

<b>Title</b>	<b>Design and evaluate assessment materials</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to design and evaluate assessment materials.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2993].</p>
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<b>Classification</b>	Generic Education and Training > Assessment of Learning
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<b>Available grade</b>	Achieved
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### Guidance Information

- Range**  
 The designed materials must include at least three different assessment methods across two assessments.
- Candidates must act professionally, ethically, and with culturally appropriate educational practices during assessment against this standard. This will include compliance with relevant legislation and organisational requirements. Legislation may include the:**  
 Health and Safety at Work Act 2015,  
 Privacy Act 2020,  
 Human Rights Act 1993,  
 Copyright Act 1994,  
 Children's Act 2014,  
 and any subsequent amendments.
- Definitions**  
*Assessments* may include but are not limited to – written questions, scenarios, simulations, skills tests, observation checklists, attestation/verification questionnaires, digital assessments.  
*Assessment materials* refer to such things as assessment activities, assessment schedules, assessor briefs, evidence guides, checklists, and marking guides.  
*Assessment methods* refer to such things as observation of natural events, simulations, skills tests, examination of products, processes for attestation, and written and/or oral or online assessments.  
*Candidate* is the person who is being assessed against this standard.  
*Good assessment practice* will occur when the assessor focuses on outcomes, gives due consideration to all evidence requirements within the performance standard(s) and judges, overall, that the candidate has provided sufficient evidence that the outcomes have been met.

*Integrated assessment* refers to combinations of outcomes of standards that are assessed simultaneously.

*Learner* is the person who the candidate is designing and evaluating assessment materials for.

*Moderation* means a process of monitoring assessment to ensure that it is valid, consistent, fair and sufficient and supports equitable outcomes for all learners. Depending on the context, it may also be called quality assurance, verification, validation, audit, consistency review, or other similar terms. Moderation activities may include but are not limited to – combinations of discussion with and observations of assessors, meetings of assessors, analysis of assessment documents and materials and assessor decisions.

*Stakeholders* refer to learners, and may also include – internal and external moderators, subject matter experts, organisational managers/supervisors.

*Standard(s)* are statements of performance with measurable outcomes against which assessment occurs. Standards may include but are not limited to – New Zealand Qualifications Framework unit standards, other national standards, organisational standards.

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## Outcomes and performance criteria

### Outcome 1

Explain and compare assessment methods and their application.

#### Performance criteria

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|-------|---|-------|---|
| 1.1   | The purpose of diagnostic, formative, and summative assessments is explained in terms of their application.   |       |   |
| 1.2   | <p>The principles of effective assessment are described in terms of good assessment practice.</p> <table border="0"><tr><td style="vertical-align: top; padding-right: 20px;">Range</td><td>practices include those that are equitable (open, honest and fair), consistent, transparent, manageable, engaging, culturally appropriate.</td></tr></table>  | Range | practices include those that are equitable (open, honest and fair), consistent, transparent, manageable, engaging, culturally appropriate.                        |
| Range | practices include those that are equitable (open, honest and fair), consistent, transparent, manageable, engaging, culturally appropriate.  |       |   |
| 1.3   | <p>The effectiveness of various assessment methods and their application are compared in terms of good assessment practice.</p> <table border="0"><tr><td style="vertical-align: top; padding-right: 20px;">Range</td><td>assessment methods may include – naturally occurring assessments; portfolio; online assessments; observation, written or oral questions; attestation; simulation.</td></tr></table> | Range | assessment methods may include – naturally occurring assessments; portfolio; online assessments; observation, written or oral questions; attestation; simulation. |
| Range | assessment methods may include – naturally occurring assessments; portfolio; online assessments; observation, written or oral questions; attestation; simulation.   |       |   |

### Outcome 2

Design assessment materials.

#### Performance criteria

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|-----|---|
| 2.1 | Assessments are selected and activities are designed to measure performances against the required standard. |
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- 2.2 Assessment activities are designed to enable integrated assessment to occur where possible.
- 2.3 Assessment activities and materials are designed to enable candidates to have a clear understanding of what is required.
- 2.4 Assessment guidance materials are designed to enable assessors to collect evidence that meets the principles of good assessment practice and enables consistent judgements.

### Outcome 3

Evaluate assessment materials.

### Performance criteria

- 3.1 Assessment materials are evaluated in terms of their alignment with the standard.
- 3.2 Feedback on assessment materials is sought from two different stakeholders, including a potential learner, and used to identify possible refinements to the materials.
- 3.3 Possible refinements are considered and incorporated, where appropriate, into the assessment materials in accordance with good assessment practice.

<b>Planned review date</b>	31 December 2027
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### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 August 1997	31 December 2015
Review	2	19 October 2000	31 December 2015
Revision	3	10 March 2005	31 December 2015
Review	4	18 June 2010	31 December 2023
Rollover and Revision	5	20 March 2014	31 December 2023
Review	6	19 January 2017	31 December 2023
Review	7	30 June 2022	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0045
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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**Comments on this unit standard**

Please contact Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council [info@toitutewaioara.nz](mailto:info@toitutewaioara.nz) if you wish to suggest changes to the content of this unit standard.