

STANDARDS FOR ASSESSMETS (MANUAL)

This manual applies to the following three standards:

- Performance Assessment in a simulated working environment
- Performance Assessment in the work place company (internship)
- Portfolio Assessment

Working with the documents

Each document consists of a fixed part and variable data text fields. The latter are indicated with braces. The fixed text in the document may not be modified.

Between the braces {}, each education department may fill in the right information for its own performance assessment, such as {exam code and exam name}, {core tasks}, {work processes}, etc.

The assignment

Describe the assignment as brief as possible. Write the assignment at the language proficiency level of the candidate, so not higher than level 3F for candidates on mbo level 4 and not higher than level 2F for the other candidates. Address the candidate in a personal and informal way.

For the formulation of the assignment, carefully study the description of the work process, the desired result and the performance indicators.

Write the assignment for the candidate in Arial, 12 point size (KWIC directive); this with regard to candidates with little language proficiency and dyslexic candidates.

Conditions for the performance assessment

Describe the conditions for 'location and resources' in a concise way, but as extensive as is necessary to ensure that the applicant and the examiner know what they may expect. A description like 'The Salon' is sufficient in a performance assessment for hairdressers, because a salon (and the equipment of it) is familiar ground for both candidate and examiner. If a new simulated working environment is created somewhere for a performance assessment a more detailed description is necessary in order to create a good picture. If more data are required that are not of importance for the candidate nor for the examiner, please include them in the 'ROADMAP for the ORGANISATION'.

Instruction for the actors

Under the heading 'CONDITIONS FOR ... AT SCHOOL' under 'INSTRUCTION FOR THE ACTOR(S)', please provide one role description and one case for the information of the examiner. Include the rest of the cases and role descriptions in an appendix for the actors.

The assessment forms

Please set the cutting score/caesura for work process in each assessment form. Discuss the document (assignments, assessment criteria, cutting score/caesura) with the sector of industry!

Exam interview

With regard to the content and the duration of the interview please keep in mind the training level and any handicaps or limitations of the pupils. E.g. reflection for a level 4 candidate should be different than for a level 2 candidate. An autistic pupil needs a custom approach. The duration of the interview depends on a number of factors: the level of the exam, what was already observed or what you still want to figure out, feasibility, etc.

Table of contents

When the entire document is filled in, you can automatically update the table of contents in the following way: -
Select the table of contents - right click - Choose 'update field' and then 'update page numbers only'.

Roadmap for the organization

Please include in this roadmap all the data that are necessary for a good preparation and organisation of the performance assessment.

The roadmap contains that information that is not necessary for the candidate or for the examiner, but essential for those who are responsible for the locations, resources and tools and the monitoring of the process.

Multiplication

Please have the cover page printed in color or have it printed as a cardboard cover, so that the exam is recognizable as a King Willem I College performance assessment or portfolio. The assessment forms (that belong to part 4, 5, and 6 of the assessment instruction) should be copied as many times as there are work processes to be assessed.

Evaluation

The standards also include evaluation forms for the examiner and the candidate. Please have them filled out immediately after the exam. If necessary you are allowed to explain the meaning of the text in the evaluation forms to the candidate.

Finally

The standard was established in consultation between a group of people who are involved in the examination at the KWIC. Every year in April the developed standards and manual will be evaluated by the participating parties. After that they will be adjusted by DEX based on these evaluations.

Of course the assignment for the candidate has to be written by the education department according to the current qualification file.

Performance Assessment in a simulated working environment

TABEL OF CONTENTS

IMPORTANT DATA.....	4
INTRODUCTION.....	4
THE ASSIGNMENT FOR THE EXAM CANDIDATE	
ASSESSING AND JUDGING A PERFORMANCE ASSESSMENT.....	
IN A SIMULATED WORKING ENVIRONMENT.....	
CONDITIONS FOR THE IMPLEMENTATION OF A PERFORMANCE ASSESSMENT IN A SIMULATED WORKING ENVIRONMENT AT SCHOOL.....	
INSTRUCTION FOR THE ACTOR(S).....	
ASSESSMENT INSTRUCTION FOR THE ASSESSORS	
THE WAKE UP METHOD	
DE STARR METHOD	
ASSESSMENT FORMS	

Department	{name department}
Time of taking the assessment/exam	{here you can enter when the assessment/exam takes place, for example, in what month}
Duration	{here you can specify how much time the assessment/exam takes}

Name of qualification	{qualification name, name of qualification file}
Crebo code of qualification	{qualification code}
Name of specialization	{name of specialization}
Crebo code of specialization	{code of specialization}
Year of qualification file	{year of qualification file}
Assessment/exam unit	{what core tasks and work processes?}
Exam code and version number	{code}
Cohort	{student cohort}
Learning track	bol / bbl
Level	{level}
Cutting score/ pass mark / caesura	100% of the work processes were assessed 'sufficient'. a work process is assessed 'sufficient' if at least 55% of the performance indicators were assessed 'sufficient'
Allowed tools	{what tools may be used during the assessment/exam?}
Adopted by the exam committee of department	{name department}
Date adoption	{date of adoption by exam committee}

INTRODUCTION

What is a performance assessment?

