



Toi Mai WDC Quality Assurance

A guide to developing assessment material
for unit standards



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Assessments and creating assessment material

When you are creating assessment material for a unit standard, it may feel overwhelming at first. This document provides guidance, a few tips and tricks and highlights some of the most important things to look out for. There are many different types of assessments and assessment tasks you can create and deciding which (e.g. practical or theory) comes down to the requirements of the unit standard. This document will also explain why it is so important to get the assessment material right and what can happen if it's not done properly.

Aromatawai and the Principles of Assessment

Assessment Principles	Kaupapa
Assessment is VALID : it measures the achievement of learning outcomes, is evidence based, and appropriate.	Manaakitanga
Assessment decisions are RELIABLE : they are comparable and consistent when made against the same outcomes in different contexts.	Kaitiakitanga
Assessment is INFORMATIVE : it is valued, meaningful and purposeful to the context of ākonga achievement.	Whanaungatanga
Assessment is EQUITABLE : it is fair, accessible and values cultural diversity and individual needs.	Rangatiratanga
Assessment is AUTHENTIC : it affirms the skills, knowledge and competencies acquired by ākonga, and reflects real world contexts.	Pūkengatanga

Above are a list of five principles of assessment developed by NZQA. These assessment principles are important to consider when creating assessment material. They provide guidance and support to assessors for the development of quality assessment and aromatawai practices. Aromatawai ensures credible assessment of learning exists and reflects Mātauranga Māori, the perspectives of Pacific Peoples, and the cultural and individual educational needs of all ākonga. Without these principles we cannot guarantee a fair, consistent national standard across all ākonga. You can find more information at [Aromatawai and the Principles of Assessment \(nzqa.govt.nz\)](https://nzqa.govt.nz)

Before starting the assessment material

Unit standard name, version number, credit value, and level number

Before you start writing the assessment, check the key information on the unit standard, which can be overlooked. This is the title and number of the unit standard, the version number, the credit value, and level (see the screenshot below). It is vital this information are correct on each document of the assessment material you create, and that you are working on a current version of a standard. If not, it can cause confusion later - especially when reporting the credits to NZQA and submitting post-moderation to Toi Mai. The level and credit values also give you an idea of the potential size and level of complexity you need to consider when you design your assessment tasks.

Title	Participate in a day tramp		
Level	1	Credits	2

Guidance Information/Explanatory Notes

The other important aspects to remember to add to the assessment material is the Guidance Information/Explanatory notes, the definitions, legislations, and prerequisites. All of which you can find on the first few pages on the unit standard. See the screenshot of US 425 as an example:

Guidance Information

- 1 All learning and assessment within this unit standard must be carried out in accordance with the following:
 - relevant legislation including Health and Safety at Work Act 2015, Vulnerable Children Act 2014, and any subsequent amendments;
 - organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs) or Normal Operating Procedures (NOPs), and the use of personal protective equipment (PPE).
- 2 **Definition**
Beginner-level refers to participants who may be in middle childhood, late childhood, or social adult communities, however, there are exceptions within many sports environments and as such this definition should be used as a guide and applied within the context of the sport in which the coach is involved.
- 3 Further information regarding industry guidelines, key definitions and other relevant information can be found within the Sport Coaching programme guidance document. This document should be consulted when developing learning or assessment against this unit standard. It can be found at www.skillsactive.org.nz.

Range statements (Hard, global, 'may include')

It is particularly important that range statements are identified and highlighted when creating assessment material. They come in many different forms (hard, global, 'may include') so can be hard to identify. When looking at a unit standard you can find these range statements within the guidance information but also by looking at the performance criteria (PCs).

Example (Hard Range):

Performance criteria	
2.1	Demonstrate efficient moving skills while tramping.
Range	includes but is not limited to – consistent pace, rests.
2.2	Manage personal temperature while tramping.
Range	use of clothing layers to manage temperature.

“Hard” range requirements require ākonga to complete all aspects that are outlined within that specific range. In the example above we see the wording ‘include but is not limited to’; this statement requires ākonga to be assessed in both ‘consistent pace’ and ‘rests’. If ākonga are only assessed in one, they have not met requirements. However, as the range statement states ‘includes *but not limited to*’ the assessment can require the learner to include more aspects like those if they wish (ideally one or two more as we don’t want the learner to be over-assessed!).

Example (Global Range):

A “global” range is found right at the beginning of the unit standard, in the Guidance Information or Explanatory Notes. A global range applies to the assessment of the *entire unit standard*.

