

## Quality assurance checklist for VCE VET scored assessment tasks

General information about the assessment		
School name		
RTO name		
Result for all assessment tasks		Comments
General assessment components		
<input type="checkbox"/>	All assessment tasks were based on realistic workplace activities and have a realistic context.	
<input type="checkbox"/>	Together the assessment tasks covered the performance evidence, knowledge evidence, performance criteria and foundation skills for each unit of competency.	
<input type="checkbox"/>	All assessment tasks allowed for holistic integration of the specific scoring criteria.	
<input type="checkbox"/>	Assessment of the unit(s) of competency matched the task type used.	
<input type="checkbox"/>	All assessment activities within the assessment task were appropriate for the task type.	
<input type="checkbox"/>	Student instructions and guidelines for the assessment tasks and activities were clearly identifiable. Each assessment activity contained explicit instructions, e.g. instructions for role-play-based activities, the duration of the test, what resources students need to access, how students should respond to written and verbal questions, specific observation checklists.	
<input type="checkbox"/>	Students were assessed individually.	
<input type="checkbox"/>	Feedback about level of performance was provided to students.	
<input type="checkbox"/>	VET coursework assessment records (VCARs) were completed.	
Work Performance task design		
<input type="checkbox"/>	Observation checklists were used.	
<input type="checkbox"/>	Oral or written questions assessed the knowledge evidence.	
<input type="checkbox"/>	Maximum time allowed for the assessment did not exceed 25% of the total nominal hours for the unit(s) of competency being assessed.	
<input type="checkbox"/>	Supplementary evidence included was a requirement of the unit(s) of competency.	
Product task design		
<input type="checkbox"/>	A plan was used to outline specific requirements of the product.	
<input type="checkbox"/>	The plan was approved prior to commencing the product development.	
<input type="checkbox"/>	The production processes were documented.	
<input type="checkbox"/>	Verbal or written questions addressed the production of the product and knowledge evidence requirements.	
<input type="checkbox"/>	Maximum time allowed for the assessment did not exceed 50% of the total nominal hours for the unit(s) of competency being assessed.	
Industry Project task design		
<input type="checkbox"/>	A written report (max. 2000 words) or an oral presentation (max. 15 minutes) was the main assessment activity.	
<input type="checkbox"/>	Supplementary evidence included was a requirement of the unit(s) of competency.	
<input type="checkbox"/>	Maximum time allowed for the assessment did not exceed 25% of the total nominal hours for the unit(s) of competency being assessed.	

Portfolio task design	
<input type="checkbox"/>	Assessment activities consisted of 3–5 distinct activities.
<input type="checkbox"/>	At least two different assessment activities were used.
<input type="checkbox"/>	A performance activity was included and observation checklist used.
<input type="checkbox"/>	Maximum time allowed for the assessment did not exceed 25% of the total nominal hours for the unit(s) of competency being assessed.
VCE VET scoring criteria	
<input type="checkbox"/>	VCAA scoring criteria was evident for each assessment task.
<input type="checkbox"/>	All tasks were designed to allow for application of the specific scoring criteria.
<input type="checkbox"/>	Scoring criteria was contextualised and used descriptors that matched the level of performance.
<input type="checkbox"/>	A contextualised scoring criteria was used for each assessment task.
<input type="checkbox"/>	An assessment marking guide was used.
Result of review	
<b>Comments</b>	
<b>Action plan</b>	