After your educational pathway, you do a performance assessment. In this performance assessment you show your mastery of the profession or of a specific part of that profession. This performance assessment will take place in a simulated working environment at school. A performance assessment may take several hours or even days. That depends on the different aspects of the profession that you must show. The intention is that you work according to the usual methods in the profession, that you have insight and show that you are able to apply the necessary knowledge, attitude and skills in your work.

Why a performance assessment?

You are in training for a profession. After your training you must be able to function in a varying professional practice, where no day is the same as the one before. One company is not like the other. The workload differs from day to day. You must remain upright in that professional practice, even at exciting times when things don't work out as planned. In situations like that you can prove that you are on the way of becoming a good professional worker. You must show this during the performance assessment, because in a performance assessment you can show your way of acting in the professional practice. In this performance assessment you will be judged on work processes and the associated assessment criteria (performance indicators) as nationwide prescribed.

Doing a performance assessment

You will do the performance assessment in a simulated working environment at school. A performance assessment consists of two parts:

❖ The practical part

In the practical part of the performance assessment you will work in the simulated working environment at school. You will have to do the right activities at the right time and make the right decisions.

❖ The interview

After the practical part your assessor will have an interview with you. In this interview the assessor will try to determine whether you are able to act on a professional level and are aware of the reasons for your professional behavior. The examiner therefore proposes questions about what was observed in the practice part. The questions are about choices and your accountability for them. If questions are asked about your transfer capacities those will be questions about your actions in other situations (transfer). Should there be any doubt about the judgment of the performance assessment a second examiner will be appointed to attend the interview. The second assessor may be a professional from the world of work or from school. The assessors will propose questions as a result of the doubt they have with regard to the way you performed the assessment. After that they will make a final judgment on that part. What was initially judged as 'insufficient' during the performance assessment, can never be sufficiently evaluated by the interview!

PERFORMANCE ASSESSMENT IN THE WORK PLACE COMPANY (INTERNSHIP)

TABLE OF CONTENTS

IMPORTANT DATA.....

INTRODUCTION.....

THE ASSIGNMENT FOR THE EXAM CANDIDATE

ASSESSING AND JUDGING A PERFORMANCE ASSESSMENT.....

IN A SIMULATED WORKING ENVIRONMENT.....

CONDITIONS FOR THE IMPLEMENTATION OF A PERFORMANCE ASSESSMENT IN THE WORK PLACE COMPANY (INTERNSHIP)

ASSESSMENT INSTRUCTION FOR THE ASSESSORS

THE WAKE- UP METHOD.....

DE STARR METHOD.....

ASSESSMENT FORMS

IMPORTANT DATA

Department	{name department}
Time of taking the assessment/exam	{here you can enter when the assessment/exam takes place, for example, in what month}
Duration	{here you can specify how much time the assessment/exam takes}

Name of qualification	{qualification name, name of qualification file}
Crebo code of qualification	{qualification code}
Name of specialization	{name of specialization}
Crebo code of specialization	{code of specialization}
Year of qualification file	{year of qualification file}
Assessment/exam unit	{what core tasks and work processes?}
Exam code and version number	{code}
Cohort	{student cohort}
Learning track	bol / bbl
Level	{level}
Cutting score/ pass mark / caesura	100% of the work processes were assessed 'sufficient'. a work process is assessed 'sufficient' if at least 55% of the performance indicators were assessed 'sufficient'
Allowed tools	{what tools may be used during the assessment/exam?}
Adopted by the exam committee of department	{name department}
Date adoption	{date of adoption by exam committee}

INTRODUCTION

What is a performance assessment?

After your educational pathway, you do a performance assessment. In this performance assessment you show your mastery of the profession or of a specific part of that profession. This performance assessment will take place in a professional working environment at a work place company. A performance assessment may take several hours or even weeks. That depends on the different aspects of the profession that you must show. The intention is that you work according to the usual methods in the profession, that you have insight and show that you are able to apply the necessary knowledge, attitude and skills in your work.

Why a performance assessment?

You are in training for a profession. After your training you must be able to function in a varying professional practice, where no day is the same as the one before. One company is not like the other. The workload differs from day to day. You must remain upright in that professional practice, even at exciting times when things don't work out as planned. In situations like that you can prove that you are on the way of becoming a good professional worker. You must show this during the performance assessment, because in a performance assessment you can show your way of acting in the professional practice. In this performance assessment you will be judged on work processes and the associated assessment criteria (performance indicators) as nationwide prescribed.

Doing a performance assessment

You will do the performance assessment in a professional working environment at an accredited work place company

A performance assessment consists of two parts:

❖ The practical part

In the practical part of the performance assessment you will work in the real professional practice. You will have to do the right activities at the right time and make the right decisions.

❖ The interview

After the practical part your assessor will have an interview with you. In this interview the assessor will try to determine whether you are able to act on a professional level and are aware of the reasons for your professional behavior. The assessor therefore proposes questions about what was observed in the practice part. The questions are about choices and your accountability for them (reflection). The questions are about your actions in other situations (transfer). Should there be any doubt about the judgment of the performance assessment a second assessor will be appointed to attend the interview. The second assessor may be a professional from the world of work or from school.