Guidance Information	
1	All learning and assessment within this standard must be carried out in accordance with the following as relevant: <ul style="list-style-type: none">– Te Tiriti o Waitangi/Treaty of Waitangi principles of partnership, protection and participation;– relevant legislation including Health and Safety at Work Act 2015, Health and Safety at Work (Adventure Activities) Regulations 2016, Privacy Act 2020, Children’s Act 2014 and Human Rights Act 1993, and all subsequent amendments and associated regulations;– <i>The New Zealand Curriculum</i> and/or <i>Te Marautanga o Aotearoa</i>; EOTC Guidelines – Bringing the Curriculum Alive 2016;– industry guidelines, including any relevant Good Practice Guide, in particular Tramping, found at http://www.supportadventure.co.nz/good-practice/good-practice-guidelines/ and Activity Specific Guidelines, found at http://www.supportadventure.co.nz/good-practice/activity-safety-guidelines-2/;– industry codes such as the Mountain Safety Council Land Safety Code, available from https://www.mountainsafety.org.nz/land-safety-code/ and Leave No Trace principles and relevant Care codes, all available from https://www.doc.govt.nz/parks-and-recreation/know-before-you-go/care-codes/, and any relevant activity specific industry codes;– a Safety Management System (SMS) including organisational policies and procedures covering risk management, incident and emergency response, and the use of personal protective equipment (PPE);– current industry good practice.
2	Range Tramps must be on formed walking tracks clearly marked on a map. This may include any Department of Conservation day walk appropriate to the needs and skill level of the group.

Example (may include):

Some range requirements use the terms 'may include'. This means the assessor can use these elements to assess the ākonga if they wish to but don't necessarily have to. Ideally, when creating assessments with 'may include' range requirements, the assessor will incorporate one or two of these elements but not all. They can include other elements that are like those listed in the range statement, but once again be careful not to add too many extras as this will lead to over-assessing the learner.

3.1	Demonstrate safe and hygienic camp practices.
Range	may include but is not limited to – food preparation, cooking, cleaning, personal hygiene, waste management, fire management.

Theory Assessments

'Demonstrate knowledge,' 'identify,' and 'describe'

When looking at unit standards the best way to decide whether they are theory or practical is by looking at the verbs used. We will look at US 32840 as an example which is often a theory-based unit standard.

Title	Demonstrate knowledge of preparation for an outdoor activity		
Level	2	Credits	3

We can see from the title that it states, '**demonstrate knowledge**'. Whenever we see '**demonstrate knowledge**' we know the unit standard is asking the ākonga to provide a descriptive answer of their knowledge. The most common way (and often easier) to achieve this is through a written theory assessment. However, ākonga can also provide verbal answers or demonstrate their knowledge through videos etc. If ākonga are assessed via these methods the evidence needs to be correctly labelled and referenced to the unit standard. The assessor also needs to provide written feedback of evidence that the learner has achieved the unit standard through their demonstrations. This is particularly important for moderation purposes.

The other terms to look out for in assessments that are more commonly theory based are **'explain'**, **'identify'**, and **'describe'**. Going back to US 32840 we can see it can be turned into a theory based assessment if we look at the P.C requirements, see the screenshot below.

Performance criteria	
1.1	Explain the properties of personal clothing and equipment in terms of the requirements of the outdoor activity. Range properties of eight key items of clothing and equipment.
1.2	Explain the purpose of five key items of required group equipment.
1.3	Explain the importance of food choices in terms of energy and activity requirements.
1.4	Describe how the weather impacts preparation for the outdoor activity. Range sun, rain, snow, wind.
1.5	Describe weather information for the activity date and location.
1.6	Identify hazards and strategies to manage these. Range one hazard relating to each of the following – environmental, people, equipment.

All the PC requirements on US 32840 use these terms. Now that we have identified it can be a theory based standard, we need to apply this in an assessment.

How would this look on an assessment?

If we see the terms **'describe'** and **'explain'** ākonga are required to provide a more in-depth answer (in most cases its usually a couple of sentences depending on the level of the standard). The best way of distinguishing what is required from these terms is by looking at the word itself. For example, we know if we see the word **'describe'** it implies a description and if we see **'explain'** it implies an explanation. This same principle applies when writing questions in the assessment to meet the unit standard criteria.

Example (describe):

4. Knowing what the weather is likely to be like at the location of your activity when you'll be there is extremely important. You often need to look at more than one forecast and ensure you have noted relevant forecasts such as marine, mountain and parks, severe weather warnings etc. Describe the weather expected for the date and location of the activity you are planning from the sources of your weather information. Attach relevant weather forecasts for the date and location of the activity you are planning to this page.

