

Tutors Assignment Correction Guide

MODULE 3

Instructional Techniques

UNIT 3.4

Measurement and Evaluation

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UNIT 3.4 Measurement and Evaluation

This Guide is to assist you in the correction of the assignments for this unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within assignments.

The Core Curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Completed or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.

Assessment Instrument

Module 3 Instructional Techniques

Unit 3.4 Measurement and Evaluation

Assignment 1

This assignment has been designed as a short answer type. It tests whether you have an understanding of the basic terminology used in assessment and calls upon your experience to provide examples. Correct responses are required for all questions as an accurate understanding of these terms is necessary for the following sections of the unit. Should you not achieve the level of competency required, you may resubmit the assignment without penalty.

Question 1: Requires a word to be inserted in each blank. There are ten blanks and all responses must be correct to achieve the level of competence required.

Question 2: Asks you to complete specific terms used in this area and provides definitions as a key. You are then required to provide an example of the appropriate use of each. All terms must be correct, and the examples must be appropriate for each term. They can be of your own experience or from your knowledge base.

Question 3: Refers to assessment tools. You are required to identify each by selecting the appropriate label, and all these must be correct. The examples given must be accurate examples of the assessment tool to which it refers.



Assignment Number 3.4 – 1

Unit 3.4 Measurement and Evaluation

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due date: _____

Question 1

Complete the following sentence from your knowledge of assessment and using the words listed below:

- 1.1 Assessment can be described as the _____ and _____ of evidence about the _____ of those being trained. Reliable assessment requires that the trainees must be able to _____ their competence against a set _____.
- 1.2 Testing the actual performance of a trainee is done by developing instruments that _____ trainees' actual performance. This is called _____.
- 1.3 Measuring the competency of trainees in practical tasks requires special considerations. It is important that each _____ of the task is _____ and _____ against a checklist to ensure that all essential elements are assessed.

Element, test, gathering, performance testing, identified, judging, performance, demonstrate, criteria, checked

Question 2

The following table gives a definition for three terms used in the measuring of competencies. Name each one and give an example.

Term	Definition	Example
_ S _ _ _ _ _ E _ _	The collecting and evaluation of evidence about the performance of individuals. It is grounded on prescriptive standards provided in training blue prints or curricula.	
_ E _ _ U _ _ _ _ N _	A factor by which an individual's performance is evaluated. In norm referenced testing it is usually given as a percentage, while in competency-based evaluation it is specified as complete or incomplete.	
_ E _ _ _ N _	A process that allows examination of an individual's ability in a particular area or field. Can be either theoretical or practical.	

Question 3

There are a number of assessment tools or methods that you can use to measure trainees' performance. Match the description with the label given on the next page by placing the appropriate letter alongside the description, and then give a brief example of where or when each may be used.

3.1 _____ Where the assessor watches the trainee carry out a particular task

e.g. _____

3.2 _____ Used to measure the extent of knowledge or deductive powers

e.g. _____

3.3 _____ Where actual tasks and conditions are similar to real life situations

e.g. _____

3.4 _____ An interactive form of assessment - usually question and answer type, where responses are assessed automatically and feedback to the trainee can be available immediately on completion.

e.g. _____

3.5 _____ Largely unsupervised - can involve working in groups outside the control of the assessor. Judgment made on the evidence provided for in the final product.

e.g. _____

- A** Computer based testing
- B** Project based
- C** Simulation
- D** Observation
- E** Written test



Assignment Number 3.4 – 1

Unit 3.4 Measurement and Evaluation

Guidelines for the correction and weighting of questions for Assignment 3.4-1

Question 1

Complete the following sentence from your knowledge of assessment and using the words listed below:

- 1.1 Assessment can be described as the ***gathering*** and ***judging*** of evidence about the ***performance*** of those being trained. Reliable assessment requires that the trainees must be able to ***demonstrate*** their competence against a set ***criteria***.
- 1.2 Testing the actual performance of a trainee is done by developing instruments that ***test*** trainees' actual performance. This is called ***performance testing. (Performance Assessment)***
- 1.3 Measuring the competency of trainees in practical tasks requires special considerations. It is important that each ***element*** of the task is ***identified*** and ***checked*** against a checklist to ensure that all essential elements are assessed.

