and learner needs.

Fair because: The tool will include detailed instructions for the candidate so they know what is expected of them.

Rules of Evidence

Is my planned assessment tool likely to give candidates the opportunity to generate (and assessors the opportunity to gather) evidence that reflects the rules of evidence? The evidence will be:

Valid because: I will map it to the unit during development, and at the end.

Sufficient because: I will include multiple assessments that gather a range of evidence over time.

Current because: All evidence will be generated for the assessment, and it includes live roleplays and observations.

Authentic because: The observations will allow assessors to validate that the knowledge is being applied.

Trial and review method

How will I do a 'test run' of the assessment tool when the draft is ready? How can I find out what it's like for the assessor to use the tool to assess someone? How can I find out what it's like for the candidate to be assessed using the tool I develop?

I will give it to my colleague to review it and do a test run.

Organisational procedures

Are there any requirements in my RTO that I need to consider when developing this tool? Once the final version is ready, what do I need to do to release the tool and roll it out across the RTO? What do I need to consider in relation to storage and access for other assessors, formatting, style, version control, and ongoing review and validation? Do I need to train others how to use it?

According to the RTO policy "The assessment tool developer must make specific number references to each question number, or checklist item number, so that someone can easily cross reference specifically where it is addressed."

Safety

Are the things I am planning to get candidates to do to demonstrate competency going to cause any health and safety issues for them, the assessor, or anyone else? If so, how will I assess any risk and control the hazards?

No major safety issues identified.

We must ensure the RTO's policies and procedures for safety including COVID 19 are addressed as part of the assessment.

Initial Task Mapping

Assessment Methods:				
- Observation (O) - Written tasks (W) - Questioning (Q)				
Unit Requirements		Task Mapping		
		O	W	Q
Elements and performance criteria				
1. Identify communication requirements	1.1 Identify work task			✓
	1.2 Identify communication channels in the organisation	✓	✓	✓
	1.3 Identify relevant stakeholders	✓	✓	✓
	1.4 Seek advice from supervisor on communication methods	✓		
2. Communicate using verbal and non-verbal communication skills	2.1 Plan verbal communication			✓
	2.2 Use verbal communication to communicate with stakeholders	✓		
	2.3 Use non-verbal behaviour to communicate with stakeholders	✓		
	2.4 Seek and respond to feedback on communication	✓		✓
3. Draft written communications	3.1 Identify formats for written information according to organisational policies and procedures		✓	

	3.2 Draft written information and submit to supervisor for approval		✓	
	3.3 Seek and respond to feedback on written communication		✓	✓
Foundation Skills				
Learning	Develops skills required to carry out own role by seeking and acting on feedback	✓	✓	
Reading	Reviews textual information to identify communication requirements and organisational procedures		✓	
Writing	Drafts simple texts using appropriate grammar, spelling and punctuation in accordance with organisational standards		✓	
	Proofreads own texts for accuracy and compliance with organisational requirements		✓	
Teamwork	Seeks to cooperate with others to achieve results in immediate work context	✓		
Self-management	Follows clearly defined instructions, seeking assistance when necessary	✓	✓	
	Follows organisational policies and procedures and practices relevant to own role	✓	✓	
Technology	Uses digital tools to complete tasks		✓	
Initiative and enterprise	Asks questions and listens to gain information and confirm understanding	✓		
Performance Evidence				
Use verbal and non-verbal skills to seek and convey information in face-to-face situations on at least three occasions.		✓		
Draft written documents and confirm that the documents meet organisational requirements on at least three occasions.			✓	
Knowledge Evidence				
organisational policies and procedures related to workplace communication		✓	✓	✓
communication styles		✓	✓	
questioning, listening and speaking skills		✓		

standards of written information applicable to own role		✓	
presentation styles, format and detail relevant to own role.		✓	
Assessment Conditions			
Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. This includes access to workplace policies and procedures relating to communication.	✓	✓	✓