



Assessing Candidate Performance

Assessor Standards

TYPES OF ACTIVITIES

- **Demonstrate knowledge of the European Vocational Qualifications**
 - **Compile a Candidate Profile**
 - **Plan candidate assessments**
 - **Devise assessment tasks and simulations**
- **Assess candidate performance and provide feedback**

Assessing Candidate Performance

The following types of activities specify the areas in which individuals, applying to become assessors, need to demonstrate competence:

- Demonstrate knowledge of the European Vocational Qualifications (Languages)
- Compile a Candidate Profile
- Plan candidate assessments
- Devise assessment tasks and simulations
- Assess candidate performance and provide feedback

The whole assessment process involves generating, collecting and judging evidence of a candidate's competence measured against existing standards. The assessor-candidate, therefore, needs to demonstrate that s/he is able to support candidates in identifying their language level and their job requirements in the target language, in order to produce a realistic plan for assessments and to generate sufficient evidence of the right quality. As to the assessment decision, the assessor-candidate has to demonstrate that s/he is able to judge whether there is sufficient evidence of the right quality to conclude that the requirements per level and skill have been fulfilled.

When planning assessments and making assessment decisions, the assessor-candidate is expected always to act in the interest of the candidates by clarifying and taking account of their needs, by providing equality of access, and by eliminating undue discrimination in the assessment process.

N.B.: The term 'assessor-candidate' denotes the person applying to be awarded assessor status; the term 'candidate' is used for the person seeking to achieve an EVoQ qualification.

1 KNOWLEDGE OF THE EUROPEAN VOCATIONAL QUALIFICATIONS (EVoQ)

☞ Competence is demonstrated in explaining the EVoQ system to the candidates.

1. Has a knowledge of the language levels according to the Common European Framework.
2. Has a knowledge of the structure of the EVoQ.
3. Can explain the EVoQ to a candidate.

Notes: As to the level descriptors, the European Vocational Qualifications are based on the Common European Framework (CEF) of the Council for Cultural Cooperation (2000), levels A1-C2. If the assessor-candidate can demonstrate a knowledge and practicable understanding of the EVoQ, it is assumed that s/he also understands the underlying CEF. Separate knowledge evidence of the CEF is therefore not necessary or required.

2 COMPILE A CANDIDATE PROFILE

☞ Competence is demonstrated in compiling candidates' profiles which state the language levels in the various skills and what the candidates have (or will have) to do to perform relevant job tasks in the target language

1. Can make use of relevant tests or tasks to ascertain the candidates' language level.
2. Can establish what job tasks the candidates have to fulfil in the target language.
3. Has knowledge of ways of involving different candidates in establishing a profile.

Notes:

1. The 'Scales for Self-Assessment' are a useful start in order to establish a candidate's general language level. They are, however, not sufficient as an objective tool and may not serve as a basis for job-related assessments. The assessor-candidate would, therefore, have to make use of appropriate tests or tasks in a job-related context in order to satisfy him/herself that the language level has been properly established.
2. Point 3 refers to candidates who are either not in employment or who wish to change their current job. It is important that the assessor-candidate demonstrates a knowledge of how to deal with this target group.

3 PLAN CANDIDATE ASSESSMENTS



Competence is demonstrated in developing and agreeing assessment plans to meet the candidates' needs

1. Can explain the assessment process to the candidate.
2. Can establish assessment plans which are based on the candidates' assessment needs.
3. Can discuss and agree the assessment plans with the candidates and other interested parties.
4. Can set up realistic schedules for assessments.
5. Can specify the evidence requirements (per skill and level) and the types of evidence to be generated and collected.
6. Can demonstrate a knowledge of different methods for collecting performance evidence and of how to select appropriate, efficient methods.
7. Can demonstrate an awareness of and solutions to problems that may occur during the planning process.
8. Can monitor assessment plans and amend them according to the candidates' progress within the qualification.
9. Can keep records accurately and in a way that enables access to others who are involved in the assessment process.

Notes: Point 3 ...“other interested parties“ means here colleagues or superiors at work who may have to agree in some cases to the candidates making recordings at the workplace or using company material for assessment purposes

4 DEVISE ASSESSMENT TASKS AND SIMULATIONS



Competence is demonstrated in designing or selecting suitable assessment tasks and simulations - as applicable - to meet the candidates' needs and levels

1. Knows a variety of materials from which to draw on when selecting or designing assessment tasks or simulations.
2. Can make use of suitable authentic materials for assessment purposes.
3. Can select tasks appropriate to the candidates' level and job requirements for the respective skills.
4. Can design tasks suitable to the candidates' level and job requirements for the respective skills.
5. Knows when to use simulations and alternative sources, and from whom to seek advice on their effectiveness and efficiency.

N.B.: The EVoQ standards require for certain skills that the candidate be given an additional text or task for assessment which has to be dealt with in the presence of the assessor. For skills where this is not required (e.g. Speaking) **and** where the candidate submits sufficient pieces of evidence from his/her own real work situation, the assessor-candidate would not be expected to design or select additional tasks for assessment.