PC 1.5

The term **'identify'** on the other hand doesn't require such an in-depth response from the ākonga. If we look at US 32840 PC 1.6 states 'Identify hazards and strategies to manage these. Range: one hazard relating to each of the following – environmental, people, equipment'. From this we can see the learner only needs to identify one hazard and identify one strategy for each of environmental, people, and equipment.

Example (identify):

5. It's vital that you think about the hazards that might affect your activity and then know what to do to avoid or minimise them. Use the table below to identify one hazard in each of the following areas and a strategy to manage them.

PC 1.6

Hazard relating to:	Hazard	Management strategy
The environment		
People		
Equipment		

Practical Assessment

Observations

Practical assessments look different from theory. They usually use terms such as 'demonstrate', 'participate', or 'manage'. We will look at US 425 as an example.

Title	Participate in a day tramp		
Level	1	Credits	2

By looking at the title we know straight away the assessment is going to have elements of practical components or be completely practical. If we continue down the unit standard and look at the performance criteria, we can see that all components are practical based on the terms they use.

Performance criteria	
1.1	Wear or carry the required equipment for a day tramp.
Outcome 2	
Participate in a day tramp.	
Performance criteria	
2.1	Demonstrate efficient moving skills while tramping. Range includes but is not limited to – consistent pace, rests.
2.2	Manage personal temperature while tramping. Range use of clothing layers to manage temperature.
2.3	Follow the route as instructed.

Providing Evidence

The next question you may ask is how do you provide evidence of a practical task? If the learner cannot provide written evidence and it's an observed task, how do you form this into an assessment? This will be covered in the paragraph below.

The format of a practical assessment can take various forms. It can be a tick box with feedback boxes on the side for the assessor to provide evidence of what they observed from the learner. Please note, if you decide a tick box observational exercise is the way to go, please ensure it has boxes next to the task for the assessor feedback. **Tick boxes on their own are not sufficient evidence for practical assessments.** We provide an example of this below.

Other acceptable forms of evidence are observation sheets, photos, videos, and audio recordings. Audio recordings are great for music or sound assessments. Toi Mai is open to various forms of evidence, if the evidence is clearly labelled, marked, and dated and we can identify what the evidence is of.

Example:

Participate in a day tramp	
<p>You are required to participate in a day tramp.</p> <p>During the tramp you will need to:</p> <ul style="list-style-type: none"> • demonstrate efficient movement skills • manage your personal temperature • follow the route as instructed • follow Leave No Trace principles • follow all safety instructions 	
<p>Participate in a day tramp Photos of the tramp can be attached as evidence but comments must be included to confirm the student's ability to meet the standard.</p>	
<i>P.C 2.1, 2.2, 2.3, 2.4, 2.5</i>	
Teacher/assessor to complete	Meets requirements Y/N (Date)
The student...	
1. Demonstrates efficient moving skills by: <input type="checkbox"/> walking at a consistent pace <input type="checkbox"/> managing rest breaks efficiently <input type="checkbox"/> is balanced (doesn't trip and stumble regularly)	
2. Manages their personal temperature by: <input type="checkbox"/> wearing appropriate clothing <input type="checkbox"/> adding or removing layers as required to manage warmth and protection from elements	
3. Follows the route as instructed	
4. Follows Leave No Trace principles	
5. Follows group safety instructions, such as <ul style="list-style-type: none"> • Staying between the lead and tail people in the group • Staying together as part of the group • Telling someone before heading off to the toilet • Stopping at agreed locations 	
Comments	

Creating an Assessor Guide

Once you have worked out how to form the questions for the assessment and the assessment is almost completed, you can start working on the assessor guide. For the assessor guide you ideally want it to be a mirror image of the assessment but with added information and guidance for the assessor. The easiest way to think of think of it, is it is just like the assessment but with answers. If the formatting matches the assessment, it makes it easier for the assessor to follow the guidance

information and mark the ākongā work fairly and accurately. If the documents don't match or align with each other, it creates confusion and could cause errors when marking the ākongā' work.

Evidence and Judgement statements

On the surface it may seem like an assessor guide is just the assessment with model answers. However, there are a few extras that must be added to help provide the assessor with extra guidance. The assessor needs to know how much detail ākongā need to provide in their answer and sometimes what words or terms need to be included. You must provide this guidance to the assessor in the form of evidence and judgement statements. The evidence must outline the minimum requirement from ākongā to pass that task and what this looks like while the judgement statement must outline how much detail each learner is expected to provide of that task and how much variation can apply to their answer. These can be included at the end of the document as part of a marking schedule or at the end of each task such as in the example of US 470 below.

