Assessment Practice Checklist

Assessor checklist

When assessing, always consider two key questions: **'Am I asking the right stuff?'** and **'Have I got enough evidence?'**

Take a holistic approach

Assessment should be conducted in a holistic manner. When assessing an outcome, consider the whole outcome and not just a series of separate parts.

Focus on learner capability

Assessment should not be a snapshot or a one-off event; it should have robust evidence to show that learners can cope with a task on an on-going basis. Learners need to be able to apply what they have learned, not just demonstrate that they have learned it.

Use naturally occurring evidence

Utilise naturally occurring evidence wherever possible. Your professional judgement and verification of evidence from the workplace are key aspects of this.

Only assess what you need to

Only assess to the level of the unit standard. Range Statements and Performance Criteria are important; they help give some context and guidelines around what should be assessed.

Use current Assessment material.

Don't use old assessment material as it maybe no longer fit for purpose and no longer current to the latest version of the unit standard.

We encourage Providers and Schools to use Primary ITO assessment tools where possible.

Go to our Resources Store online or to find out more information about ordering our resources.

To create an account for the store: **Providers:** email **product@primaryito.ac.nz**
Schools: email **schools@primaryito.ac.nz**

The **Resource Change report** lists new Primary ITO learner resources developed, and any updates or revisions made to learner resources within the previous month(s):

Write Comments in the learners' assessment book.

Comment on 'how you know the learner is competent' and how you reached your decision, rather than just a repeat of the learning outcome.

Remember to complete the Assessor sign off

Ensure you have **printed and signed** your name in the Assessor signoff sections.

Verbal Assessment – "write the story"

You may verbally assess or clarify answers where needed. This could be an answer to a question or a practical task. However, you must record this in the assessment book and clearly indicate what verbal assessment or clarification has occurred, the date, what was discussed, whether answers were to depth required, and then initial as the Assessor.

Always assess according to what is current industry practice.

If the Range Statements or Performance Criteria are out of date and don't align with current industry practice, then it may be appropriate to ignore these aspects when conducting an assessment. Primary ITO has produced a list of Unit Standard Interpretations to guide your assessment for these specific unit standards. NB: This is an interim measure until these Unit Standards are reviewed in full.

If you are aware of any issues with Primary ITO unit standards or assessments, please email your feedback to Product@primaryito.ac.nz

Providing Sufficient Evidence

There must be sufficient evidence provided to defend the assessment decision. Please the consider the following when gathering evidence:

Comments:- should give **concrete defendable evidence to support your decision.**

- They are critical to give context to learner performance, and also to the assessor's decision.

- Ask yourself, "how do I know this person is competent"? The answer to this should make up your comments. (Your own observations, conversations with the learner and verifier/employer, any experience/background the learner might have, examples of performance, attitudes, etc)

Work diaries/logs/Job sheets: - are excellent evidence but must be complete. They should include:

Date	Task/job undertaken.	Time spent on task.
Equipment/tools/machinery used.	Number/types of livestock or plants.	PPE Worn.
Validation from verifier/tutor.	Hazards identified.	Outcomes.

Photographs

Another excellent source of evidence. However, these should be labelled with the date, the Learner's name doing the task, and the task relevant to the assessment taking place.