How to construct assessment items

Deciding what is to be assessed
Are you wanting to assess:
- individual competencies
- competencies together
- some elements together across competencies
- individual competencies with some elements from another
- several competencies in the same context with other contexts to be assessed at another time (for example, perhaps today in a residential situation and tomorrow in a community based situation)

Deciding where assessment will occur
- real world situations - with all the normal prompts which tend to trigger the same behaviours which occur when the candidate is not being assessed
- simulations - either within or outside the workplace. Good simulations provide as many of the normal prompts as the ‘real world’ would. This ensures behaviour most like ‘normal’ behaviour, and also makes feedback more meaningful, and the assessment less open to dispute.
- hypothetical situations - through the use of ‘what if’ and ‘find an example of’ type exercises. These may be mediated through a workplace observation exercise or through a journal.

Tools designed for assessment in any of these environments may be used:
- by the learner only
- by the learner in collaboration with other learners, or more experienced workers
- by the learner in collaboration with a workplace assessor
- by assessors alone
- as either permanent records of assessment
• or simply to collect evidence during observation before the permanent record is made

**Observation/practice checklists**

This is covered in “*how to use competency standards to assess competence*”

**Evidence logs**

This is covered in “*how to use construct an evidence log*”

**Reflective journals**

This is covered in “*how to set up a reflective journal*”

**Directed observations**

This is covered in “*guide to directed observations*”