Element, test, gathering, performance testing, identified, judging, performance, demonstrate, criteria, checked

Question 2

The following table gives a definition for three terms used in the measuring of competencies. Name each one and give an example.

Term	Definition	Example
ASSESSMENT	The collecting and evaluation of evidence about the performance of individuals. It is grounded on prescriptive standards provided in training blue prints or curricula.	<i>Hotel Front Desk personnel are assessed as being ready to take up a position in the capacity of receptionist by giving them a series of tests, both practical and theoretical, against the standards set by their performance against these standards.</i>
MEASUREMENT	A factor by which an individual's performance is evaluated. In norm referenced testing it is usually given as a percentage, while in competency-based evaluation it is specified as complete or incomplete.	<i>The measurement of a trainee's performance is the score they achieve on a test item. A trainee may get 90% on a speed and accuracy test or may be declared either "incomplete" or competent on a criterion referenced test item.</i>
TESTING	A process that allows examination of an individual's ability in a particular area or field. Can be either theoretical or practical.	<i>Trainees are given tasks, either theoretical or practical, to demonstrate their level of competence. A written test may be given to a trainee to judge their knowledge of safe working practises.</i>

Terms – 2 marks each

Examples – 3 marks each

Total of 15 marks

Question 3

There are a number of assessment tools or methods that you can use to measure trainees' performance. Match the description with the label given on the next page by placing the appropriate letter alongside the description, and then give a brief example of where or when each may be used.

- 3.1 D** Where the assessor watches the trainee carry out a particular task
E.G. An instructor watches or observes a trainee operate a particular piece of equipment (compressor) to ensure all safety precautions are taken and the equipment is operated to achieve the desired results.
- 3.2 E** Used to measure the extent of knowledge or deductive powers.
A written test is used to test recall of knowledge such as the procedural steps and administrative requirements of a specific, potentially hazardous operation such as the disposal of chemical waste.
- 3.3 C** Where actual tasks and conditions are similar to real life situations
e.g. Simulated controls of expensive equipment such as that used for the testing of deep sea divers and pilots.
- 3.4 A** An interactive form of assessment - usually question and answer type, where responses are assessed automatically and feedback to the trainee can be available immediately on completion.
e.g. Computer based testing can allow trainees to test themselves, receiving feedback as they progress through a test. The computer will indicate to them if they have the required competency or whether they need to re-take the test. Theoretical aspects of trade-based courses can be tested in this manner.
- 3.5 B** Largely unsupervised - can involve working in groups outside the control of the assessor. Judgment made on the evidence provided for in the final product.

e.g. Project work, in a theoretical capacity can be used to test the research capacities of trainees and allow them scope to investigate issues related to the topic under study, but also to pursue a direction of their own selection.

In a practical capacity, project work can allow trainees to demonstrate their planning and organizational ability as well as manipulative skills, such as in the design and development of a particular piece of equipment.

- | | | | |
|----------|------------------------|----------|--------------|
| A | Computer based testing | D | Observation |
| B | Project based | E | Written test |
| C | Simulation | | |

Labelling – 1 mark each = 5 marks

Examples – 2 marks each = 10 marks

Total of 15 marks

Total for assignment 40 marks.

This assignment represents 20% of the total for this unit, which means you will need to divide the actual mark obtained by two (2) to obtain the appropriate percentage.

For example a trainee who scores 36 marks would be credited with a score of 18% towards the final assessment for the unit.

Assignment 3.4 – 1	20 %
Assignment 3.4 – 2	30 %
Assignment 3.4 – 3	50 %
Total	100%

Assessment Instrument

Module 3 Instructional Techniques

Unit 3.4 Measurement and Evaluation

Assignment 2

This assignment calls upon your experience as an instructor or teacher to examine the way you assess your trainees. It requires you to think carefully about the match between the task and the assessment and assessment method. To achieve competency you will need to:

- Select a training session upon which you can base the requirements of this assignment
- Produce an assessment matrix which will indicate how the training will be assessed
- Match each of the learning outcomes with an appropriate assessment method
- Prepare an assessment instrument for a practical learning outcome
- Prepare an assessment instrument for a theoretical outcome



Assignment Number 3.4 – 2

Unit 3.4 Measurement and Evaluation

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due date: _____

Question 1

Select a training session you are scheduled to present to a group of trainees.

Produce an assessment matrix to show how your training session will be assessed.