5 ASSESS CANDIDATE PERFORMANCE AND PROVIDE FEEDBACK



Competence is demonstrated in identifying relevant evidence, judging this against the standards, making an assessment decision and providing feedback to the candidate.

1. Can judge the evidence objectively and reliably.
2. Can judge the evidence accurately against all the Activity Types and Assessment Criteria.
3. Knows ways of how to check the validity and authenticity of evidence.
4. Can administer simulations or tasks correctly and effectively.
5. In cases where a candidate's performance can be observed in a real work situation, the assessor-candidate knows how to remain as unobtrusive as possible.
6. Can communicate an assessment decision to the candidate.
7. Can give clear and constructive feedback following the judgement.
8. Knows the Centre's Appeal Procedures and can explain these to the candidates.
9. Can keep records on the judgement, the assessment decision made and the feedback.

N.B.:

Point 1: 'reliably' means that the assessor-candidate produces consistent judgements (i.e. similar judgement results within similar levels and skills and/or similar candidates)

Point 8 refers to cases where a candidate may not agree with the assessor-candidate's judgement and decision.

Assessor Standards

Assessment and Certification

Performance Evidence

The Assessor Award can be granted if competence is demonstrated in all the five Activity Types.

The following samples of evidence must be provided for certification

The assessor-candidate submits **a total of 6 complete assessment dossiers** covering all skills and documenting all the required steps from first informing the candidate up to the candidate's portfolio being ready for certification. These include

for Activity Type 1

- audio recordings of the conversations or testimony by the respective candidates that the system has been explained, questions have been answered satisfactorily and that the candidates - as a result - understand the tasks involved.

for Activity Type 2

- copies of level assessments including appropriate tests; copies of needs analyses; copies of Candidate Profile

for Activity Type 3

- copies of Assessment Plans

for Activity Type 4

- copies of assessment tasks and simulations - as specified in the EVoQ standards for the different skills and levels - which are relevant to the candidates' jobs and levels

for Activity Type 5

- records (including audio/video recordings) on how the assessor-candidate has conducted the assessments; the assessment decision in each case and what feedback was given to the candidate

At least one dossier is required **for each of the four skills** - i.e. Speaking, Listening, Reading, Writing.

The dossiers must cover **at least three different levels** (e.g. 2 x A 2, 1 x B 1, 3 x B 2).

The number of candidates assessed is not determined. The above-mentioned requirements, however, result logically in the involvement of **at least two candidates** (e.g. assessing 4 portfolios of one candidate plus 2 portfolios of another candidate **or** 3 portfolios each of two candidates).

<i>Activity Type</i>	<i>Assessment Criteria</i> The Performance Evidence must fulfil all of the following criteria
<p>1. Demonstrate knowledge of the European Vocational Qualifications (EVoQ) Competence is demonstrated in explaining the EVoQ system to candidates and assessing the candidates' level in the various skills</p> <p>2. Establish a candidate profile Competence is demonstrated in establishing candidates' profiles which state the language levels in the various skills and what the candidates have (or will have) to do to perform relevant job tasks.</p> <p>3. Plan candidate assessments Competence is demonstrated in developing and agreeing assessment plans to meet the candidates' needs.</p> <p>4. Devise assessment tasks and simulations Competence is demonstrated in designing or selecting suitable assessment tasks and simulations - as applicable - to meet the candidates' needs and levels.</p> <p>5. Assess candidates' performance and provide feedback Competence is demonstrated in identifying relevant evidence, judging this against the standards, making an assessment decision and providing feedback to the candidate.</p>	<p>The assessor-candidate</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> has detailed knowledge of the EVoQ system 2. <input type="checkbox"/> can assess a candidate's language level <ul style="list-style-type: none"> <input type="checkbox"/> candidate 1 <input type="checkbox"/> candidate 2 3. <input type="checkbox"/> can compile a reliable Candidate Profile <ul style="list-style-type: none"> <input type="checkbox"/> candidate 1 <input type="checkbox"/> candidate 2 4. <input type="checkbox"/> can discuss and agree an Assessment Plan with the candidates <ul style="list-style-type: none"> <input type="checkbox"/> candidate 1 <input type="checkbox"/> candidate 2 5. <input type="checkbox"/> can demonstrate a knowledge of different methods for collecting performance evidence 6. <input type="checkbox"/> can select or design assessment tasks appropriate to the candidate's level and job requirements <ul style="list-style-type: none"> <input type="checkbox"/> candidate 1 <input type="checkbox"/> candidate 2 7. <input type="checkbox"/> can administer any simulations or tasks correctly and effectively 8. <input type="checkbox"/> can judge the evidence fairly, reliably and accurately against all the relevant Assessment Criteria <ul style="list-style-type: none"> <input type="checkbox"/> candidate 1 <input type="checkbox"/> candidate 2 9. <input type="checkbox"/> can give clear and constructive feedback following the judgement <ul style="list-style-type: none"> <input type="checkbox"/> candidate 1 <input type="checkbox"/> candidate 2 10. <input type="checkbox"/> can keep records on all the procedures during the assessment process