

## Plan assessment activities and assess competence

**Objectives:** At the end of this lesson you shall be able to

- define the assessment activities
- state the 3 types of learning assessment
- state the principle and purpose of assessment of learning
- state the implementation of formative and summative assessment
- state the assessment components and assess competence.

### Assessment activity

**Assessment** is defined as the action (or) an instance of making a judgement about something. (the act of assessing something).

The term “**Assessment**” refers to all those “Activities undertaken by the instructors/ teachers and their trainees/ students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

### Types of learning assessment

There are three types of Learning assessment

- Assessment **for** learning (formative assessment)
- Assessment **of** learning (summative assessment)
- Assessment **as** learning (summative assessment)

### Assessment **for** learning

- It creates self regulated learners, even left outs have confident to continue learning throughout their lives.
- Assessment can be based on a variety of information sources such as work in progress, observation of teachers and conversations.
- Verbal (or) written feedbacks to the students initially discribes and identifies challenges to next steps.
- Teachers can check on understanding and adjust their instruction to keep students on track.
- No grades (or) scores are given keeping records in descriptive.
- It occurs throughout the learning process from the outset of the course of study to the time of summative assessment.

### Assessment **of** learning

- Assessment of learning is accompanied by a number or letter grade (summative)

- Compares one students/ trainees achievement with standards.
- Results can be communicated to the student/ trainee and parents.
- Occurs at the end of the learning unit.

### Assessment **as** learning

- Assessment as learning begins as students / trainees become aware of the goals of instruction and the criteria for performance.
- Involves goal setting, monitoring progress and reflecting on results.
- Implies students/ trainees ownership and responsibility for moving his or her thinking forward.
- Occurs throughout the learning process.

### Formative assessment

- Assessment made to determine a student's/ trainees knowledge and skills, including learning gaps as they progress through a unit of study.
- Used to inform instruction and guide learning
- Occurs during the course of unit of study
- Makes up the subsequent phase of assessment for learning.

### Summative assessment

- Assessment that is made at the end of a unit of study to determine the level of understanding that the student have achieved.
- Includes a mark or grade against an expected standard.

### Principles of assessment for learning

This principle focus is on crucial aspects of assessment for learning, including the assessment as central to class room practice and that all teachers must regard assessment for learning as a key professional skill.

## The big 5 principles of assessment for learning

- The provision of effective feedback to students/ trainees.
- The active involvement of students/ trainees in their own learning.
- Adjusting teaching to take account of the results of assessment.
- Recognition of the profound influence assessment has motivation and self - esteem of pupils, both of which have critical influences on learning.
- The need for students to be able to assess themselves and understand how to improve.

### Purpose of assessment for learning

The purpose of AFL (Assessment For Learning) is to provide feedback to both teacher and learner regarding the learner's progress towards achieving the learning objectives.

This feedback should be used by the teacher to revise and develop further instruction.

Formative and summative assessment activities of learning is implemented in NSQF syllabus is illustrated.

Level	Process required	Professional Knowledge	Professional Skill	Core skill	Responsibility
Level -5	Job that requires well developed skill, with clear choice of procedures in familiar context	Knowledge of facts, principles, processes and general concepts in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Desired mathematical skill, understanding of social, political and some skill of collecting and organizing information, communication	Responsibility for own work, learning and some responsibility for other's work and learning

### Assessment guidelines

The trainer/ assessor should ensure appropriate arrangements for assessment and appropriate resources are available for undertaking such assessment. The nature of special needs should be taken into account while undertaking assessment.

The following marking pattern to be adopted while assessing:

- Weightage in the range of 60 -75% to be allotted during assessment under following performance level:

## Assessment as per NSQF

### Body/ Bodies which will carry out assessment

National Council for Vocational Training (NCVT)

Each level of the NSQF is associated with a set of descriptors made up of five outcome statements, which describe in general terms, the minimum knowledge, skills and attributes that a learner needs to acquire in order to be certified for that level.

Each level of the NSQF is described by a statement of learning outcomes in five domains, known as level descriptions. These five descriptions are:

- Process
- Professional knowledge
- Professional skill
- Core skill
- Responsibility

The NSQF level -5 descriptor is given below:

### In this work there is evidence of:

- demonstration of good skill in the use of hand tools, machine tools and workshop equipment
- below 70% tolerance dimension/ accuracy achieved while undertaking different work with those demanded by the component/ job.
- a fairly good level of neatness and consistency in the finish
- occasional support in completing the project/ job.

**Weightage in the range of above 75-90% to be allotted during assessment under following performance level:**

**In this work there is evidence of:**

- good skill levels in the use of hand tools, machine tools and workshop equipment
- 70 -80 % tolerance dimension/accuracy achieved while undertaking different work with those demanded by the component/ job
- a good level of neatness and consistency in the finish
- little support in completing the project/ job

**Weightage in the range of above 90% to be allotted during assessment under following performance level:**

**In this work there is evidence of:**

- high skill levels in the use of hand tools, machine tools and workshop equipments.

- above 80% tolerance dimensions/ accuracy achieved while undertaking different work with those demanded by the component/job
- a high level of neatness and consistency in the finish.
- minimal or no support in completing the project.

