



RINGA HORA
Services

Workforce Development Council

Ko ngā Aratohu o Ringa Hora mō te Tuhituhinga Aromatawai Ringa Hora assessment writing guidance



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Whāinga | Purpose

The purpose of this document is to provide some guidance on best practice for writing and developing assessments for Ringa Hora unit standards.

Once your assessment is complete, it will need to be submitted to and approved by Ringa Hora before it can be used. Our application form and further information about how to submit your materials for pre-moderation can be found on our website.



[Visit our website](#)



[Watch our pre-moderation webinar](#)

Te whakawhanaketanga o ngā Aromatawai Assessment writing/development

Te whakamārama i te tauākī huinga Interpreting range statement



Unit standard
definitions and
explanations

Hard ranges (i.e. worded as ‘includes/includes but is not limited to’ or just a list of range items): all items listed must be covered in the assessment.

Soft range (i.e. worded as ‘may include but is not limited to’): range items listed are commonly occurring examples, but you may include other relevant items specific to the context. There is no set number of items that you must include, but it must be appropriate to the level and complexity of the outcome or performance criteria.

Where a set number of range items is specified (usually following a soft range), this number of items must be covered in the assessment. If a soft range is included, they can be used as examples.

Te whakauru i ngā whakaritenga matua me ngā kōrero ārahi/ngā kupu whakamārama

Incorporating overarching requirement and guidance information/explanatory notes

It is important to pay close attention to any overarching requirements listed under the guidance information/explanatory notes. These must be taken into account throughout the assessment for the unit standard.

If an overarching range is listed, this must be applied to relevant aspects of the assessment (e.g. if two customer interactions are required as an overarching range, each assessment question relating to customer interactions must have two interactions).

Similar range statements may be found at outcome level, and in that case must be applied to all relevant PCs in the outcome.

Ngā taputapu me ngā huarahi aromatawai

Assessment tools and approaches



Assessment
tools and
approaches



Gathering
evidence of
achievement

Below is some initial guidance on appropriate assessment tools you can use to develop assessments for Ringa Hora unit standards. This is not an exhaustive guide and we recommend referring to NZQA's website for additional information. You are also welcome to contact the Ringa Hora QA team at any time to check whether you are on the right track.

Practical performance criteria (e.g. PCs that ask the learner to 'apply', 'monitor and maintain', or 'manage') are generally assessed using observations or verifications with checklists and verifier/assessor comments. These would usually be with supporting evidence such as policies and procedures, reports, plans, correspondence, and/or video or audio recording.

Demonstrate knowledge of (DKO) or theory-based performance criteria (e.g. PCs that ask the learner to 'identify', 'describe', or 'explain') are generally assessed using written assessment tools such as question and answer.

Verbal/oral assessment can be used as a tool for assessment and/or re-assessment. Clear instruction to the assessor should be included in the assessment to guide the expectations for recording learner answers (i.e. verifier or assessor needs to write what the learner said, rather than

just that the learner answered the question correctly). If this is a resubmission, then the question asked should also be recorded.

Multi-choice, mix-and-match, and fill-the-gaps assessment tools can be used for PCs that ask the learner to 'identify'. They are not suitable for assessing 'describe' and 'explain' PCs in their entirety but may be used alongside other assessment tools if appropriate. Multi-choice questions must be complex enough for the level of the unit standard, including sufficient distractors. There also must be clear guidance to the assessor on how re-assessment occurs (i.e. not giving the learner unlimited options to correct their answer).

Ngā tikanga aromatawai me ngā tohutohu

Assessment conditions and instructions

Appropriate guidance around assessment conditions and instructions should be given to all parties (i.e. learners, observers/verifiers, and assessors). This should include making it clear whether observations are of role-play/simulation vs real life, what resources are available to the learner (e.g. policies and procedures), whether it is an open book assessment, what opportunities there are for re-assessment, what sections of the assessment must be completed by the learner vs the observer/verifier vs the assessor.

Ngā āhuatanga whakahaere o ngā aromatawai

Administrative aspects of assessment

It is important to incorporate the following elements into your assessment materials for clarity and to show authenticity of assessment:

- Correct unit standard number, title, version, and credit value.
- Space for learner information such as name, ID number, workplace or school (if applicable). Note these can be redacted before external moderation submission.
- Space for assessment results, including re-assessment, assessor feedback, assessor sign-off and date.
- Where assessment is split into multiple parts across separate documents it needs to be clear in the sign-offs for each part that this is not the entire assessment. There needs to be an overall sign-off for the unit standard only after all parts of the assessment have been completed.
- Version control of materials such as edition of assessment or date materials produced.

