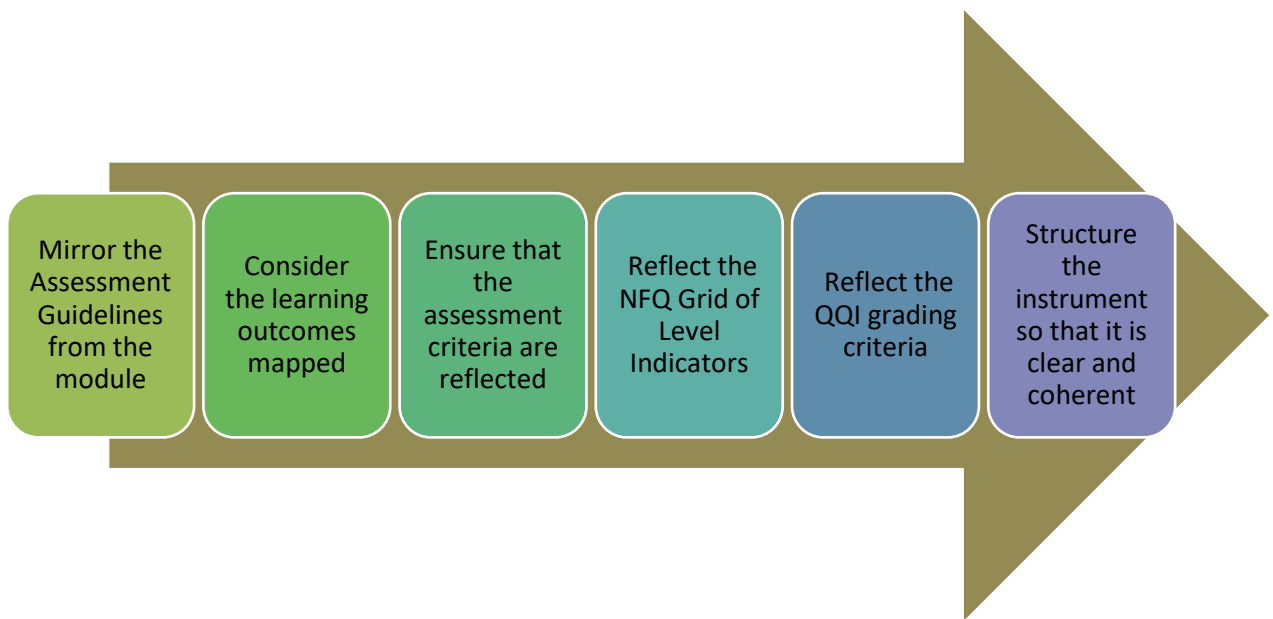


Devising an Assessment Instrument (assessment brief/examination paper)



Mirror the Assessment Guidelines from the module

A module will contain information on guidelines for assessment. These guidelines must be adhered to by the assessor when devising an assessment instrument. When developing the instructions to learners for inclusion in the assessment instrument the assessor should aim to explain the task at hand and provide clarity to the learner on the required content, approach to, and presentation of the assessment material to be produced by the learner. Sometimes the assessment guidelines in the module will use vague or non-specific words such as “for example” or “may” or “a minimum of”. As the assessor, it is acceptable to replace these words with definite instructions in the assessment instrument.

Consider the learning outcomes mapped

Each assessment technique/task will have specific learning outcomes mapped to it, as per the table in the module. The learner must be provided with an opportunity to demonstrate achievement of these learning outcomes when executing the relevant assessment technique/task. Therefore, it is very important that the instructions to learners in the assessment instrument are consistent with the learning outcomes mapped so that the learner is clear about what exactly is required in order to evidence achievement of those mapped learning outcomes.

Ensure that the assessment criteria are reflected

A module will contain information on the assessment criteria to be applied when marking a learner's assessment material. These assessment criteria tend to be broad and will be used as a basis from which to generate a marking scheme. The assessment criteria associated with an assessment technique/task must be communicated to a learner in the assessment instrument. It is also important to ensure that there is consistency between the instructions to learners in the assessment instrument and the assessment criteria so that it will be possible for the learner to gain marks for all aspects of their work.

Reflect the NFQ Grid of Level Indicators

In developing an assessment instrument, it is important to consider the statements of knowledge, know-how and skill and competence associated with the relevant level on the National Framework of Qualifications. (www.qqi.ie/Downloads/NFQLevelindicators.pdf)

Reflect the QQI grading criteria

The QQI grading criteria are useful statements that describe what a learner must do to achieve a particular grade for their assessment work at a particular level. In devising an assessment instrument, it may be useful to reference these statements so as to ensure that the detail provided in the assessment instrument will provide the learner with the opportunity to produce assessment material that is capable of a Successful/Distinction grade.

Structure the instrument so that it is clear and coherent

Assessment instruments should be presented to learners using the agreed templates, in use by the provider. This will ensure that all assessment instruments are structured in the same way across FET provision, for the provider. In the case where there is no agreed template in use by the provider, the assessor may devise their own template or use the sample template on the FESS website, <https://www.fess.ie/write-your-assessment-documentation>.