**Final assessments - All India trade test (summative assessment)**

- There will be single objective type examination paper for the subjects Workshop Calculation and Science and Engineering Drawing.
- There will be a single objective type examination paper for the subject Trade Theory and Employability Skills.
- The two objective type examination papers as mentioned above will be conducted by National Council for Vocational Training (NCVT), whereas examination for the subject Trade Practical will be conducted by the State Government, NCVT shall supply the question for the subject Trade Practical.

#### Marking Pattern

Sl.No	Subject	Max subject marks	Max sessional marks	Minimum pass marks
1	Practical	300	100	240
2	Trade theory	100	20	48
3	Employability Skills	50	-	17
4	Workshop calculation & Science	50	10	24
5	Engineering Drawing	50	20	28
<b>Total</b>		<b>550</b>	<b>150</b>	<b>-</b>
<b>Grand Total</b>		<b>700</b>		

## Format for Internal assessment

Name & Address of the Assessor :								Year of Enrollment :							
Name & Address of ITI (Govt./ Pvt) :								Date of Assessment :							
Name & Address of the Industry :								Assessment Location : Industry / ITI							
Trade Name:				Semester :				Duration of the Trade/ Course:							
Learning Outcome:															
Sl. No	Maximum Marks (Total 100 Marks)		15	5	10	5	10	10	5	10	15	15	Total Internal Assessment Marks	Results (Y/N)	
	Candidate Name	Father's/ Mother's Name	Safety consciousness	Workplace hygiene	Attendance/ Punctuality	Ability to follow Manuals/ Written instructions	Application of Knowledge	Skills to handle tools & equipment	Economical use of materials	Speed in doing work	Quality in workmanship	VIVA			
1															
2															

## Assessment Components

Components of an assessment during an assessment may be constructed with different components. Most assessment are largely similar and consist of the same components. An IQ (Intelligent Quotient) and personality test are almost will be the part of assessment, as well as practical simulations.

## The most frequently used assessment components

- Aptitude tests.
- Personality tests
- Psychological assessment
- Role playing
- Two way interview
- Fact - finding
- Presentation
- Group discussion

## Aptitude tests

Almost every type of assessment includes aptitude tests. This tests assess the capability or aptitude for a specific task in structured way. The different types of aptitude tests are available which usually focus on correlations between words, numbers and or images.

## Personality tests

Personality tests are normally conducted via a questionnaire, by propositions are put forward to the

candidate. These tests range between 30 and 300 questions depending on the type of assessment.

This type of test is not based on correct or wrong answers. These tests may include control questions, that are asked several times, but phrased differently each time.

## Psychological assessment

During the assessment, one or more psychologists will carry out a psychological test in combination with an interview. During the interview, the psychologist will ask you specific questions to create your profile. This profile may consists of the following sections:

- Work history / education
- Ambitions and plans for the future
- Strength and weakness analysis (SWOT\_ analysis)
- Hobbies and leisure activities

## Role playing

Role play is a practical stimulation which is used to assess how you handle specific situations. Number of situations are generally played out in order to provide a good picture of you. The roles offered to you may relate the position you are applying for or they may be linked to potential future positions.

## Two way interview

The two way interview is the most common role play used during an assessment. During this interview you will be judged on your oral communication and assessed on whether you are result focused, motivated and purposeful in your work.

There are various types of two way interviews, the following are the most important:

- Manager
- Colleague
- Customer discussions
- Post & letter writing
- **Fact - finding:** It allows an assessment to be made on your method of working. How do you approach a problem? How did you go about finding the missing information? And most importantly what solution(s) can you offer?
- **Presentation :** The presentation role play is also sometimes called 'the management case' where you must give a successful presentation with limited information and in a short preparation time.
- **Group discussion :** This type of role play is a well-known assignment position. A problem is presented to the group which after a short preparation of time you will have to discuss with the group. In this type of a role play, unlike in previous role plays, no clear division is made between roles. An important tip for these types of role play is to remain calm. Remain calm at all times using a self-assured tone. Try and ascertain the problem in order to maintain control of the situation.

## Assess competence

Assess competence in the workplace is necessary to ensure that staff are both confident and competent in their work.

Individuals are considered competent when they are able to consistently apply their knowledge and skills to the standard of performance required in the work place.

### Competency standards

Competency standards are a set of bench marks used to assess the skills and knowledge that a person must demonstrate in the workplace to be seen as competent.

This bench marks are packaged into combinations to form units of competency consists of unit codes.

### Competency assessment term

This is a valid and reliable test that measures knowledge and skills required for a job competency that describes the knowledge and skills required to develop competency tests.

Competency based assessment is a process where an assessor works with a trainee to collect evidence of competency using the unit standards bench marks which comprise the national qualification.

It is not about passing (or) failing a candidate and evidence collection is more than just setting a test.

## Model Questions

### Theory 6.5

14 How many types of learning assessment activities are under taken by the teacher?

- A 6
- B 4
- C 3
- D 2

15 What does the assessment of learning comprise?

- A Compare one student/trainees achievement with standards
- B No grades or score cover are given keeping records in descriptive
- C Involves goal setting, maintaining progress and training on result
- D Occurs through out the learning process