Ngā kaute/tohu ōrau

Scores/percentage marking

We are aware that in the past some assessment materials have used percentage scores, points, grading or ratings systems in addition to an overall Achieved/Not Yet Achieved or Competent/Not Yet Competent outcome. This is not a suitable approach for unit standards where the only available grade is Achieved. Percentage scores can lead to required evidence being missed, or over-assessment.

Ngā tauira whakautu me ngā kōrero whakatau

Sample answers and judgement statements

An assessment schedule needs to be developed alongside the learner assessment, to guide the assessor in marking the assessment. This specifies the evidence required and guides the assessor's judgement of whether the learner has met the standard for each task or question.

Evidence required shows the assessor what evidence the learner needs to provide (e.g. answers to questions, supporting documentation, completed verification checklists).

Judgement statements guide the breadth and depth of evidence required (e.g. how long an answer is expected to be, any key points that must be covered, any range items that must be covered). They should give sufficient guidance to ensure that every assessor will arrive at the same outcome from the evidence provided.

Sample or example answers are encouraged. They can help to support judgement statements and should reflect the expected amount of detail required from the learner.

Evidence, judgements, and sample answers should be mapped against the relevant parts of the unit standard (e.g. show that Question 1 relates to PC 1.1). Mapping can either be incorporated into the assessment, assessment schedule, or provided as a standalone matrix.

Te aromatawai anō

Re-assessment

Instructions need to be clear about how many re-assessment opportunities a learner will have, and any conditions around these re-assessments (e.g. see multi-choice above).

Space should be provided for recording re-assessments, or guidance given to the learner on how and where they should write their resubmissions (e.g. on separate paper, clearly labelled with task number). If these are separate documents, include instructions to attach these to the assessment.

Ngā Whakatātare/Ngā Whakatūturu

Observations/verifications

Generally, observations or verifications will be structured as a checklist to be filled in by an observer/verifier.

An observer is often a teacher or tutor, and a verifier is a subject matter expert in position of authority over a trainee (e.g. team leader or supervisor), not a peer. The observer/verifier may be the same as the assessor.

These checklists need to be broken down into the various components the learner is required to demonstrate. The checklist needs to specify all hard range items are clearly covered, and the expectations around soft ranges, e.g., specify any minimum numbers, if required, or whether the observer/verifier only needs to tick those that apply.

The skills being assessed must be verified as being completed consistently over time unless the unit standard stipulates a number of occurrences (e.g. two customer interactions) or timeframe required (e.g. must be observed over five days). In all cases, please provide room for the observer/verifier to write the date or date range of each observation.

The observer/verifier should be required to provide comments, rather than just completing a checklist. This helps to illustrate the learner's abilities - showing how it happened, rather than just that it did happen. Including prompts for the type of comments expected helps the observer/verifier understand what is required of them.

Ngā taunakitanga tautoko

Supporting evidence

Supporting evidence can be a valuable addition to an assessment as it helps to show context and relevant information. This can include evidence such as policies and procedures, reports, plans, correspondence, and/or video or audio recording. It is important to be clear in the assessment what evidence is optional vs what is required. This should be

outlined in both the assessment and the assessment schedule so that learner and assessors are both aware of requirements. We also recommend including instructions around redacting any sensitive information for privacy and commercial sensitivity reasons.

Ngā aromatawai ā-ipuranga/hikohiko Online/electronic assessment

For online assessments there are some additional considerations to be aware of when developing assessments:

- What are the conditions under which the assessment will take place? e.g. In a classroom with supervision; remotely; closed or open book.
- Are there special instructions required for learners, observers/verifiers, and assessors to support their use of the online tool?
- How will the assessment be marked, including re-assessment, and how will the marking of each task as well as overall results be shown?
- How does the feedback process work between the Assessor, the Verifier and the Learner?
- How will the information be stored and presented for both internal and external moderation?

Te whakaōritetanga tōmua Pre-Moderation

Once your assessment is complete, it will need to be submitted to and approved by Ringa Hora before it can be used. Details can be found on our website:



Read more about
National External
Moderation



Check out the
video of our pre-
moderation webinar



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