



Assessment Methods

ASPA Training uses a range of assessment methods to assess each of its competencies. The list below is used to gather information on the student's progress and design interventions to improve the learning. The information may also be used to help in preparing and designing lessons to enhance learning.

To assess performance levels, a variety of assessment techniques should be used. This list is not exhaustive.

Student Interviews – a student interview includes a planned sequence of questions, similar to a job interview. In contrast, a student conference suggests that a discussion with both student and teacher sharing ideas takes place.

Portfolios – a formal or informal collection of student work. A portfolio may be in many forms from photographs depicting student growth and understanding to a specialized electronic journal showing work completed over a period of time.

Project/Product(s) – these may take many forms and are limited by time, resources, and imagination.

Performance tasks – involves presenting students with a technological task or project and then observing, interviewing, and looking at their solutions and products to assess what they actually know and can do.

Demonstrations/Presentations – Students explain and communicate their understanding of key ideas, concepts, and principles and abilities of processes, techniques, and skills.

Informal observations/discussions/conferences – Quite observation of students either individually or in groups for the purpose of assessing and gathering information on their understanding of concepts, disposition to learning, abilities, and working in groups.

Academic prompts – Open-ended statements or questions students may address either writing or vocally. Examples of academic prompts may be questions such as: What is the technological problem we are trying to solve? Is that the only possible answer? What do you need to do next? Or, statements such as, How would you explain (topic) to an adult who doesn't understand? How would you explain (topic) to a younger student who doesn't understand? Reflect on your participation in class today and complete the following: I was surprised that I...; I discovered that I...; The most important thing I learned today is...; I still have trouble with...; Something I would really like to know is...

Other evidence (i.e., observations, work samples, dialogues)

Student self-reflection/assessment – Often academic prompts are used to encourage students to look closely at their learning. Ask students to write about their effectiveness in a small group with questions such as, When I worked with my group, I was pleased with...; After working with this group, I now can improve by...; or When we work together again, we need to...

Computerised assessment – Sometimes commercial packages are used for computerised assessment. In addition, the computerized assessment may be self-developed and used as a tool to collect student attitudes, ideas, and concerns about technology. For example, students could complete a formal questionnaire or add comments to general statements such as the following:

I usually give up when...

I was surprised that I...

Sometimes I don't know what to do when I start a project. (Fill in thoughts)

I would rather work alone than in a group because...

OR

Put a mark on the scale of where you believe you are

Now, put a mark on the scale of where you believe you belong

Checklists – These could be in many forms from a simple listing to a formal quarterly report of progress.

Concept mapping – This assessment method allows teachers to gather data on students' misconceptions. This is sometimes referred to as webbing.

Performance assessment – This involves identifying the desired skills and abilities students will need and then checking for their level of performance.

Paper and pencil tests, such as quizzes and tests, including e-learning auto-feedback test available from the website.

Individual and group work

Rubric – a rubric is based on the identified criteria taken from the content standards. Points or words are assigned to each phrase or level of accomplishment. This method gives feedback to the students about their work in key categories, and it can be used to communicate student's performance to learners and instructors. The rubric example is designed to assess what and how well students understand the standards addressed in an activity.

Integrated task

This assessment task may consist of a number of assessment techniques completed over a period of time, and may cover a range of aspects of the study area core. An integrated task may consist of one or more of the following:

- coaching demonstrations
- folio presentation
- development of team work
- coaching of teams and individuals
- workplace-related situations
- incident planning
- major incident preparation
- interviews
- seminars
- response to stimulus material
- Practical work may include oral response components.

Instructor observation of student performance

This technique requires instructors to observe a defined activity within an activity, such as performance of:

- physical skills in closed and open performance environments
- relevant physical skills, tactics and strategies in a rescue or first-aid activity
- physical responses in simple and complex incident contexts
- relevant physical responses in an incident activity within a changing environment

and

- roleplaying of group or team situations, e.g. identification of group tasks and allocation of responsibilities
- applying knowledge or following industry guidelines and procedures in a workplace or workplace-related situation
- operating equipment
- completing defined tasks within a designated timeline
- working within a simulated or real incident situation
- working on team tasks