



TVET CURRICULUM DEVELOPMENT, ASSESSMENT AND CERTIFICATION COUNCIL (TVET CDACC)

GUIDELINES ON DEVELOPMENT OF ASSESSMENT TOOLS

METHODS OF ASSESSMENT

A variety of assessment methods shall be used in an assessment tool. Methods of assessment include but are not limited to:

1. Written tests
2. Oral questioning
3. Case studies
4. Practical tests
5. Role plays
6. Projects
7. Presentations

TYPES OF ASSESSMENT ITEMS

These depend on the KNQF level of the course and are as discussed below:

I. KNQF LEVEL 3 AND 4 COURSES

The following two general types of assessment items formats are used for **written assessment items** for level 3 and 4 courses:

1. Selected–response assessment items where the candidate chooses the correct response, for example:

- True / false
- Multiple choice
- Matching assessment items

2. Constructed–response assessment items where the candidate provides the responses, for example:

- Completion assessment items/fill the gaps
- Short response assessment items

When constructing short response assessment items:

- Use direct assessment items using language familiar to the candidates
- Give guidance on the responses expected, for example, how many words or sentences, or leave a certain amount of space on an assessment items sheet to indicate responses expected.
- Use assessment items words such as: 'who', 'what', 'where', how and 'when' to focus the assessment items.

Distribution of marks

Section A: (10 to 20 marks)

Methods of assessment to be used include but not limited to:

1. Oral questioning
2. Written tests comprising selected–response assessment items as discussed above
3. Presentations

The number of assessment items range from 5 to 20.

Section B: (20 to 30 marks)

Methods of assessment to be used include but not limited to:

1. Written tests comprising constructed–response assessment items as discussed above.

The number of assessment items range from 10 to 20.

Section B comprises 20 marks if section A consist of 20 marks and section B comprise 30 marks if section A consist of 10 marks.

Total marks for sections A and B for level 3 and level 4 is 40 marks

II. KNQF LEVEL 5 & 6 COURSES

There are two general types of assessment items formats used for written assessment items for level 5 and 6 courses:

1. Selected–response assessment items where the candidate chooses the correct response, that is, multiple choice assessment items.
2. Constructed–response assessment items where the candidate provides the response, for example:
 - Short response assessment items
 - Extended response / short report assessment items e.g. use of case studies, scenario analysis.

When constructing short response assessment items:

- Use direct assessment items using language familiar to the candidates
- Give guidance on the responses expected, for example, how many words or sentences, or leave a certain amount of space on an assessment items sheet to indicate responses.
- Use assessment items words such as: **'who'**, **'what'**, **'where'**, **'how'** and **'when'** to focus the assessment items.

NB:

Terms like **list**, **give**, **state** and **define** must not be used in the assessment items.

Distribution of marks

Section A: (10 to 20 marks)

Methods of assessment to be used include but not limited to:

1. Oral questioning
2. Written tests comprising selected–response assessment items as discussed above
3. Presentations

The number of assessment items range from 5 to 20.

Section B: (30 to 40 marks)

Methods of assessment to be used include written tests comprising short response assessment items. The number of assessment items range from 10 to 20.

Section B comprises 30 marks if section A consist of 20 marks and section B comprise 40 marks if section A consist of 10 marks.

Section C: (50 marks)

Methods of assessment to be used include written tests comprising extended response assessment items. The number of assessment items range from 2 to 5.

Total marks for sections A, B and C for level 5 and level 6 is 100 marks

PRACTICAL TESTS

1. The minimum number of items of evaluation for practical tests is **ten (10)** and maximum number is **twenty-five (25)** for observation checklists and product check lists combined. The items so listed may have sub-parts. e.g. the item “observed safety....” may have sub-parts such as PPEs, handling of tools, house keeping
2. The items of evaluation give what the assessor will observe to determine whether the candidate is competent in carrying out practical tasks or activities given. The items of evaluation are therefore specific to the tasks or activities given while performance criteria (pcs) are general. The items of evaluation are also measurable and assessable as per the tasks or activities at hand. It is to be noted that though items of evaluation have relationship with pcs, the former is not the same as the latter and this distinction must be seen in the observation checklist.

Additional information on assessment tools

1. Occupational standards are the benchmarks against which performance of a candidate is measured and therefore assessment tools must be based on them.
2. Assessment tools for **theory** shall last for a maximum of **three (3) hours** whereas **practical assessment** shall last for a maximum of **eight (8) hours**.
3. Case studies, written tests, oral questioning are considered as **theory assessments** while Role plays, simulation, Practical tasks, Demonstration, Projects, Presentation are considered as **Practical assessments**.

4. There must be sufficient assessment items covering each of the six levels of the Blooms Taxonomy i.e. knowledge, comprehension/understanding, application, analysis, evaluation and creation. For levels 3 and 4, most of the assessment items cover the lower levels of the Taxonomy while it is vice versa for levels 5 and 6.
5. A stem of the candidates' tool should not provide any clue(s) to the required response. In addition, each assessment item should be independent of all other assessment items in the assessment tool to avoid repetition and so that a hint to a response is not embedded in another assessment item.
6. Assessment tools must cover all the critical aspects of competency as provided in the evidence guide of the particular unit of competency.
7. Assessment tool developer needs to thoroughly review the assessment tools developed to avoid any ambiguity in the assessment items.

Additional information for assessment tools developers

1. An assessment tool developer shall, at all times, exhibit the highest level of integrity in the performance of all professional assignments and will accept only assignments for which there is reasonable expectation that the assignment will be completed with professional competence.
2. Assessment tool developer must be **creative** and **authentic** in development of assessment tools.
3. Assessment tools must be submitted within the stipulated time periods.
4. Draft assessment tools shall be subject to validation. The assessment tool developer shall only be paid upon validation and acceptance of the tools he/she developed.

WHAT CONSTITUTES A GOOD ASSESSMENT?

1. Validity

An assessment is valid when

- (i) It's appropriate for the purpose (e.g. practical skills are assessed through practical assessment)
- (ii) It allows candidates to produce sufficient evidence required to satisfy the defined performance standards
- (iii) It facilitates reliable assessment decisions to be reached.

2. Reliability

An assessment is reliable when

- (i) It is based on evidence generated by valid assessment
- (ii) It is consistent across all assessors and all candidates undertaking the same assessment

- (iii) It is based on clearly defined performance criteria
- (iv) The conditions for assessment are applied consistently
- (v) It is consistent over time

3. Fairness

- (i) Candidates should be assessed fairly in accordance with defined standards set for each level. It should not give advantage or disadvantage to particular candidates or group of candidates.
- (ii) Assessment process should be made clear to all parties involved, i.e. candidates, assessors and verifiers.

4. Flexibility

An assessment is flexible when candidates can be given opportunity to negotiate certain aspects of their assessors e.g. timing with their assessors.

5. Cost Effectiveness

An assessment is cost effective when they can be carried out efficiently and affordable with the requisite resources.

Note:

Assessment tools developed must therefore:

- (a) Be able to be customized
- (b) Covers relevant skill areas
- (c) Targets relevant qualification levels
- (d) Be prepared based on endorsed, valid, current and relevant guide.
- (e) Provides holistic assessment i.e. use a process that integrates knowledge, skills and attitudes with their practical application in the work place tasks.

NB:

*A quality assessment tool enables carrying out of an assessment which is **valid, reliable, fair to candidates, flexible and cost effective to implement.** Hence, with a good assessment tool and competent assessor there will be few or no appeals by candidates.*