Example:

Participate in low ropes course activities

Instructions
While participating in a range of low ropes course activities the student is required to:

- look after their personal safety
- support other participants
- use equipment safely and as instructed.

The student must be assessed participating in at least **two (2)** low rope course activities.

PC 1.1, 1.2, 1.3

Judgement statement	Evidence requirement
<p>The student demonstrates all the requirements listed in the assessment booklet.</p> <p>Teacher/assessor has confirmed that the student met all requirements, made comments that support that judgement, has declared the student competent and has signed and dated the completed assessment form.</p>	<p>Student participates in at least two (2) low ropes course activities.</p> <p><u>Student is</u> engaged for the majority of the time. Their attention is on what the group is doing <u>e.g.</u> they aren't off playing on another element on their own. When not on an element they provide support <u>to</u> others.</p> <p>When spotting they follow instructions and adopt the most appropriate position for the element, they stay focused on the participant until they are safely off the element.</p> <p>Equipment is used as instructed, this includes fixed structures and any additional ropes/fixtures. Structures not being used by the group are left alone.</p>

Marking Schedule

A marking schedule should be included in an assessor guide. This is a summary or reference point for the assessor to use when marking the ākongā work. You can include the evidence and judgement statements within the marking schedule alongside the unit standard criteria. Having all the requirements on the one page and at the end of the document makes it easier and clearer for the assessor to refer to.

Final points to remember!

Once your assessment and assessor guide are starting to look complete, you **must** remember to add in the below fields on the assessment.

- 1) **Date** fields
- 2) A field for the **assessor's signature**
- 3) A field for the **learner's name**
- 4) A field for the **learner's signature** (this is particularly important if they provide verbal answers)
- 5) A **feedback box** for the assessor to leave detailed feedback.

Please note, it is important that you include plenty of feedback boxes (one for overall feedback and another under each task) to allow the assessor to provide **detailed** feedback. It is important for the ākonga to receive this level of detail; without this they will not know where they did well or where they need to improve. This needs to be outlined by the assessor, so it is clear for the learner. This also needs to be evidenced when submitting material for moderation.

Example of appropriate feedback:

"James did well" does not suffice. We need to see specific comments, e.g., "James did well because he supported his peers on the high ropes and successfully made it across the obstacle course without any help. Although he did well on the practical course he could improve on his planning. He showed up without the appropriate gear and had to borrow gear from his classmates. Although there are areas for improvement, he successfully completed the course and met the requirements of the unit standard. Well done, James!"

Example of appropriate fields:

Your details

Your full name	
Class name	
Student NZQA number	

Own work declaration

I declare that all written answers in this assessment are my own work.

Sign name	
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Teacher/assessor notes and feedback
Date of any student revisions, corrections or resubmissions

Assessment outcome

Teacher/assessor statement I have evaluated the evidence submitted by _____ (name of student). The evidence provided meets the standard described in the assessor guide for unit standard 20137.

Unit	Name	Level	Credit	Result C/NYC
20137	Demonstrate mountain biking on grade 1 terrain (v2)	1	2	

Teacher/assessor information	
Full name	
Signature	
Date	

Pre-moderation approval

Once the assessment and assessor guide are complete, all the final aspects have been added and you are happy with the formatting and overall look, it's time to submit the material (and all corresponding documents) for pre-moderation. You can do this by submitting the material to moderation@toimai.nz with a completed Toi Mai Pre-moderation cover sheet which you can find here: [Pre-moderation coversheet](#). The Quality Assurance Co-ordinator will receive it and allocate the submission to a Quality Assurance Specialist within the Quality Assurance team. The Quality Assurance Specialist will contact you with a moderation report and will be happy to provide further support where necessary.

Pre-moderation is your insurance that the assessment material you have developed is valid. If your assessment material is not pre-moderated and approved, learners might not have the opportunity to demonstrate the skills and knowledge the unit standard requires. As a provider, you may be subject to further action from Toi Mai and NZQA if post-moderation is not satisfactory.

Please also remember to hold on to your assessment material that has been completed by ākonga for at least two years. This is particularly important for moderation purposes, if you cannot supply

the correct documentation when post-moderation is called this will result in a 'not acceptable' report being produced.

We wish you well with creating your assessment material! Please contact us if you have any questions or concerns, we are here to help.