

## GUIDE FOR ASSESSOR

The aim of this guide for assessors is to provide information relating to the Transition Quality Assurance System with regard to the function of assessing.

An Assessor must show evidence of having assessed the learner evidence presented using a **red pen/ink**. The overall grade/mark or result awarded is recorded and initialled by the assessor on the front page of any written assessment including portfolio/project work. The typical evidence of the assessor having reviewed and marked/graded the learner assessment evidence is as follows:

Assessment Technique Used	Instructor Evidence of Marking/Scoring
Short answer questions	Each answer should be ticked to indicate the evidence has been reviewed. In the situation where each answer has allocated marks or a grade, the marks or grade awarded should be written at the end of the answer.
Written essays, assignments, and projects	Each page should be initialled or ticked to indicate the evidence has been reviewed. In the situation where marks or grades are allocated the marks or grades awarded should be written at the end each assessment criterion achieved.
Multiple choice questions	Each question should be marked to indicate if the learner has given the correct answer or not.
Learner record / journal	<p>The type of learner record or journal can vary depending on the course level and nature of the assessment. Evidence of assessor having viewed the assessment can include:</p> <ul style="list-style-type: none"> <li>• Written assessor comments and feedback on the learner evidence</li> <li>• Log book – each section is signed and dated where specified in the log book or initialled by the assessor and dated (where logs books are completed over a period of time)</li> <li>• Diary – if completed on a weekly basis and where specified should be signed by assessor and dated at the end of each week, where not specified, the diary should be ticked or initialled at the end of each page, to indicate it was reviewed</li> <li>• Personal record, each page should be ticked or initialled at the end of each page, to indicate it was reviewed.</li> </ul>
Portfolio / collection of work	Each page should be initialled or ticked to indicate the evidence has been reviewed. In the situation where marks or grades are allocated, the marks or grades awarded should be written at the end each assessment criterion achieved and/or at the end of each exercise/activity.
Skills demonstration / practical test	<p>Not all skills demonstrations/practical tests produce evidence of the task having been completed.</p> <p>In a number of cases, the live skills demonstration is the actual process or the task of doing for example, shampooing hair, checking the wheel alignment of a vehicle. In such situations, it is important that the records relating to the assessment event are fully and accurately completed at the time the event is occurring, so as to ensure fairness and objectivity. Also, these records become the evidence in the event of a learner appealing a result.</p> <p>Where it is practical to do so, evidence of the skills demonstrations should be retained. Assessment evidence can take for example, the form of photographic, video, audio or other electronic forms of the skills demonstration task or process being carried out or its output.</p>



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### **Instructor concerns regarding learner evidence**

If an assessor has any concerns or suspicions of plagiarism or cheating by a learner, assessor should immediately bring their concerns to the relevant ETB Training Centre Assistant Manager with responsibility for the assessment.

In the case where the course is delivered on behalf of the ETB Training Centre by an Second Provider, Contractor or ATO, the assessor should bring his/her concerns or suspicions immediately to the Second Provider Manager/Co-ordinator, Contractor, ATO Internal Verifier, who in turn will notify the ETB Training Centre Training Standards Officer. The Training Standards Officer will bring it to the attention of the relevant ETB Training Centre Manager.

The assessor will record in the Assessor Report the specific of his/her concerns or suspicions in Q.3.

### **Issues with marking/scoring criteria**

- a) Where an assessor identifies an error with the marking/scoring criteria the assessor must operate within the assessment guidelines in as far as is practicable and use their professional judgement as appropriate. The assessor in identifying any anomaly with the marking/scoring criteria should:
- Record in the assessor report that there is an issue and outline the issue/error in the *"comment section"* of the report (Q.2).
  - Record in the assessor report under *"Please record any comments/ recommendations/ corrective or preventative actions"* the nature of this error and the correct criteria the assessor believes should be in the scoring/marking criteria.
  - Record in the assessor report under *"Please record any issues/recommendations for the Results Approval Panel"* any recommendations he/she has for the Results Approval Panel, taking into consideration the error identified in the scoring/marking criteria.
- b) Where an assessor identifies an issue in relation to clarity, typo or phraseology pertaining to the learner instructions or the marking/scoring criteria, and the assessor should:
- Record the specifics of this in Q.1 or Q.2, as appropriate, in the assessor report.
  - Record in the assessor report under *"Please record any comments / recommendations / corrective or preventative actions"* the nature of this issue and the suggested improvement relating to this issue.