Refine this step by matching each objective/learning outcome in your training session with an appropriate assessment method.

Chose two objectives/learning outcomes, one theoretical and one practical, and prepare assessment instruments you will use to determine whether the trainees have achieved the stated outcomes.



Assignment Number 3.4 – 2

Unit 3.4 Measurement and Evaluation

Guidelines for the correction and weighting of questions for Assignment 3.4-2

Question 1

Select a training session you are scheduled to present to a group of trainees.

Produce an assessment matrix to show how your training session will be assessed.

5 marks

Refine this step by matching each objective/learning outcome in your training session with an appropriate assessment method.

The trainee must demonstrate an understanding of the need to match learning outcomes with assessment methods. For example, a psychomotor or manipulative element should be assessed by observing the trainee actually perform the task.

5 marks

Choose two objectives/learning outcomes, one theoretical and one practical, and prepare assessment instruments you will use to determine whether the trainees have achieved the stated outcomes.

Each of the assessment methods chosen must match the learning outcomes or objectives and be appropriate to a training situation. The assessment instruments should clearly state what the trainee is required to do, under what conditions and to what performance level or standard. They should be criterion referenced rather than norm-referenced.

Theoretical – 10 marks

Practical – 10 marks

Total 40 marks

This assignment represents 30 percent of the total for this unit, which means that you can use the actual marks gained as the percentage. There is no need to do any further calculation to obtain the appropriate percentage.

For example a trainee who scores 28 marks would be credited with a score of 28% towards the final assessment for the unit.

Assignment 3.4 – 1	20 %
Assignment 3.3 – 2	30 %
Assignment 3.4 – 3	50 %
Total	100%

Assessment Instrument

Module 3 Instructional Techniques

Unit 3.4 Measurement and Evaluation

Assignment 3

Question 1

The final assignment for this unit requires you to reflect back to your response for Assignment 2. You need to develop both formative and summative evaluation procedures for the session you previously selected and any other evaluation strategies you might consider.

Question 2

This question asks you to indicate how you would use the results of an assessment test for various purposes.

To demonstrate your competence in the requirements of this assignment you will need to:

- Design and prepare a formative evaluation procedure
- Design and prepare a summative evaluation procedure
- Design and prepare any other evaluation procedures appropriate to the session
- Write a brief summary listing any evaluation techniques you have prepared, stating how you would apply them

Indicate how you would use the results from an assessment test to:

- provide feedback to trainees
- improve trainee performance
- facilitate decision making



Assignment Number 3.4 – 3

Unit 3.4 Measurement and Evaluation

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due date: _____

Question 1

In assignment 3.4 –2 you were asked to choose a training session you are to conduct with a group of trainees.

For the *same session* prepare/design the following:

1. A formative evaluation procedure for the session
2. A summative evaluation procedure for the session
3. Other evaluation strategies you might consider appropriate.

Write a brief summary, listing the evaluation techniques you have prepared, and how you will apply them.

Question 2

You have recorded trainee's results from an assessment test.

Show how you will use the results to:

- Provide feedback to trainees
- Improve trainees' performance
- Facilitate decision making



Assignment Number 3.4 – 3

Unit 3.4 Measurement and Evaluation

Guidelines for the correction and weighting of questions for Assignment 3.4-3

Question 1

In assignment 3.4 - 2 you were asked to choose a training session you are to conduct with a group of trainees.

For the *same session* prepare/design the following:

1. A formative evaluation procedure for the session **10 marks**
2. A summative evaluation procedure for the session **10 marks**
3. Other evaluation strategies you might consider appropriate. **5 marks**
4. Write a brief summary, listing the evaluation techniques you have prepared, and how you will apply them. **10 marks**

Question 2

You have recorded trainee's results from an assessment test.

Show how you will use the results to:

- Provide feedback to trainees **5 marks**
- Improve trainees' performance **5 marks**
- Facilitate decision making **5 marks**

Total 50 marks

This assignment represents 50 percent of the total for this unit, which means that you can use the actual marks gained as the percentage. There is no need to do any further calculation to obtain the appropriate percentage.

For example a trainee who scores 45 marks would be credited with a score of 45% towards the final assessment for the unit.

Assignment 3.4 – 1 20 %

Assignment 3.3 – 2 30 %

Assignment 3.4 – 3 50 %

Total 100%